

THE MEANING OF SUPERVISION
IN TEACHER EDUCATION

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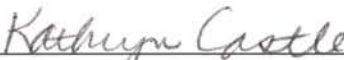
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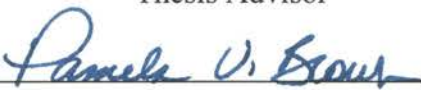
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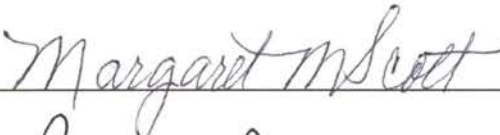
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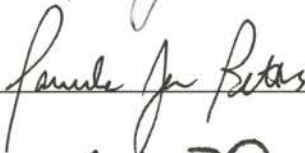
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CHAPTER I

INTRODUCTION

The topic of supervision has been and continues to be an important one in the professional literature, especially in the fields of curriculum, instruction, and educational administration. A review of the literature on supervision reveals multiple views of what supervision means. Each view in turn reflects a different view of what teaching means. For example, a positivistic, technical view portrays teachers as deficient, teaching as fixed technology, and supervision as a discrete intervention by supervisors as the experts (Reitzug, 1997).

A different view of supervision comes from the literature on clinical supervision, which portrays the clinical supervisor as a helping professional, who guides the teacher toward improvement of teaching through clinical sessions focused on the teacher's goals for improvement. While this model puts some of the control in the hands of the teacher, it still suggests a hierarchical relationship between the supervisor and the supervised (Acheson & Gall, 1992).

A third and less prevalent view of supervision in the more recent research literature portrays supervision as collaborative and empowering, and the supervisor as a collaborator along with the teacher (Glickman et. al., 1998; Pajak, 1998; Sergiovanni &

Starratt, 1992). In collaborative supervision, the relationship between the supervisor and supervisee is equal and mutual. The teacher who is supervised is viewed as capable, knowledgeable, and in control of efforts to improve. There is a reciprocal give and take between the supervisor and the teacher who is being supervised. The following literature reflects this multiplicity of views of supervision. For some that view teaching as a fixed technology and teachers as deficient, supervision is teaching teachers how to teach (Mosher & Purpel, 1972).

For those who place the success of the whole school as a priority and are concerned with the ecological life and goals of the institution over the human dimension, supervision becomes “a function in schools that draws together the discrete elements of instructional effectiveness into whole-school action” (Glickman, 1998, p. 6) or a process with one major goal: the improvement of instruction. The process is multifaceted and interpersonal, “dealing with teaching behavior, curriculum, learning environments, grouping of students, teacher utilization, and professional development” (Pfeiffer & Dunlap, 1982, p. 1).

For others, instruction is not conceptualized as established techniques to be mastered. Thus supervision is a major function of the school operation, not a task or specific job or set of techniques. It is more instruction-oriented but not pupil-oriented. Its aim is to improve the teaching-learning processes in the school (Harris, 1985) or it is a process in use by those who have some responsibility in schools but rely on the efforts of others to achieve the school goals (Sergiovanni & Starrat, 1979).

According to Smyth (1991) the term supervision has medieval Latin origins and was originally defined as “a process of perusing or scanning a text for errors or deviations

from the original text” (p. 30). The Webster’s Second New Riverside University Dictionary (1994) provides an etymological definition of supervision based on the verb supervise which is rooted in the Latin word supervidere which means “to look over”. Super means “over” and videre means to “see”. To supervise is to direct and watch over the work and performance of another (p. 1163).

In industry, supervision has been used to mean the management of others. Factories generally require more than one supervisor. These workers are referred to as foremen, managers, section chiefs, front-line supervisors, floor chiefs, section heads, or department heads. A supervisor within the field of business management is someone with various responsibilities including his or her ability to understand people, and to motivate them. He or she must be an energetic leader, be a good planner and provider of work. He or she should be wise and just in making decisions, be knowledgeable about technical aspects of work, and finally, be able to serve as liaison between top management and workers. For loading and unloading some material in a truck, one foreman must supervise the ‘move gang’ whose responsibility is to load and unload trucks at the loading dock, by telling the workers what to do. This seems to be what supervision is all about (George, 1977). In other words, supervisors meet the objectives of the organization by directing the efforts of other people. The ultimate goal of supervision within the management and business world is success in the production of goods. As George (1977) writes:

Good supervision in fact is just about the single most important factor in the success of our American economy. Because of good supervision we have produced a staggering array of new products, new homes, new automobiles, new clothing, new tools, new TVs and so on. How, you might ask, have good supervisors done all this? The answer: they have

done it by wisely directing the efforts of others, by wisely using the manpower available to them, and by wisely putting the right combination of men and materials together to get work done. The key to success for any firm is good supervision (p. 3-4).

Some supervisory jobs are more complex than loading and unloading material but still no matter what the complexity of the job, telling people what to do seems to be the approach to guarantee success. These assumptions from the business world have been applied to education because schools are organizations that seem more or less to operate within similar organizational dynamics as business and political organizations (Glickman & Kanawati, 1998, p. 1248). According to Flinders (in Glickman et. al., 1998), “education has always drawn from business and will continue to do so” (p. 1248). Although enthusiasm toward this trend is not universal, others such as Smith (in Glickman & Kanawati, 1998) have found that there is a general consensus that “organizational and managerial theories have much to offer the field of supervision either directly or indirectly” (p. 1248). The traditional view of learning has far reaching implications for teaching and supervision. This view holds assumptions about learning as:

1. A process of accumulating bits of knowledge and isolated skills.
2. A teacher’s primary responsibility is to transfer his or her knowledge directly to students.
3. Changing student behavior is the teacher’s primary goal.
4. The process of learning and teaching focuses primarily on the interactions between the teacher and individual students.

5. Thinking and learning skills are viewed as transferable across all content areas (Nolan & Francis, 1992, p. 45).

Based on these beliefs, teaching has been viewed as

1. Organizing and structuring the learning material in the most appropriate sequence.
2. Explaining concepts clearly and unambiguously.
3. Using examples and illustrations that can be understood by students.
4. Modeling appropriate application of desired skills.
5. Checking student comprehension of material that has been presented.
6. Structuring and organizing practice sessions with instructional material so that it will be retained more effectively in long term- memory and transferred appropriately to other contexts.
7. Assessing student learning by requiring students to reproduce the desired knowledge and skills on paper-and -pencil tests or through other observable means (Nolan & Francis, 1992, p. 46).

As a result of these beliefs, a teacher-centered conception of teaching has prevailed in classroom and supervisory practice that has emphasized the teacher's observable behavior during teaching (Nolan & Francis, 1992). Unlike this traditional view, a constructivist view of teaching and learning is characterized by "a new mindscape about human learning" (Nolan & Francis, 1992, p. 46). This new perspective has caused a fundamental change of beliefs about teaching, learning and supervision. For example, learning is believed to entail the following

1. All learning, except for simple rote memorization, requires the learner to actively construct meaning. It is believed that learners make meaning of new knowledge by relying on their prior schemata (Nolan & Francis, 1992).
2. Students' prior knowledge of a topic or concept before instruction is crucial in their understanding of the topic under instruction. It seems that what people learn is "never a direct replica of what they have read or been told" Brandt (in Nolan & Francis, 1992, p. 47). Sociological, cultural and political transitions in the world are taking place at the same time similar transitions are also taking place in education (Glickman, 1992).

Although at the level of education discourse, this transition seems evident, it remains to be seen whether at the level of lived experience, it is being embodied by students, teachers, supervisors, teacher educators, and school administrators. Has lived experience of supervision moved away from a positivistic, technical view of supervision as control and correction, to a more collaborative view of supervision that fosters teacher's growth, or does the traditional view of supervision continue to be embodied by those in supervising positions? Do those being supervised expect to be told what to do by supervisors? The focus in this study is to come to a deeper understanding of the meaning of supervision in teacher education.

The Research Problem

The professional literature in education reflects multiple views of teaching with a current trend away from teaching as transmission of knowledge, fixed technology and,

linear activity, and based on the assumption that teaching is predictable, certain and, objective, toward teaching as an activity characterized by complexity, uncertainty, unpredictability, ambiguity, and as agency in co-creating curriculum with learners (Cochran-Smith & Lytle, 1999; Dyson, 1999, Stein et. al., 1999; Alberts, 1998, Schwarz & Ayers, 1993; Alberts, 1998; Giroux, 1997; Irwin, 1996; Jalongo & Isenberg, 1995; Giroux, 1994; McCaleb, 1994 ; Paris, 1993; Hargreaves & Fullan, 1992; Miller, 1990).

Paralleling this trend is a similar trend in the view of supervision as inspection from top-down, power-over, authoritarian control, to facilitation of teachers' development in collaboration with teachers, and power-with. In other words, there seems to be a transition from a traditional view of supervision as a top-down hierarchical construct, to a more democratic or horizontal notion of supervision (Lovell & Wiles, 1983; Glickman, 1992; Glickman et. al., 1998; Sergiovanni & Starratt, 1993).

It is not surprising that this transition, which reflects philosophical, sociological, and cultural transformations from a positivist perspective to postmodern perspective, is taking place. In human science, traditional views about power, control, and knowledge are being questioned. The traditional notions of reality and knowledge are being rethought and viewed in new perspectives that call for pluralism as reflected in current human sciences literature, "There is growing inclination for pluralism. No one model can claim to better explain reality; diverse methodologies are being encouraged. In science, the idea of one single and unique thought no longer holds" (*Human Sciences*, 2000, p. 116).

In the same vein, educational critics are calling for empowerment of teachers (Miller, 1990; Giroux, 1994). In current literature on supervision there is a move away

from a scientific view of supervision toward a constructivist perspective of supervision (Sullivan & Glanz, 2000; Marlowe & Page, 1998). Recent reform efforts in education are being geared toward constructivist approaches in supervision, teaching and learning. These efforts are evidenced in the works of the Carnegie Foundation and the National Association of Secondary School Principals (NASSP) and also the Professional Teachers' Organizations such as the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Science Teachers Association (NSTA), and the National Center for History in the Schools (NCSS). The overriding theme in these growing trends suggests views of teaching and learning and the role of the educators in a constructivist paradigm.

Are such changes in supervision evident among supervisors and those who are supervised?

Purpose of the Study

This study examines the meaning of supervision as lived by those serving in the role of supervisors as well as by those being supervised. Events in education are shaking the taken for granted and deep-rooted assumptions and views of teaching and supervision through reforms and research. It is argued that thanks to the transition, the term supervisor or supervision may have different meaning to the educators engaged in the process (Glickman, 1992).

While supervision might be outliving its usefulness in education, those who are supposed to benefit from it may face new responsibilities. They may feel confident in

enhancing education through shared governance and see themselves as the center of action research, through their own plans for professional development.

A supervisor with hierarchical control of educational activities may seem antithetical to them. Likewise, the term supervision understood as inspection in the business world where it is used to control the work of employees may also seem antithetical to them. Educators in the transition may see themselves in control of their own actions in contexts of classrooms in which they are familiar. They may see themselves as committed, intelligent, resourceful, and dignified human beings who can hold discussions, debates, and make informed and responsible decisions to reform and sustain meaningful education (Glickman, 1992).

We know that the professional literature claims that a shifting view of supervision as a school based collegial process based on reflection, uncertainty and problem solving has been finding acceptance by practitioners in schools (Glickman, 1992). What we do not know is what all this means to those who are living the experience of supervising and being supervised. The shift which seems to be on the cutting edge is driving people such as Glickman to express the need to “ask young and experienced women and men from public schools and universities, who work in varying settings and who speak from different perspectives, to tell us how supervision is being construed in places struggling to reshape education” (p. 2).

The purpose of this study is to lay open the topic of supervision from the perspectives of student teachers and university supervisors of these student teachers for a better understanding of how each of them is construing this phenomenon. This study is located in van Manen’s (1990; 1997) hermeneutic phenomenological methodology to

bring fresh insights, to inform those in charge of implementing programs of supervision in the new millennium.

The Research Question

In his book Researching Lived Experience: Human Science for Action Sensitive Pedagogy Max van Manen (1990) distinguishes between phenomenology and hermeneutics. He defines phenomenology as: “the pure description of lived experience” and hermeneutics as “the interpretation of that experience via some ‘text’ or via some symbolic form (p. 25). Through writing, I will transform into textual expression, the interpretive description of the university supervisors and student teachers’ lived experiences of supervision. Because the question of knowledge always points one back to his or her experience of the world and drives one to write (van Manen, 1990), the following questions will be asked:

The Primary question:

What is the meaning of supervision in teacher education?

Secondary questions:

- a) What is the meaning of supervision to those who are living the experience of being supervisors?
- b) What is the meaning of supervision to those who are living the experience of being supervised?

Significance of the Study

The significance of the study of the meaning of supervision in teacher education and the availability of professional literature on the current perspectives on teaching and learning, have deep underlying implications for supervision and suggest a need for understanding how supervision is being construed by those who are involved in the process. The traditional view of teaching as a fixed technology is antithetical within the postmodern perspective on teaching. Likewise the traditional perception of the teacher as incompetent or deficient is also antithetical. Enthusiasm for new perspectives on teaching and “new mindscapes” (Nolan & Francis, 1992, p. 44) about human learning have been gaining momentum. These new mindscapes envision the future teacher as “a self-directed person who is intrinsically motivated to analyze a situation, set goals, plan and monitor actions, evaluate results, and reflect on his own professional thinking” (Colton & Sparks-Langer, 1992, p. 155); as “transformative” intellectuals who must be given scope to plan and reflect in collaboration with others about the theory that informs their actions, and also learn about the community within which they serve Giroux (in McCaleb, 1994); as facilitators who possess the skills for bridging the home-school relationships, and as participatory researchers who can incorporate some aspects of the practice into their own work (McCaleb, 1994).

Ada & Beutel (1991) wrote, “Participatory research is a philosophical and ideological commitment which holds that every human being has the capacity of knowing, of analyzing and reflecting about reality so that she becomes a true agent of action in her own life” Ada & Beutel (in McCaleb, 1999, p. 57). Within professional

development, teachers are now viewed by some as autonomous agents. Castle & Aichele (1994) state:

Autonomous teachers if given time, have the ability to read and critique professional guidelines such as the National Council of Teachers of Mathematics (NCTM) standards based on their previous experiences. They are also more likely to be able to continually improve and revise professional standards than to merely carry them out (p. 4).

The discourse couched in these terms suggests that the transition from supervision as a term derived from its roots and close to inspection of the work of employees, to supervision as a school based collegial process, based on reflection, uncertainty, and problem solving (Glickman, 1992) seems evident. However, it remains to be seen whether at the level of lived experience educators are embodying it. This study will focus on the lived experience of supervisors and those supervised.

Limitations

There are several limitations to the present study that should be noted. First, although my purpose in this study was to gain a deeper understanding of how university supervisors and student teachers give meaning to their experiences of supervision, I am aware that I can never fully understand what each participant has really experienced because each story is only an interpretation of the experience. For example, the university supervisors may not be fully aware of the contradictions that underlie their work as university supervisors and their stated intentions.

I am also aware that a focus on interviews alone to gain understanding of the meaning of supervision is not enough. I could observe the participants, and examine and

analyze diaries, journals of university supervisors and the student teachers in addition to the interviews, because such sources are likely to reveal accounts of human experiences that are of phenomenological value. Given that the university supervisors and student teachers in this study have interacted with cooperating teachers and the school principals, the cooperating teachers and principals could be interviewed. I was not able to gather data with regard to the meaning the cooperating teachers and the school principals attach to supervision is a major limitation of the present study and clearly limits my ability to gain a deeper understanding of supervision as a whole. However, despite these limitations, I feel that my general approach to the study of supervision of student teachers is potentially more helpful than an approach that is limited to the view of supervision as an evaluation of behavioral outcomes of the student teacher's performance.

Definitions

Evaluation: An analysis of what a person has done or is doing in order to help him or her to improve by developing her or his strengths or by overcoming his or her weaknesses (Armstrong, 1977).

Hermeneutic phenomenology: Hermeneutic phenomenology is a descriptive methodology that aims to let things speak for themselves; it is also an interpretive methodology because it claims that there are no such things as uninterpreted phenomena (van Manen, 1990, p. 180). Hermeneutics and phenomenology are terms connected with a new direction that has been emerging in the social sciences in recent years, a departure from established ways of thinking about self and sciences.

Human Science: Used interchangeably with the terms phenomenology or hermeneutics as in the hermeneutic phenomenological tradition in Germany (from about 1900 to 1965) and in the Netherlands (from about 1945 to 1970). It studies persons with the purpose to understand their lived experience, van Manen (1990).

Meaning: The subjective understanding of a phenomenon. The way of meaning is to be able to put behavior in context (Schutz, 1967). Meaning is “what is experienced and consequently what we attempt to express in behavior, gesture, and language” (Bacon, 1980, p. 64). Meaning is located in the various dimensions of subjectivity and behavior and in ‘texts’ and classroom practices that structure, limit, and enable human action (Giroux, 1997, p. 87). Meaning is multi-dimensional and multi-layered (van Manen, 1990, p. 78).

Pedagogy: is the activity of teaching, parenting, educating, or generally living with children, that requires constant practical acting in concrete situations and relations (van Manen, 1990).

Phenomenology: Phenomenology is the systematic attempt to uncover and describe the structures of lived experience. In educational settings, phenomenology does not ask, “how do these children learn this particular material?” But it asks, what is the nature or essence of the experience of learning, so that I can better understand what this particular learning experience is like for these children?” (van Manen, 1990, p. 10).

Phenomenological research: Phenomenological research is the description of the experiential meanings we live as we live them. It attempts to describe and interpret these meanings to a certain degree of depth and richness. In this focus on meaning, phenomenology differs from other social and human sciences, which may focus not on

meanings but on statistical relationships among variables, on the predominance of social opinions, or on the occurrence or frequency of certain behaviors. It also differs from other disciplines in that it does not aim to explicate meanings specific to particular cultures such as history, to mental types, such as psychology, or to an individual 's personal life history such as biography (van Manen, 1990).

Supervision: A process that broadens the base of participation, involving a wider range of people to share ideas regarding professional growth and other planning activities (Koehler & Baxter, 1997, p. 151).

Student teaching: A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over an extended period of time and engages directly in many of the activities which constitute the wide range of a teacher's responsibilities (Cooperating Teacher's Handbook, 1999-2000, p. 5).

Student teacher: Is a college student who is working under the guidance of a certified teacher in an approved setting. A student teacher, while serving a non-salaried internship under the supervision of a certified teacher, shall be accorded the same protection under the law as that accorded the certified teacher (Handbook for Cooperating Teachers, 2000/2001, p. 3).

University supervisor: A university faculty member who cooperates in assigning, supervising, and evaluating student teachers. A university representative who completes four periodic evaluations of the intern over the thirteen-week period of student teaching. A university supervisor is a university content area professor or adjunct employed by the

university for supervising interns in a public school setting (Cooperating Teacher's Handbook, 1999-2000).

Inspection: The term inspection is better understood in the description provided by Daresh & Playko (1995),

It is assumed that supervisors were meant to be inspectors. They were expected not only to monitor instructional processes and correct incompetent teachers in the midst of leading their classes, they were also expected to review the characteristics of the total school, not as consultants or facilitators, but solely as inspectors. They performed functions such as overseeing the upkeep of school buildings, instructional materials, and equipment. They were supposed to make sure, for example, that the schoolhouse roof did not leak, that the fire in the stove was well stoked, and that there were sufficient slates and benches for all the pupils (pp. 10-11).

Organization of the Chapters

This study will examine the meaning of supervision as lived by those serving in role of supervisor as well as by those being supervised. It is organized around five chapters. Chapter I is the introduction of the study. It deals with the research problem, the purpose of the study, the research questions, the significance of the study, the limitations, and the definitions of terms. Chapter II deals with the review of literature on supervision. It begins with an introduction followed by an overview of a historic perspective on supervision. Throughout the overview, different models of supervision are highlighted. The hallmark in chapter two is the growing trend toward a shift from traditional supervision to alternative contemporary forms of supervision. Chapter III presents the methodology used in this study, the rationale for the methodology, the

participants, and the data analysis. Chapter IV presents findings. Emergent themes are presented and discussed in light of the responses of the participants. Chapter V contains two parts: part one deals with reflections and implications, and part two deals with recommendations and conclusion.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The history of supervision has never been as clear-cut as it might seem.

Although supervision has been used in education as an activity that should help improve instruction, no real consensus has been reached in terms of what supervision should be or who should supervise (Daresh & Playko, 1995).

Changes in the world such as the reordering and redefining of societies, governments, and economies are evident. People are rethinking old ways of doing business, dismantling hierarchies, and formulating new expressions of “life, liberty, and the pursuit of happiness” (Glickman, 1992, p. 1). It is no surprise that similar events in education such as traditional views of supervision as top down, hierarchical, one-way transmission of prescribed directives to subordinates who act them out, are becoming questionable. There is growing evidence of a shift in the views of teaching as a “fixed technology” and teachers as deficient, curriculum implementers, and technicians, to a view of teaching as complex, ambiguous, unpredictable, and teachers as curriculum designers.

Glanz (1995) argues for the need to refer to the past to inform the present to escape to “fall prey to reinventing the wheel again and again” (p. 100). Due to the shifting view of teaching and supervision from positivism to postmodernism, the term supervision and supervisor may have a new meaning to those who are engaged in this educational activity.

To begin with, I have chosen to present a historical overview of supervision in education in general, by outlining different models. I describe particular traditional supervision models that have dominated specific historical periods, and the nature of research conducted to inform and improve teaching. The research was concerned with merely documenting and describing the verbal behaviors and classroom events of student teachers or teachers (Zeichner & Tabachnick, 1982) through techniques such as: selective verbatim, verbal flow, at task, class traffic, interaction analysis and global scan (ASCD, 1987). The history of supervision is not clear-cut, and there are overlaps that appear from one period to another. Consequently, the overview does not claim to be exhaustive. Next, I describe recent models of supervision that marked a shift from the traditional views of teaching and supervision and also a shift in the study of supervision from analyses of factors on the surface of supervisory process to studies situated within a phenomenological perspective.

This review of the literature is placed within a framework of supervision in teacher education with a central focus on understanding the lived experiences of university supervisors and student teachers with whom they are directly involved within the context of field experience.

A Historic Perspective

From an American historical perspective, some educational factors such as the goals of education, the locus of educational authority, and socially acceptable means for implementing these goals, have determined the form supervision must take (Karier, 1982). Committees of laymen were appointed in Boston to inspect and approve teachers, courses of study and classroom instructional techniques. The supervisory authority of the principal was not installed. The town committee was reluctant to surrender its authority. The principal was viewed as a super-teacher rather than as a person with sufficient skill and knowledge to act as a supervisor of instruction. The power eventually was usurped by the superintendent who was unwilling to share the power with the principal; there was no clear statement of who had the responsibility and authority for supervision in the new school organization. This confusion often has led to frustration and inefficiency among those who fought for control (Karier, 1982).

The improvement of instruction did not seem to be the priority; instead the discipline of the students was observed, the school plant was inspected and the performance of the teacher received superficial attention and appraisal. Eventually the supervisory roles were handed down to professional school administrators as a result of a rapid demographic growth of schools and school populations and in alignment with the factory model of organization. As a result, the position of principal emerged when board members realized they could no longer administer or supervise.

Although the principalship was the first administrative position to emerge, it was the last to secure responsibility and authority for instructional improvement. The

principal's duties at first were clerical, then disciplinary, then administrative, and finally supervisory. Principals were engaged in inspection. The inspection was based on the assumption that an educational supervisor's role was to find faults with a teacher who was struggling with his or her lesson in a classroom.

Evolution of American School Supervision

The enactment of the first Massachusetts School Law, in 1642 set a pace for educational supervision in American schools (Daresh & Playko, 1995). Laymen, clergy, school wardens carried out early American school supervision, and citizens' committees used a supervisory approach that was inspection for the sake of control. Laymen and school inspectors assumed the same role by putting an emphasis on rules and the maintenance of standards. There were also principals and helping teachers in the field of supervision. Their role consisted in observing the improvement of instruction through classroom observation and demonstration, with emphasis on teaching weaknesses.

The emphasis on religious instruction in the past and the role of education as a way to preserve class and social differences changed into a need for practical instruction for life in society and the role of education as social equalizer (Sir James Robert Marks, Stoops & King-Stoops, 1985). Early supervisors were engaged in inspection based on the assumption that an educational supervisor's role was to find faults with a teacher who was struggling with his or her lesson in a classroom. Supervisors in that period of time were viewed as "insensitive ogres who lacked compassion or basic respect for teachers" (Daresh & Playko, 1995, p. 8).

Teachers followed a traditional curriculum that was based on inculcating the values of family and church was concerned. The form of supervision that prevailed was known as the inspection or social transmission model.

Supervision was then a form of inspection based on the assumption that an educational supervisor's responsibility was to find out all the wrong things that teachers were doing in their classrooms. This assumption made one think of supervisors as "detectives" and raised some misgivings about teachers. According to Daresh & Playko (1995) the supervisors seemed to show no compassion or basic respect for teachers. They had a precedent in Taylor's (1916) scientific theory where the workers in the industry were confounded to the cogs of the machines. This meant that the focus of the attention was more on production than on humans who are involved in the production. It seemed that the view about teachers as "essentially incompetent employees" (Daresh et. al., 1995, p. 10), who needed to be carefully watched did not change. The inspectors deliberately tried to catch teachers in the act of making mistakes. They frequently made surprise classroom visits to cause intimidation or disruption during a lesson in process. This practice was labeled in Miler & Seller's (1985) term as "transmission" model of supervision. It perpetuated the notion of teachers as deficient. The supervisor transmitted skills and knowledge to the supervisee, who was presumed to be in a deficit position; otherwise, he or she would not seek the supervisor's attention (Glickman & Kanawati, 1998). There was an assumption suggesting a lack of trust in teachers' abilities to provide instruction. As a consequence, supervision was judgmental. This negative perception of teachers may lack a subjective understanding of teachers' teaching realities. It may only marginalize teachers as deficient.

In an attempt to preserve and transmit religious tradition to the younger generations, supervision was reconceptualized to meet the expectations of the religious leaders (Daresh & Playko, 1995). In other words, the purpose of supervision in the transmission model was to secure the quality of secular instruction. This is clearly reflected in the Massachusetts Bay Company description of educational supervision which reads:

This Court, taking into consideration the great neglect of many parents and masters in training of their children in learning and labor, and other employments [sic] which may be profitable to the common wealth, do hereupon order and decree, that in every town ye chosen men appointed for managing the prudentiall [sic] affaires of the same shall henceforth stand charged with the redress of this evil.... and for this end, they, or the greatest number of them, shall have the power to take into account from time to time of all parents and masters, and of their children, especially of their ability to read and understand the principles of religion and the capital laws of this country (p. 9).

The Common School Era

The Common School Era marked the period during which the state system of publicly controlled elementary schools took shape. With the advent of the common school movement the locus of authority shifted completely from parents to state and precisely in the hands of state representatives working in the growing corporate structure. These state representatives claimed expertise in the techniques of implementing the objectives derived from the institution. As Krier (1982) suggested, the Common school was not a school for commoners but was a school that taught the “common elements of American culture” (p. 5).

Its purpose was to help redress the disintegrating American society due to religious, social and economic conflicts of the day. The basic trend in Common schools was the view of education as an agent for economic growth. Advocates of the Common schools such as Horace Mann favored industrial expansion and claimed that formal education was necessary for getting the people out of poverty. He believed that education was the “balance-wheel of the social machinery” (Karier, 1982, p. 5). Linking schooling to economic and social growth gave a rationale for public schooling that would maintain the American nation for a new century. The political and educational platform of Mann was a combination of a Hamiltonian respect for individual property and a Jeffersonian concern for equality. This combination has resulted in the development of a curriculum that emphasized reading, writing and Horatio Alger stories that were meant to inculcate the precepts of competition in children’s minds. The religious and moral values expressed in the earlier educational literature became overshadowed by economic and business values. Another tenet of Common schools was the military values that were also present in the literature on classroom teaching and supervision of instruction (Karier, 1982).

A statement in the Michigan Teacher of 1873 read: “A good school, like a great army, must be drilled to precise, prompt, and well-ordered movement” (Karier, 1982, p. 6). In the same vein, Compayres (1887) wrote in Lectures on Pedagogy, Theoretical and Practical, “A child of our Common schools is not only a future workman, but a future soldier” (Karier, 1982, p. 7). The model of supervision that prevailed was referred to as the Business Management Model.

This model is characterized by a view of schools van Manen (1991) described as organizations, and education as a business in which the schools are nothing but markets, with the students and parents as consumers and clients, teachers as managers and principals as executives. Consequently, work in the industries was regulated on the basis of Taylor's (1916) scientific management theory of supervision, according to which there is only one best way to assume the supervisory roles.

Taylor believed that observing, timing, and recording movements of workers could yield the adequate information indicating the best way a job could be accomplished. In other words 'Taylorism' is characterized by a linear, precise, rigid, and routinized job performance. The ultimate goal was the achievement of greater production.

The scientific management methods have been widely celebrated in the factories. It may seem obsolete but for the sake of history it must be recalled that the modern automobile assembly plant was a good illustration of the scientific management approach. It was characterized by precise routines, standards and prescription of methods for workers (Luthans & Martinko, 1979). The underlying implication was that teachers were to follow the prescribed state mandates, which most of the time were incongruent with the classroom realities.

The Progressive Era

The reorganization and expansion of secondary schools within a centralized bureaucratic system were the hallmark of the twentieth century (Karier, 1982). The corporations shaped American life, through mass system of American production,

distribution, and consumption in the twentieth century. Urbanization, industrialization and immigration emerged as the major problems of the progressive era, and were to be dealt with by the state authority. Eventually the state became both a regulatory and protective welfare agencies exerting its compulsory authority over several fields including education. As a consequence of the state interference in education, teachers were disenfranchised as curriculum decision-makers. An approach to supervision emerged, which still bore the seeds of the business management model, the inspection or social transmission model. It is best described as the scientific or the bureaucratic model. The supervisor's role developed in a bureaucratized mechanism in which according to Max Weber (1958), "precision, speed, unambiguity, knowledge of files, continuity and strict subordination were stressed" Weber (in Karier, 1982, p. 14).

The Scientific Model or bureaucratic model prevailed in the progressive Era as a consequence of a felt need for improving organizational efficiency in American education influenced supervisory practices. Some of these practices were discussed in the previous model i.e. the transmission model. As a matter of fact the transmission model and the scientific model may seem different on face value because they are labeled differently, in practice they represent two faces of the same coin. The scientific model is based on the assumption that there is only one right way of doing things in education. Eliot's view (in Daresh et al (1995) reflects that assumption when he writes: "Supervisory control is concerned with what should be taught, when it should be taught, to whom, how, and to what purpose" (p. 11).

The scientific model placed its faith in educational laws whereby the educational supervisor became in Daresh & Playko's (1995) words, "a reviewer who checked to see if

employees conformed to procedures, which were determined and handed down by experts. The supervisor's job was to make sure that the scientific rules of schooling were being followed" (p. 13). The emphasis in this approach of supervision was on "the maintenance of acceptable teaching behaviors, and particularly on ensuring that these were carried out efficiently" (p. 13). Another emphasis in this model was a 'top-down' orientation to defining and communicating information concerning instructional practices. As Daresh & Playko (1995) wrote:

The supervisory personnel of a school or district became the legitimate experts in the field of instruction. Scientific management principles urging separation of management from employee control made unthinkable the possibility those teachers might work together to influence or define proper instructional techniques. ...Quite simply, teachers were viewed as the implementers of administrators' policies, and supervisors were around to make certain that the policies were being implemented faithfully (pp. 14-15).

McNeil's (1982) analysis of the scientific model of supervision informs us of the limits and inadequacies of the behavioral science that "took over responsibility for discovering scientific knowledge that would make teaching more effective and supervisors were relegated to implementing their findings" (McNeil, 1982, p. 18).

Early enthusiasm for scientifically based supervision was justified by the need for a research basis for teaching, to replace supervisory practices that were viewed to be subjective and arbitrary. However, it appeared in the course of time that behavioral research findings were not adequate for education goals (McNeil, 1982).

With time, the concept of scientific supervision moved from a contemplation of research findings as "fixed conclusions, formulated into a pattern for all to follow"

(McNeil, 1982, p. 19) to that of regarding such findings as data stimulating further thought.

Supervisors and teachers were to work in a collaborative spirit towards the improvement of instruction. The underlying assumption in the move was that teachers can improve their performance through the help of supervisors. The nature of the help the teachers received from supervisors was not intended to promote growth instead, it was an effort to familiarize teachers with scientific methods that were congruent with the social values of the time.

According to Eisner (1982) many problems in education stem from the deeply rooted tendency to apply scientific methods in supervision with the intent to improve instruction. It has never worked because the scientific theories were appropriate in contexts where a supervisor's job was to observe that an employee performs his or her job as prescribed. Time and motion study were the hallmark of scientific supervision, and its application to the classroom implies an aspiration to "maximize control and predication in classroom practice" (p. 58).

According to Alkove & McCarty (in McIntyre & Byrd, 1998), the teacher education program within a positivist paradigm is assumed to operate from outside constraints that determine what should be taught implying that people have to conform to established practices and follow mandates handed from top by the state authority down to the classroom teacher. These programs tend to transform teachers into followers and implementers of other peoples' decisions, and transfer these decisions to their students through instruction. Supervision is prescriptive within the positivist framework and the supervisor is viewed as the 'expert' sent in to 'fix' a problem Duffy (in Firth & Pajak,

1998, p. 1249), implying a view of the teacher as deficient and in need of help from the expert.

Eisner (1982) described the relationship between the supervisor and the teacher as hierarchical and while hierarchy will never be removed from human relationships, in the context of supervisor/supervisee relationships, it follows that “the former has the right to prescribe to the latter how the job is to be done” (p. 54). Eisner (1982) further argued that it was a mistake from an educational perspective, to view the essence of teaching as the ability to produce precise student behavior to match precise goals. The preoccupation with precision has resulted in the negligence of the “messy processes” (p. 57), which constitute the realities of the classroom. Applying methods rooted in positivist tradition in education seems to cause unfortunate effects on teachers, pupils and on school life (Eisner, 1982).

The practices and assumptions of the bureaucratic model echo similar practices in all three previous models of supervision. All these models have something in common that is the tenet, or the basic theoretical assumption that is inherent within a positivist paradigm. Otherwise they might as well be considered as mere fads. In the light of this, perhaps, it would be more appropriate to distinguish only one model of supervision, which in practice encompasses all the other models aforementioned. In the name of reform, it is one thing to change the label and change the practices within a system and another thing to change the label and maintain the practices. There is evidence in supervision that different new labels have been assigned to supervision to generate different models that may still operate on the basis of traditional assumptions on teaching, teachers, and taken for granted practices.

Research conducted within a traditional perspective sought to describe the overt behaviors that occurred in the classroom. Different observation techniques were used to record classroom events in order to provide effective feedback they include: the Selective Verbatim, the Verbal Flow, at Task , Class Traffic, Interaction Analysis, and Global Scan (ASCD, 1987). All these techniques are similar to each other because they deal with overt classroom behavior. Such research is known as “process- product” because it is concerned with the analyses of factors on the surface of the supervisory process (Zeichner & Tabachnick, 1982). However, since the advent of process-product research, there is growing evidence of enthusiasm for a transition in education from traditional views of teaching and styles of supervision that had prevailed in the models of supervision described, to a more collaborative style, and involvement of teachers as the “ultimate experts in curriculum and instruction” (Hill, 1992, p. v).

This move from a positivist supervisory agenda that is process-product oriented, to a new framework for supervision has called for approaches of supervision that operate on the basis of new developments in the research on teaching, teachers and supervision.

For example, unlike previous reform proposals in education which advocated “teacher-proof curriculums and management techniques” (Darling-Hammond & Sclan, 1992, p. 7), the current reform proposals seem to recognize teachers as professionals who must be implicated in decision making as a way to ensure effectiveness in education (Carnegie Forum, 1986; Holmes Group, 1986; National Governors’ Association, 1986).

A reconceptualization of the term supervision has generated new concepts and terms such as coaching, collegiality, reflective practice, professional development, critical inquiry, collaboration, facilitation and research (Glickman, 1992).

The new concepts and terms suggest that teachers are committed, intelligent, resourceful, and dignified human beings who can discuss, argue, and make informed decisions to reform and enhance meaningful education (Glickman, 1992). The term supervision used in a traditional sense may seem antithetical to the new mindscapes on teaching and teachers. These new concepts are reflected in the following approaches to supervision.

Clinical Supervision Approach

The Clinical Supervision approach is an alternative supervision that claimed to be “interactive rather than directive, democratic rather than authoritarian, teacher-centered rather than supervisor-centered” (Acheson & Gall, 1980, p. 8).

The terms used to introduce clinical supervision do not necessarily reflect what actually transpires in the process. A tacit assumption of teacher as deficient remains in the shadow, because we cannot talk, for example, of a genuine teacher-centered supervision, when teachers are expected to implement a prescribed curriculum.

The term “clinical” seems to maintain an ambiguity that suggests its pathological connotation, whereby it becomes “a remedy applied by the supervisor to deficient or unhealthy behavior exhibited by the teacher” (p. 8). Evaluation is required in clinical supervision under the condition that “the teacher participates with the supervisor in this process” (Acheson & Gall, 1980, p. 8).

The clinical model claims its primary goal to be an emphasis on professional development. It is characterized by three phases, the pre observation or planning

conference, the classroom observation phase and the post observation or feedback conference. The supervisor begins the process of supervision by holding a conference with the teacher. In the conference, the teacher has an opportunity to state his or her personal needs or concerns. The supervisor's role may be to try to reach a subjective understanding of these concerns with the teacher, and suggest ways to achieve teaching goals.

This was believed to help the teacher overcome the loneliness, which is a reality for most teachers. The planning conference may result in a cooperative decision by the supervisor and the teacher whereby the supervisor observes the teacher and collects data on an aspect of his or her teaching. In the observation phase, the supervisor can lay open the observation method he or she wants to use. It needs to be discussed prior to the observation.

The feedback conference culminates the process. In the feedback conference the supervisor shares the observation data with the teacher who discovers his or her strengths and limitations, which he or she it is assumed, voluntarily acknowledges will need improvement. It is claimed that the most distinctive features of clinical supervision are its emphases on direct teacher -supervisor interaction and the teacher's professional development (Acheson & Gall, 1980).

Garman (1982) suggested that "the concepts, collegiality, collaboration, skilled service and ethical conduct have become the imperatives that when explicated, stake out the domain of the clinical approach to supervision" (p. 25).

The Developmental Supervision Approach

The Developmental approach premises that teachers are adults, and the supervision of adults must acknowledge the nature of their ongoing developmental process (Glickman, 1990). The highlights in the developmental approach of supervision are its supposed collaborative, directive and non-directive mode of supervision. Despite its claim to impact the ways in which an individual interacts with the teachers in a school, the developmental approach does not look at the nature of the rapport that prevails between teachers and supervisors. In its collaborative orientation, it claims that decision-making is negotiated. Either teacher or supervisor may take the initiative to request a discuss concerns meeting to and needs.

The critical issue is not who requests a supervisory contact, but that the outcome of the supervisor and teacher meeting is an actively negotiated plan of action. I do not argue the concept of collaboration in supervision. The semantic connotation of the concept of supervision since its genesis from the business world is still there.

In its directive orientation, the supervisor tends to exercise great control in the relationship with the teacher. The supervisor must be confident that he or she knows what practices will work in helping the teacher, because when the teacher chooses to use one or more of the supervisor's suggestions, the person ultimately responsible for the success or failure of the various practices will be the supervisor not the teacher (Glickman, 1990, p. 157).

In its non-directive orientation it is based on the assumption that "teachers are capable of initiating their own improvement activities by analyzing their own instruction.

The supervisor acts as a facilitator helping teachers control their own improvement”

(Daresh & Playko, 1995, p. 333).

Glickman (1990) noted:

Nondirective supervision is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. The decision belongs to the teacher. The role of the supervisor is to assist the teacher in the process of thinking through his or her actions (p. 122).

The Artistic Supervision Approach

Eisner’s (1982) perspective on supervision is clearly articulated. He places his concept of supervision and arguments within the framework of teaching. Various issues on the topic of supervision have been debated in a vacuum or with little consideration and understanding of teaching and curriculum realities and their implications within supervision.

Professional literature on teaching holds new visions of teaching that are characterized by complexity, unpredictability, ambiguity, uncertainty, difficulty and viewed as agency in co-creating curriculum with learners (Dyson, 1999; Cochran- Smith & Lytle, 1999; Stein et al, 1999; Schwarz & Alberts, 1998; Giroux, 1997; Irwin, 1996; Jalongo & Isenberg, 1995; Giroux, 1994; McCaleb, 1994; Ayers, 1993; Paris, 1993; Hargreaves & Fullan, 1992; Miller, 1990). Teaching is not something, one can possess. It is not something to be had (van Manen, 1990). For Eisner (1982), it is an “art or a craft”(p. 53).

Within Eisner's (1982) artistic perspective, supervision is assumed to be "A sense of dialogue or interchange between two professionals trying to improve the educational experience of the young" (p. 54). The absence of this new vision of supervision in the hierarchical relationships in supervision may jeopardize the educational experience of youngsters. With the assumption that teaching is an art, one is brought to witness or celebrate the transition from the taken for granted view of supervision in education through scientific lenses, to a view of supervision that capitalizes on understanding, teaching, and learning through hermeneutic phenomenological lenses.

The artistic approach to supervision claims to rely on what Eisner (1982) described as:

The sensitivity, perceptivity, and knowledge of the supervisor as a way of appreciating the significant subtleties occurring in the classroom, and that exploits the expressive, poetic, and often metaphorical potential of language to convey to teachers or to others whose decisions affect what goes on in schools, what has been observed. In such an approach to supervision, the human is the instrument that makes sense of what has gone on. The major aim is to improve the quality of educational life in school (pp. 59-60).

Eisner's (1982) artistic approach to supervision, and the tone of the language he uses is somehow reflected in van Manen's (1990) human science research that advocates an action sensitive pedagogy. It also reflects Sergiovanni's (1982) concern about what is required in a theory of practice in supervision. They all seem to recognize the limits of scientific management of supervision which has helped to establish what is going on in the classroom, and empirically based aspects of what should be, and the need for understanding and meaning making. Be it Glickman's (1990) developmental approach, or Eisner's (1982) artistic approach, or Firth & Pajak's (1998) facilitating growth, all

three of these approaches seem to emphasize a similar purpose, facilitating growth. Perhaps it makes more sense to look for similarities in these models than differences, even though some differences may appear with individual supervisors at a practical level. Because the ultimate goal in these approaches seem to be on facilitating growth, it is essential to understand what this approach entails.

Facilitating Growth Supervision Approach

The concept of facilitating growth is based on the assumption that “persons are capable of taking responsibility for their own growth, of being self-directed and self-supervising when proper resources and support mechanisms are available” Tracy (in Firth & Pajak, 1998, p. 1249).

For example it has been reported that when they are autonomous, and given time, teachers are able to read and critique professional guidelines such as the National Council of Teachers of Mathematics (NCTM) standards based on their experiences. They may also show their ability to work toward the improvement and the revision of professional standards than simply implement them (Castle & Aichele, 1994).

Teachers and students are now being viewed as major actors in understanding creating, confronting and reconstructing the curriculum and the context in which it operates (Smyth, in Firth & Pajak, 1998). Miller and Seller have called this “Transformative supervision or supervision for professional growth” Smyth (in Firth & Pajak, 1998, p. 1249).

As it stands, current trends in the educational realm resulting in a movement away from a positivistic orientation to alternative approaches, requires a deeper understanding of the meaning of supervision, teaching and teacher preparation programs from the perspectives of those who are involved in the process as a whole at the teacher education level. How university supervisors are engaged in supervision of student teachers and student teachers themselves are construing their experiences in teacher education is unknown. My quest for understanding the meaning of supervision from the perspectives of university supervisors and student teachers has led me to the study of the meaning of supervision in teacher education.

My rationale for researching the meaning of this educational phenomenon is to gain a subjective understanding of the lived experiences of university supervisors and student teachers. There is evidence of support for requiring student teachers to have a field experience as a component of their preparation program. Student teachers' field experience is widely viewed as the most valuable experience of pre-service teacher education. A number of professional organizations have recognized the importance of student teaching experience.

The National Education Association (NEA) acknowledges student teachers' field experiences as crucial for achieving excellence in teacher preparation. The American Association of Colleges for Teacher Education (AACTE) endorses experiences in student teaching as an important part of teacher preparation. The National Council for Accreditation of Teacher Education (NCATE) stipulates that student teacher preparation programs must provide student teachers with direct participation in teaching over a long

period of time. NEA, AACTE, NCATE, (in Watts, 1987). There is also a heavy commitment of all 50 states to student teaching for teacher licensure.

Some have viewed it as the most important part of the teacher education program (Bradley & Earp, Friebus, Funk & Hoffman, Shaver & Wise in Blocker & Swetnam, 1995). It is reported that “the student teaching experience or practicum is important” (Clark, in Blocker & Swetnam, 1995, p. 19). Some practicing teachers gave a positive testimony regarding their student teaching experience as the “most valuable and helpful component of their total preparation program” Griffin et. al. (in Watts, 1987, p. 151).

Student teaching is also viewed as “the heart and the mind of teacher preparation” Haberman (in Watts, 1987, p. 151). However, after examining the professional literature on supervision of student teachers by their university supervisors, I was somehow intrigued by the fact that there is a slim body of research that had dealt with the question of meaning of supervision within a hermeneutic phenomenological perspective.

Most of this research has focused more on aspects of supervision in teacher education in relation to university supervisors, cooperating teachers and student teachers, the relationships among them, the post observation conference and the evaluation. It has been reported that student teachers perceive the cooperating teacher as the most influential figure on them during the student teaching, Evertson, Glickman & Bey, Karmos & Jacko, Manning, Metcalf (in McIntyre, Byrd 1998).

It has been noted that supervision in teacher education transpires among the triad that consists of a student teacher, university supervisor and a cooperating teacher. The relationship among those three is always pregnant with problems that are related to conflicting philosophies of “conservative cooperating teachers and liberal university

supervisors that put stressful demands on the student teachers” Vickery & Brown, (in McIntyre & Byrd, 1998, p. 411). Griffin’s (1983) descriptive study revealed that the university supervisor is viewed as the most tolerant, secure, and independent member of the triad, being more progressive and possessing a higher level of self-esteem Griffin et. al.. (in McIntyre & Byrd, 1998).

It is reported that university supervisors perceived their roles in terms of supporting student teachers, promoting growth and dealing with conflicts between cooperating teachers and student teachers. They also served as a liaison between the university and the schools. They reported problems such as the communication break down, and difficulties in trying to secure working as a team Koehler (in McIntyre & Byrd, 1998).

For example, Watts (1987) noted that research that has been conducted on student teaching falls in five categories that include:

1. Student teacher attitudes and personality characteristics
2. The socialization of student teachers
3. Predictors of success in student teaching
4. Interpersonal relationships in student teaching
5. Experimental attempts to modify student teacher behaviors Zeichner (in Watts, 1987).

Sergiovanni (1982) suggested that the problems of supervision and evaluation of teaching needed to be addressed through interpretive and meaning methods. In his own terms, “the phenomenological life of the classroom, teaching as the expressions of cultural and hermeneutic inquiry are areas that should receive our attention” (p. 750).

Viewing this as a gap to be filled, this study is an attempt to gain a deeper understanding of student teachers and university supervisors' lived experiences through hermeneutic phenomenological lenses.

Conclusion

In this chapter I have given an overview of a historic perspective on supervision in American education. The educational goals have determined the supervisory approach throughout different historical periods. As a result models of supervision were presented to better capture the present supervisory orientations and the current shift from the former approach to the new approach to supervision. There are overlaps from one period to another. Basically the early history of supervision in American schools occurred in inspections which were characterized by a top-down, hierarchical, controlling and novice-expert and superordinate-subordinate relationships between teachers and supervisors.

Different orientations to supervision are emerging as a result of changing political, cultural and philosophical dynamisms. There have been studies on supervision of student teachers teacher that focused on the relationships between cooperating teachers, the university supervisor, and the student teacher to assess the outcomes of supervision, the conference and evaluation.

Haberman (1997) reported that emphasis has been on what student teaching ought to be than actual studies focusing on lived experiences of student teachers and university supervisors within the new vision of teaching, teachers, learning and supervision.

This new vision is pervasive in professional literature on teaching and supervision seem to be finding acceptance in education, whereby the roles and responsibilities of teachers and the *raison d'être* of the term supervision and the role of supervisors in teacher education in the twenty first century are being challenged.

CHAPTER III

METHODOLOGY

“We explain nature, but human life we must understand” Dilthey, (in van Manen, 1990, p. 4).

Introduction

This study is conducted as qualitative inquiry. In the book Becoming Qualitative Researchers, Glesne (1999) pointed out that qualitative inquiry “is often used as an umbrella term for various orientations to interpretivist research” (p. 8). Because my aim is to gain a deeper understanding of the meaning of supervision in teacher education, this study is best served if located in van Manen’s (1990) human science research perspective. In the book Researching lived Experience: Human Science for an Action Sensitive Pedagogy, van Manen (1990) uses human science research interchangeably with hermeneutic phenomenological research. He says that human science is concerned with the study of “persons or beings that have consciousness and that act purposefully in and on the world by creating objects of meaning that are expressions” (van Manen, 1990, p. 4) of the way people live in the world. He also suggests that human science research is the study of lived or existential meanings, and the description and interpretation of these

meanings to a degree of depth and richness. By describing and interpreting the meaning of supervision “to a certain degree of depth and richness” (van Manen, 1990, p. 11) this study will hopefully shed light on the meaning of supervision whereby a better understanding is reached on how it is experienced by student teachers and university supervisors in an elementary/middle and secondary student teacher education program. Merleau-Ponty (1994) suggested that the genuine and authentic meaning of phenomenology is to be found within ourselves. The hermeneutic phenomenological methods in this study are used to describe, not to explain or analyze experience (Merleau-Ponty, 1994). According to Douglas (1976), phenomenologists do not assume they know what things mean to the participants in their study. Likewise, I do not assume a prior knowledge of what being supervised means to student teachers, or what being a supervisor of student teachers means for university supervisors.

van Manen (1990) wrote,

The methodology of hermeneutic phenomenology is more a carefully cultivated thoughtfulness than a technique. Phenomenology has been called method without techniques. The procedures of this methodology have been recognized as a project of various kinds of questioning oriented to allow an interrogation of the phenomenon as identified at first and then cast in the reformulation of a question. The methodology of phenomenology requires a dialectical going back and forth among these various levels of questioning (p. 241-242).

I used purposeful sampling, and in-depth phenomenological interviews for data collection. With the phenomenological method, I was able to record on tape the interviews of the participants who spoke with ease about their experiences, using anecdotes in their narratives.

In daily interactions, anecdotes are probably as the most common devices by which people talk about their experiences. For example, when teachers talk about their daily practices, they tend to do so with anecdotes. van Manen (1989) believes that anecdotes can teach us and he writes, "Anecdotal narratives are important for pedagogy, in that they function as experiential case material on which pedagogic reflection is possible" (p. 247).

I used a hermeneutic phenomenological perspective because my study intended to understand personal meaning, and this research approach lends itself well to the inquiry of personal lived experience through interviews. The interviews gave me the opportunity to probe and ask individual participants for immediate clarification and further elaboration on their personal experience.

Selection of Participants

As a graduate research assistant for the elementary/middle school student teaching program at a midwestern university, I made individual direct verbal contacts with 80 student teachers prior to going to their field placement sites. I also made direct individual verbal contacts with five university supervisors, as they were available on the campus during the study. I discussed with each of the potential participants the possibility of his or her being interviewed about what supervision meant to him or her. I explained to each of them about their right to withdraw from the study at any time without penalty. I selected potential participants in this study on the basis of the criteria of good informants as defined by various scholars including Morse, Kvale & Patton. According to Morse

(1998) a good informant is portrayed as someone “who has the knowledge and experience the researcher requires, has the ability to reflect, is articulate, has the time to be interviewed, and is willing to participate in the study” (Morse, 1998, p. 73).

Along the same lines, Kvale (1996) suggested that in a hermeneutic phenomenological inquiry, essential criteria for selecting potential participants are whether the research participant has experienced the phenomenon, and has an interest in understanding its nature and meanings. I used Patton’s (1990) purposeful selection of participants based on intensity sampling. I selected the potential supervisors among university supervisors on the basis of intensity sampling. Intensity sampling requires that I select participants who have some expertise, who are authorities on a particular experience and have experience with the subject under study, Patton, (in Denzin & Lincoln, 1998).

Because I was in charge of handing over to the student teachers their portfolios I spoke directly with all 80 of the student teachers as they came to me in small groups to pick up their portfolios on their last day on campus before they left for their field placement sites. I invited each of those interested in participating to write down her or his name, email address and telephone information for me in a notebook I had provided for the purpose.

Out of 80 student teachers, 32 volunteered to participate. After they had been in the field for three weeks, I sent an email to all those who had given their contact information to remind them that I would visit with them soon. I suggested to them to reply and confirm if they were still willing to be interviewed, in case they had second thoughts and wanted to withdraw. I asked them to inform me. Out of 32 names and

addresses that were written, only five among them answered my email to confirm that they were still interested and would be available to be interviewed. Because I was going to use interviews to collect my data, I was not expecting all the participants to be willing to be interviewed.

There is always an element of self-selection when one uses interviews for a study because participants must be willing to be interviewed. It is one thing to agree to participate in a study, and another thing to be willing and available for the interviews. I proceeded to arrange interview schedules with the five student teachers and also the five university supervisors assigned to supervise them.

The Participants

There were ten participants from an undergraduate teacher education program at a midwestern university who agreed to participate in this study. There were five White university supervisors. The group of supervisors included, one male retired principal, one female retired principal, one female retired schoolteacher, and two female faculty members in the school of education. The three university supervisors, who had retired from public school, supervised elementary and middle level student teachers. The two faculty members supervised student teachers in secondary but also in the elementary student teaching program. All five university supervisors had prior experience in supervision as principals, co-operating teachers, or as university supervisors. Each university supervisor was assigned a number of student teachers varying from one to eighteen student teachers.

There were five student teachers all females. The group of student teachers included four White Americans, and one international student teacher. One of the four White American student teachers was a non-traditional student. The undergraduate teacher education program includes early childhood, elementary/middle education, secondary, special, and vocational and technical education. However the student teachers in this study had their student teaching experiences at elementary, middle and secondary levels. Three student teachers were placed at elementary levels. One was placed at a middle level, and one was placed at a secondary level.

This is a brief description of each participant in terms of prior experience, gender, race, ethnicity, and age. I first described each university supervisor, followed by each of the student teachers.

Interviews

Interview, as a method of inquiry embodies structured, survey interviews, standardized, and closed questions (Seidman, 1991).

I began to conduct interviews with the university supervisors individually while they were still in process of supervising the student teachers. I discussed the times, dates, and locations most convenient to each individual university supervisor for interviews, with each university supervisor as they occasionally returned to their offices on campus after supervising for few weeks. I also discussed the times, dates and locations most convenient to each of the student teacher for interviews as all student teachers are required to return to campus for student teaching seminars. The student teachers were

interviewed individually only after they completed their student teaching and returned to campus from their field experience. All university supervisors and student teachers were assigned pseudonyms. The university supervisors were Arnold, Edna, Brenda, Anna, and Claudia. The student teachers were Sarah, Emily, Amy, Tina, and Mandy.

I conducted one hour-long face-to-face interviews with all the participants at different times, dates, and locations. I began my first interview with Arnold in my office. At the end of the interview, I discussed the possibility for another interview with Arnold, and he agreed to be interviewed a second time. The second interview was conducted also in my office and lasted one hour. At the end of the second interview Arnold offered that he would be happy to spare some time for a third interview. I conducted a third interview with Arnold in my office for one hour. Arnold was inclined to talk and share as much as possible his lived experience with me so I did not interrupt him. There was no moment of silence during the interviews with Arnold. Even though Arnold would not mind a fourth interview, I decided to stop at the end of the third interview because most of the information was being repeated. Even though Edna, Brenda, Anna and Claudia agreed to be interviewed, each of them appeared to be constrained with time. Also, unlike Arnold, the four female university supervisors were not inclined to speak as much as I had wanted. As a result of this, I was able to conduct only two separate interviews one-hour long each with Edna, two separate interviews one-hour long each with Anna, one-hour long interview with Brenda. At the end of the first interview, I discussed the possibility of a second interview. Brenda agreed to do a second interview only in writing. I was able to conduct only one-hour long interview with Claudia because of her time constraint.

Apart from Arnold, my interviews with Edna, Brenda, Anna, and Claudia were conducted in their individual offices based on campus.

Because the student teachers had completed their field experiences and were going to leave for vacation, or relocate for jobs, they were also constrained with time, therefore I was able to conduct two separate one hour long interviews with three of the student teachers and two-hour long interviews with two student teachers. Because the student teachers had no prior experience of supervision, they were not articulate when I asked them to describe how they experienced being supervised. They all seemed to be inclined to talk more about their teaching experience rather than the supervision. They left me their new email addresses in order for me to keep in touch with them. The interviews with all five student teachers were conducted in my office at the university at their convenience.

I conducted two separate; one-hour interviews with Sarah, Emily and Tina individually, a two-hour interview with Amy, and a two-hour interview with Mandy. The interviews with both university supervisors and student teachers were recorded on audiotapes.

According to van Manen (1990), the research question should determine the method rather than the opposite, and he also suggested the use of anecdotes as a method that will best tap the lived experiences of the participants in a study. While it may seem difficult to provide a ready-made set of questions, in this type of interview, I used basic questions to prompt. A sample of the basic questions that were formulated prior to the study are the following:

Interview Questions to University Supervisors

- What does supervision mean to you?
- Please describe your role as a university supervisor of student teachers.
- What do you expect your student teacher to gain from supervision?
- Please describe your relationship with your student teacher.
- What do you hope to gain from supervising student teachers?
- What does it mean to observe a student teacher?
- Please tell me what you observe and explain why.

Interview Questions to Student Teachers

- What does it mean to be supervised?
- Please describe your relationship with your university supervisor.
- Describe a specific situation in which you have gained by being supervised.
- Please describe how you felt when your university supervisor informed you about her visit to your class to observe you.
- To whom do you go for help?
- What does the university supervisor mean to you?
- Please describe a specific situation that illustrates what supervision means to you.

Ethical Considerations

Bogdan & Biklen (1992) suggested that there are issues in guidelines of ethics in research with human subjects, including informed consent and the protection of subjects from harm. The informed consent implies that participants agree voluntarily to take part in the study after understanding the nature of the study and the consequences and obligations that are involved. Before engaging in each of the interviews, I presented a consent form, and invited student teachers and the university supervisors to sign. The consent form provided a brief description of the study, its purpose, the duration of the student's participation, how their identity will be kept confidential, and a description of the types of interviews to be used, the number of times they would be interviewed, and the spacing of interviews. What the study would bring in terms of benefits to the participants and the field of supervision was described in the consent form. I reassured them that the risk in taking part in the study is minimal and comparable to the risk involved in having an everyday conversation with someone. According to Kvale (1996), confidentiality in research implies that information that is obtained from individual participants is kept in confidence by the researcher.

Ensuring Trustworthiness

I established "trustworthiness" (Lincoln & Guba, 1985) in this study through member checking, by inviting and allowing the participants to read and give feedback on my interview transcripts. I provided entire transcripts from each interview directly to the

five university supervisors. Upon review they all handed me the transcripts back with some clarifications, comments, and corrections that helped to secure the genuineness and the validity of the study. I have taken all these into consideration all the clarifications and correction in my data analysis and interpretation. I sent transcripts by email to two of the student teachers that have relocated in other states. After reviewing each of them, they sent me the reviewed transcripts with no major correction worth taking into consideration. When the fall semester began, I was able to trace the other three student teachers and discussed with about reviewing their interview transcripts. Even though I explained to them that the purpose was not for a simple matter of professional courtesy, but for them to cross check that I had duly transcribed their experiences and validate the accuracy of the transcripts, they answered that they did not need to review the transcripts. Their attitude implicitly seemed to denote a sense of trust in me as a researcher and at the same time they call on me a great sense of responsibility as researcher to represent them.

Theme Analysis

Given the nature of my study, my responsibility as a researcher was to identify and isolate emerging themes from the transcripts. The notion of theme is well captured in van Manen's (1990) explanation,

Too often theme analysis is understood as an unambiguous and fairly mechanical application of some frequency count or coding of selected terms in transcripts or texts... on the basis of theses applications there are computer programs available that claim to do the theme analysis for the researcher (p. 78).

He further stated that the idea of theme in phenomenological description and interpretation is more a process of insightful invention, discovery or disclosure grasping.

I used theme as a tool for getting at the essence of the University supervisors' experience of "supervising" and the student teachers' experience of "being supervised".

van Manen (1990) suggested that three approaches could be used for unveiling and identifying emergent themes of a phenomenon in a text. They include the wholistic approach, selective or highlighting approach, and line-by-line approach. The wholistic reading approach consists in reading a whole text and looking for a phrase or phrases that express the fundamental meaning of the text as a whole. The line by line approach consists in a detailed reading of the text looking at every single sentence or sentence cluster that reveal about the experience being described. van Manen (1990) also suggested that when highlighting, the researcher should look for statements or phrases that seem particularly essential or revealing about the experience being described. There is a tendency to treat theme analysis as a clear and mechanical application of selected terms in transcripts or texts, which can be analyzed by a computer program. In hermeneutic phenomenology, it is more a process of insightful invention. I used van Manen's (1990) highlighting approach to lay bare meaningful themes that are embedded in the various transcripts. In other words as van Manen (1990) clearly expressed it, "grasping and formulating a thematic understanding is not a rule-bound process but a free act of seeing meaning" (p. 79). I listened to the tapes after transcribing them for clarity, and read the transcripts several times, looking for statements or phrases that seem particularly revealing about the phenomenon. I underlined and highlighted these themes for analysis. I isolated themes that recurred as common among participants and I grouped

them as major themes. I also noted that certain themes were unique to individual participants. I have relied on the experience and expertise of my advisory committee, which provided me with suggestions and guidance.

The emergent themes yielded responses to the questions I asked first to the university supervisors then the student teachers.

University Supervisors

Arnold

I scheduled three separate interviews with Arnold and each lasted one-hour. I conducted my first interview with Arnold, a 65-year-old white male. Arnold had retired after 40 years as a public school principal. Arnold had more to share with me than the rest of the university supervisors, because of his reflective nature and the years he had spent as school principal. It will be apparent by the way he is extensively cited over the other four university supervisors that Arnold had a lot to say. During the time of the three interviews I conducted with Arnold, none of the five student teacher participants was assigned to him.

Edna

Edna was a 63-year-old white female. Edna had retired after ten years as a public school principal. I scheduled two separate interviews with Edna. Each interview lasted

one hour. She would often laugh after I asked her a question and when she finished answering it. Edna was a person of few words. When asked to elaborate on a specific statement she would only repeat what she had already told me. At the time of the two interviews I conducted with her, Edna was supervising more than one student teacher but only one participated in this study.

Brenda

I scheduled two interviews with Brenda. But I was able to conduct only one-hour face to face interview with Brenda. She did not feel comfortable to sit for the second face to face interview. Brenda was a 56-year-old white female. At the time of the interview, Brenda had retired from public school after teaching at the elementary level for 27 years. She related that when she was supervising student teachers as a cooperating teacher she was directive. At the time of the interview I conducted with Brenda she had just finished her first experience in supervising student teachers as a university supervisor. Brenda supervised more than one student teacher but at the time of the interview, two of her student teachers participated in the study.

Anna

Anna was a 53-year-old white female. I conducted two separate one-hour interviews with Anna. At the time of the interview, Anna was a faculty member at the

University where the student teachers were enrolled in the secondary teacher education program. Anna had supervised student teachers for eleven years at all grade levels. During my interview, Anna supervised more than one student teacher, but only one participated in this study.

Claudia

Claudia was a 52-year-old white female. I conducted one hour long interview with Claudia. Claudia had been supervising student teachers in foreign language for eleven years. Claudia had supervised at various levels including elementary, schools, middle schools, junior high, and high school. During the interview, Claudia supervised more than one a student teacher at secondary level, but only one participated in this study.

Student Teachers

Sarah

I first met with Sarah, a 22-year-old white female, to talk to her about my desire to interview her after her student teaching experience. Following this direct contact, rapport developed between the two of us to a degree where she constantly reassured me of her availability whenever I met her between some of her classes on campus. She also suggested the names of some of her fellow student teachers that I could contact and possibly solicit their participation in the study. I conducted two separate one-hour

interviews with Sarah. At the time of the interviews, Sarah had her field experience at the elementary level.

Emily

Emily was a 21-year-old white female. Emily was enrolled in the elementary student teaching program but because she teaches mathematics, she had her student teaching experience at the middle level and was supervised by a secondary student teaching program math supervisor. I conducted two separate one-hour interviews with Emily.

Amy

Amy was a 26-year-old, white female. Amy enrolled in the secondary student teaching program at the time of the interview. Amy had a prior student teaching experience at the secondary level for six weeks. At the time of the interview she was having another six-week student teaching experience at the elementary level where she taught classes from pre-school up to eighth grade. I conducted a two-hour interview with Amy.

Tina

Tina was a 41-year-old white female, and returning student at the time of the interviews. She decided to pursue an elementary teaching degree after earning a degree in sociology. Tina felt the student teaching semester was very full, busy and stressful with all of the demands on her. I conducted two interviews, each one-hour long, with Tina in my office. Tina referred me to another student whose experience she thought might be enriching to my study. I was hesitant to contact this student at first because when I contacted all the student teachers as a group and invited them to write down their names and addresses, this particular student did not write her name. However, after I called her and talked to her about the interview, she accepted and I immediately scheduled an interview at a time that was convenient to her.

Mandy

Mandy was a 23-year-old female from Asia. She came to the United States to get a bachelor degree because she wanted to learn different teaching styles so that she could have more ideas about helping students. During the interview Mandy was student teaching at the elementary level. I conducted a two-hour interview with Mandy.

CHAPTER IV

FINDINGS

According to van Manen (1990), one may use the emerging themes as generative guides for writing the research study. He further stated “Phenomenological themes may be understood as the structures of experiences... Grasping and formulating a thematic understanding is not a rule-bound process but a free act of seeing meaning” (p. 79). Similarly, Marshall & Rossman (1989) wrote, “The process of bringing order, structure, and meaning to the mass of collected data is messy, ambiguous, time consuming, and creative process” (p. 112). I found these two perspectives to be true as I went through multiple readings of interview transcripts, to look for emerging themes until no new themes emerged. I began isolating emerging themes by highlighting them. During this process I realized that there were themes within themes or in van Manen’s (1990) term, “subsuming themes” (p. 168). In order to describe the meanings that best articulate the lived experience of supervision by each of the ten participants, I looked for each of the participant’s words, phrases, examples or anecdotes in their responses that best reveal about supervision.

According to Marcel (in van Manen, 1990), “Meaning questions cannot be solved and thus done away with” (p. 23). van Manen (1990) stated further that,

“Meaning questions can never be closed down, they will always remain the subject matter of the conversational relations of lived life, and they will need to be appropriated, in a personal way, by anyone who hopes to benefit from such insight.”

The underlying implication is that another reader of my interview transcripts might see different themes. For me, different themes emerged for university supervisors and for student teachers. On the basis of this, although all participants used supervision as an umbrella term, their lived experiences of supervision differed in many respects. I distinguished themes that revealed the university supervisors lived experiences of supervising, from themes that revealed student teachers lived experiences of being supervised. I organized my writing around the themes of protection, themes of Evaluation, and themes of Shift.

Themes of Protection

Themes that connote protection emerged from university supervisors, and also from some, not all, student teachers. Supervision was then understood as:

Helping to Promote Student Teacher’s Growth

For all five university supervisors, Arnold, Edna, Brenda, Anna, and Claudia, helping student teachers is what supervision meant. The following interview excerpts provide evidence of this theme. I have drawn excerpts from the interviews that help

exemplify the themes. Arnold was the first university supervisor I interviewed. I asked him to tell me what his role as university supervisor meant to him. Arnold stated,

“I think my job is to try to help the student teacher become more effective with their teaching and learn about teaching. The first time I meet with the student teachers I talk about the fact that I am an advocate of theirs and that I want to be on their team. I am not there to find faults I am there to help them.... But in no way am I there to try to see if I can catch them doing things wrong and then penalize them for it” (Interview # 1 April 13, 2000).

Edna believed her role as university supervisor is to help her student teachers, “I am there to help them if they need help” (Interview # 1 April 25, 2000). Edna further stated, “Well it [supervision] is an ongoing situation” (Interview # 1 April 25, 2000).

Brenda commented on a specific instance in which she helped her student teacher find her own identity when she realized the student teacher was at a crossroads at the end of her field experience about whether she was going to pursue teaching as a career or not. Brenda advised the student teacher when she said,

“You know you are very right if you are this young and you realize that you want to be with children but maybe you don’t want to be in the classroom. It is your right to see that” (Interview # 1 April 21, 2000).

As a result of this, the student teacher was able to reorient to another career in order to get better training. Brenda commented,

“That is one way I can help students” (Interview # 1 April 21, 2000).

The idea of help is further reflected in Brenda’s response when she said

I like having them all together, my student teachers and myself are sort of a unit we can try and work together and I like that as protecting the student teacher and the cooperating teacher and being there for the student teacher as well as the cooperating teacher,.... I am here to support you, to make sure everybody is communicating, so I am sort of a facilitator more than supervisor that is how I see my role (Interview # 1 April 21, 2000).

Anna's response reflected the notion of help as a means for student teachers' professional growth. She commented,

Perhaps the biggest thing is my involvement; I am probably more likely to jump in a situation with a student teacher and help them work through wherever the problems were you know, and give them some suggestions before being asked to give suggestions ... I try to let everybody know that I am there, and I am not there I hope as a bad person I am there to offer help to both the student teacher and the cooperating teacher and I found recently that the cooperating teachers really do not know what to do with the student teachers (Interview # 1 May 10, 2000).

Anna further commented,

I feel it is my responsibility to protect the student teacher, because I want these people [the student teachers] to stay in education and if they have a really awful student teaching experience they are not going to stay.... So I really feel like my first responsibility in a sense is not only to the classroom students but also to my student teacher and I probably will veer on the side of the student teacher more than I will on the side of the cooperating teacher (Interview # 1 May 10, 2000).

For Claudia, help in supervision is, "A matter of being a good listener and helping the student teachers discover or helping students articulate problems for themselves and perhaps suggesting approaches that they might take in problem solving" (Interview # 1 May 5, 2000). Claudia understood supervision as protecting the student teacher when she explained,

If they [student teachers] are having a particularly bad class or a particularly bad day they cannot really cry on the shoulder of their cooperating teacher because they do not want to be seen as maybe being less than professional or not being able to handle it. As a supervisor I know them well enough personally that they can let their guard down and sometimes their real feelings do come through than they could realize. I think they can use supervisors in that situation as a buffer (Interview # 1 May 22, 2000).

The university supervisors understood supervising student teachers as providing them with help, protection, and support. While these terms taken in their literal meanings

testify the good intentions of the supervisors, their secondary meanings may suggest the contrary, because they connote the image of “deficient” attributed to the teacher in the traditional supervision, who needs the supervisor as an “expert” to help. The terms help, protect, and support at best, connote meanings that suggest weakness and immaturity. We help people who are weak in all respects. At worse these terms connote images of danger, competition, or failure. Student teaching supervision is believed to be the most valuable field experience for young teachers, however the discourse used by those who engage in the supervision of student teachers to define their role may not seem entirely congruent with the belief system.

Observing Student Teachers and Giving Constructive Feedback

Observing student teachers is essential to the notion of supervision and serves as the basis for feedback in a conference. Arnold explained,

I find that supervision is really kind of two prolonged activities: it is observing what the student teacher does and writing my comments.... The second part, which I consider more important, at least to the student teacher is the post observation conference where I give feedback on what was done and alternative strategies... The outcome of the conference is to create in the student teacher a sense of awareness of self in relation to his/her performance through questions (Interview # 2 April 17, 2000).

The university supervisors' responses suggested that they give constructive criticism to the student teachers. Arnold stated,

Unless we give constructive criticism the student teacher does not grow; saying only that the student teacher is wonderful is not very helpful to skill improvement.... Supervision is a way for student teachers to reflect on their own practices through questions, I use those questions at least as a starting point for discussion about what happened and what did not

happen, trying to get the student teacher to think more deeply about what they did rather than just mechanics (Interview # 1 April 13, 2000).

Arnold further explained,

I think if you can approach supervision from the individual standpoint that each of these student teachers is an individual and they are anywhere from a little bit to a lot different from each other. And if you can recognize that then incorporate your communication with that in mind then I think you can be made to be more successful, I think the role of supervision can be more successful (Interview # 3; May 3, 2000).

Edna observes the behavior of the student teacher and wishes to see a behavioral change in her student teacher. This is revealed as she commented about a student teacher, “You seem so somber, you are so quiet, you are a lady of few words you know, your face does not show much. Children like to see you smile” (Interview # 1 April 25, 2000).

Edna seems happy when she notices some behavioral change following her observations to the student teacher because she believes it enhances learning, and stated, “I was glad to see you smiling more at the beginning of the lesson” (Interview # 1 April 22, 2000). Edna's response reflected a need to give feedback to student teachers as she explained,

They [the student teachers] want you to tell them what they are doing wrong they appreciate constructive criticism that if you have one petty thing to mention sometimes they dwell on that, you know, they are very sensitive about what they are doing, they are still learning and they have too many people to please (Interview # 1 April 25, 2000).

Brenda is also concerned with the behavioral observation as it is revealed in her comments about her student teacher, “She is a young lady that has a very soft tongue voice with the students, a very flat tone of voice, she does not use inflections, she does not show enthusiasm with ideas” (Interview # 1 April 21, 2000). Brenda said, “I am really relying on criticisms or I hope they are just I prefer giving them [student teachers]

constructive criticism not demeaning in anyway but just try and let them see that there might have been other things to think about” (Interview # 1 April 21, 2000).

Brenda referred to a particular situation where she criticized her student who failed to communicate her expectations to her students in the classroom as she states, “Yeah that was one time I criticized her [the student teacher] instead of being supportive and I think criticize is a pretty heavy word. It is a little bit more like advising” (Interview # 1 April 21, 2000).

Anna explained,

I look for their presentation of the material I look for accuracy in mathematical content, I look for interaction between the student teacher and the students, and the student teacher and the cooperating teacher, I listen for the ways that the students respond to the student teacher but also to the way the student teacher answers the questions and how the students answer the questions. I look at the basic lesson design in the sense that are they presenting enough material, too much material, was the explanation clear, was the homework assignment appropriate for what they are doing (Interview # 1 May 10, 2000).

Anna stated,

“As far as handling the evaluation part I try to make it as positive as I can. I always try to think of something nice to say before I offer suggestions and I try to do it in a tone of have you ever thought about, what would happen if, I wonder if, you might try this” (Interview # 1 May 10, 2000).

Claudia responded,

“I try to put myself in the position of the students receiving the lesson and try to see what the student teacher is doing in the eyes of the students in the class” (Interview # 1 May 2000).

Claudia went on to explain her rationale as she commented,

I think that is important, sometimes the student teacher does not necessarily see that they are not getting through to students and I can not mention you didn't get through to them, but you didn't get through to me

and if I were a student in your class and I was not sure what you were trying to do when you said such and such (Interview # 1 May 2000).

Claudia is also concerned with behavioral outcomes in her observation as she said, "I observe how the student teacher carries him/herself, are they dressed appropriately, is their language appropriate? I watch how they move around the room which student they spend most time with" (Interview # 1 May 22, 2000). Claudia commented,

My role is not to critique but I am finding with young teachers who have soft skins that they do not accept criticism very well they are too close emotionally to the situation and so I do not simply say I don't think this was successful or why didn't you do such and such sort of stop them from listening anymore. It is hard to take direct criticism so I think if I can sort of couch criticism in a little bit different way that they want to listen.... Helping the student articulate problems for himself or her self, and perhaps suggesting approaches that she or he might take in problem solving (Interview # 1 May 22, 2000).

All the university supervisors' responses reflected a consistency in giving constructive feedback after observing a student teacher. The irony is there is no consistency in the responses of the supervisors regarding what they observe or how they observe. Some seem to observe teaching performance and overt classroom event and behavior. For example, Edna, Brenda, Anna, and Claudia 's observation approaches still bear the seeds of the traditional behavioral observation. In traditional supervision the focus of the observation seems to be on the teacher's behavior and performance.

Focussing supervision on teaching performance implies that teaching is a transmission of knowledge. This view of teaching has an epistemological slant to it in its content. But this is antithetical to the question of meaning and the concept of growth. In fact, Sergiovani (1992) implied that the question of meaning goes beyond

teaching performance. It seeks to understand teaching from the student teacher's perspective. In that case it is desirable for the supervisors to rethink why they observe, what they observe, and how they observe.

Being a Life Saver

In her attempt to help the student teacher the university supervisor was perceived as a life saver. When asked what she gained from being supervised Sarah went on to talk about a specific situation in which her University supervisor has helped her in class when the students were being "unruly".

Sarah said, "Like there was lot of kids that did not understand. She [the university supervisor] just got up and went around and gave them individual attention.... She was a life saver... she did not just sit back there watching me struggle she got up and she helped me, that sort of thing, which I greatly appreciated, for the kids were getting crazy" (Interview # 1 April 18, 2000). It was also apparent in Sarah's response that she enjoyed the team effort of both her university supervisor and her cooperating teacher. She commented, "They [university supervisor and the cooperating teacher], shared ideas about what I have done... it was a group effort... So that was probably the best thing knowing they were supporting me as a whole and not two separate worlds" (Interview # 1 April 18, 2000). Sarah described how she felt awkward the first time she met with both supervisors for a post observation conference, "They were both like older experienced teachers and I felt like a kid again you know" (Interview # 2 May 4, 2000). Sarah continued to describe her experience when she stated,

At first it was awkward because I still look at myself as acquitted when I am put next to two experienced teachers that know exactly what they are doing. But then they did not make me feel that way. They treated me just like a normal teacher, like I have been there forever. That made me feel better. It was just nice that they were treating me as a colleague rather than a student. So then it was easier to take helpful criticism.... Because we talked through together it was not like they were telling me how to do it (Interview # 2 May 4, 2000)

Although this is the lived experience of only one student teacher, it does reflect the concept of protection that is embodied by the university supervisor.

Themes of Evaluation

Doing everything right to Impress the University Supervisor

The majority of the student teachers felt they had to be “perfect” and in control of their class in the presence of the university supervisor. They felt that they were failing when the children were not responding to their expectations.

Sarah said, “When I am told that my university supervisor was going to come and observe me I began thinking like I hope I do ok, I hope she thinks I am a good teacher I hope I do it right, my first reaction is to do everything right” (Interview # 1 April 18, 2000). Sarah continued as a confession and said, “When my supervisor comes, that is when I try something new because I want her to see me.... I mean there is pressure there from everybody that your supervisor is coming you need to do an extravagant lesson plan, it needs to be super great that sort of thing you know” (Interview # 2, May 4, 2000).

Emily said, "I just wanted to look perfect, wanted to act perfect I wanted my kids [students] to act perfect" (Interview # 1 April 24, 2000). Emily further elaborated on how she felt: When she is there I do feel like I am on show and I have to perform correctly do the right thing, say the right thing or I will get written off or something like that" (Interview #1 April 24, 2000).

Amy felt she needed to be "wonderful and very dynamic and innovative.... I felt like I needed to impress my supervisor" and she felt the same for her students when she commented,

Oh sure I did feel like the day that my supervisor came, that I needed to be wonderful and I needed to be very dynamic and innovative. So there was a lot of stress there I think, more so than just a normal day. I felt like I needed to impress my supervisor, and I think that the first several times too, especially at the secondary level that the kids felt it. I think they kind of felt a pressure to perform when my supervisor would come. I had just mentioned it the day before my supervisor is coming it is nothing to worry about just be aware that she is going to be here. I could tell the next day when she did come that they were very stressed out and I think they were trying to help me. If I would call on them and if they would get the wrong answer they would say [whispers] I am sorry..... I felt we were all as a whole really wrapped up in performing and being perfect (Interview # 1 May 18, 2000).

Tina felt it was the right thing to inform her students about the supervisor's visit. I expected them to behave well so I told them, my supervisor is coming and I want you to be really good and the kids were not. They saw her sitting in the corner and they were giggling and they were being real goofy and giving me dumb answers and not helping me out at all (Interview # 1 May 9, 2000).

Feeling Nervous about Being Observed

All five student teachers experienced being supervised in a similar way.

Sarah commented on how she felt when the university supervisor came to visit her class.

I got that sinking feeling with my stomach as I heard the knock on the door, ah! I am not ready yet I was kind of paranoid like oh my gosh I am not ready, I wanted us to be ready, the kids did not know she [the supervisor] was coming and that sort of thing The feeling that someone from outside is watching me, the idea that she was from the university and she was going to go back and with the evaluation form made me uncomfortable (Interview # 1 April 18, 2000).

Emily stated, "I was nervous I mean and I don't know why because my supervisor has never been mean, never been not critical but she always had constructive criticism... I mean I just wanted to look perfect, I wanted my kids to act perfect" (Interview # 1 April 24, 2000).

Amy described how she felt when she was informed about the university supervisor's visit,

Oh they are coming today! It was stressful. It was stressful because I felt like okay today I am under so much pressure.... I think that the first couple of times I was visited I was very, very nervous... And really I found that to be true all the way through in elementary and secondary, that sometimes I would get nervous (Interview # 1 May 18, 2000).

Tina stated,

I made a mistake by telling them [her students] that somebody is coming and they should put on their best behavior. They were very conscious of her being there and so they were not their normal selves.... They did not contribute the way I wanted them to. I had to keep bringing the class back to focus and I was kind of nervous (Interview # 1 May 9, 2000).

Mandy used English as her second language and the university supervisor was a bit concerned about this and asked the cooperating teacher whether the students understood Mandy. Mandy was intimidated and insulted by the university supervisor's remark regarding her language. She said,

When my supervisor was there I tried to avoid I mean actually I was so scared ...so I tried to concentrate on my students. The students were excited the first time she was there and they misbehaved.... When my university supervisor was there, I tried to avoid I mean actually I was so scared I was nervous.... Well she made me cry in the first day she visited me....she made me feel bad, very scared. Because I was so afraid I was disgusted (Interview # 1 May 22, 2000).

Seeking a Second Opinion

Emily experienced supervision in a unique way when she said, "Every time I need another person's opinion I can talk to my supervisor or I can call my mom, she is a teacher" (Interview # 1 April 24, 2000). Emily's response suggested how she felt about her relationship with her university supervisor when she said,

I am still a student but I am also almost kind like equal with them [supervisors] and I need to be professional and that kind of thing. I need to learn from my supervisors just like my supervisors might need to learn from me... I mean, that is just a big thing we can learn from each other in this so I think we need to communicate (Interview # 1 April 18, 2000).

Switching from being the Teacher to being the Student

Amy commented on her unique experience that brought her to switch roles.

At first it felt like when I was the teacher I taught. And then when the students leave, I sit down and I am the student again and my teacher is

talking to me. I guess I felt like I was switching between roles. From being the teacher of the class and having my students, and executing a lesson plan or covering material, and then they would leave the room and I would sit down and I was the student again. At first it was hard to immediately switch mindsets like that but I think the further along that it went, I began to feel more like a colleague. I took a while. I think it just takes a while mentally for anyone to just switch over. To cross that line, from being a student, to being a professional person. I have not fully crossed over yet... I think too, with my university supervisor especially, I still probably do not feel on equal level... just because when you work for somebody, you set him or her up in your mind and they are so revered and you respect them so much. It is really hard to put yourself on the same level (Interview # 1 May 18, 2000).

Amy's comments are compelling. Although other student teachers did not explicitly express their view on the switch, it goes without saying that they all felt the same way as Amy. As I reflected upon this situation, I felt some sympathy for student teachers for having to go through the switch. They find it hard especially when after teaching a lesson, and start developing a confidence that they can do it, they can teach, and yet, they have to be evaluated not as a professional but as student teachers. As Amy said, "I began to feel more like a colleague. I took a while. I think it just takes a while mentally for anyone to just switch over. To cross that line, from being a student, to being a professional person". The situation suggests that the university supervisors engage in a hierarchical relationship with the student teacher in order to evaluate her/him. Not only such a relationship is threatening to the student teacher, but it also gives no room for collegiality and cooperation.

Arnold felt that the student teacher and the cooperating teacher viewed him as,

Judge and Enemy

Arnold commented,

I think as principal I would make lots of casual visits in a classroom. Part of my job responsibility was to evaluate teachers for continuation of their contract or termination of it. And if it was moving in the negative way, then it got to be a real difficult relationship because it was very threatening to the teacher.... I have been able to let go of a lot of that since I just really don't see my role as that of a judge in a negative sense (Interview # 1 April 13, 2000).

Arnold believed that there still might be an element of threat because,

I still hold to the fact that my job is one of determining whether this person is going to make it as a teacher...I do have to make an assessment at some point if I think that this person is just not making it, they do not relate to the children or they do not seem to, there is no comfort level at all, the class is just totally out of control and they do not even seem to be aware or whatever it might be (Interview # 1 April 13, 2000).

Arnold explained that the traditionally taken for granted assumption is that whoever visits a school as supervisor is automatically perceived as an evaluator. Arnold stated,

That makes me coming as a judge, that is the way I am viewed. No matter what I say doesn't count because tradition is what counts. And so if the principal in the school is going to come into a classroom, the principal is coming to evaluate, to judge the effectiveness of the teacher. The supervisor is another role in that category of judge. Supervisors come to judge your effectiveness and so no matter what I tell them they still think that's my job, that is the role to come and judge their effectiveness and grade them (Interview # 1 April, 13, 2000).

Arnold also felt that the cooperating teacher and the student teacher perceived him as an enemy. Arnold stated,

Well I think that a lot of time the cooperating teachers think of themselves as the advocates for the student teacher and they see the university supervisor as being the enemy if you will...because I am an evaluator in a

negative sense, I am here to find faults. Well I don't think I am a terrible person or mean spirited individual maybe that comes across more than I would ever imagine. I am not here to get the student teacher or catch her doing a bad job. That is the way it feels sometimes, that the cooperating teacher is trying to protect the student teacher. I think part of that goes back to just traditionally I think the role of supervisor means an evaluator, someone who is not only here to see what you are doing but to fix what you might be doing wrong (Interview # 2 April 17, 2000).

Arnold further stated,

I think I can almost say that I leave about as many schools thinking that we were not truly totally honest with each other as places that I leave thinking we really had a good shared experience...I feel like I am not doing my job if I just come in and give a rubber stamp of what they did. Often whenever I state some other alternatives I find the cooperating teacher becoming defensive. It feels like he or she has to justify why the student teacher did this because that's the way I told her.... I was almost an absentee member of this team. I think that in large part just because we don't have enough experience together, we don't have enough shared experience to have that level of trust. They share lunch together, they share planning together, they watch each other teach, ...and they are becoming a team. I think that is a problem. They do not want to reveal things that would be skeletons in the closet

It is the big deception kind of thing that I have to work against in trying to create that trusts relationship, so that anything that I do, have to say, any observation that I do make can be perceived as being helpful. That is the intent of being helpful rather than being critical and taken negatively. I see that as a big part of the role of supervision as much as doing what I think that all my experience could contribute is getting past that wall of not being accepted as real. I could say that I am an advocate and all this but until that trust relationship develops, well, I have doubts about how much effectiveness is there in my visits to schools. I think for some it might overcome in large part by the second certainly by the third visit. With some I do not think it ever does. I have left in some situations and it is like good riddance (Interview # 1 April 17, 2000).

Furthermore, it stands out as a direct opposition to the views of supervision as a "collective responsibility", as expressed by three other university supervisors. Arnold, Anna, and Claudia's responses indicated that supervision is "a team work between the student teachers, cooperating teachers and the university supervisors." Edna's response

suggests that, if the cooperating teacher is the sole responsible for his or her students' learning, then it seems to me the student teaching supervision by the university supervisor is a waste of time and energy. If university supervisors hold different views of supervision would collaboration be possible between the university supervisors themselves, since they seem to encourage collaboration for student teachers and cooperative teachers.

Communication

Brenda's anecdotal account reflected the uniqueness of her experience when she spoke,

Basically communication is what it is all about. I felt like staying or going to the program coordinator or staying or calling, you know.... Here is one thing that happened during student teaching and that is really a concern to me because I know it is such a real thing... A student teacher had a problem. Instead of going to her cooperating teacher about it she went to a teacher next door with this problem all right. This teacher then talked to people across town who also had a student teacher.... Because the original student teacher did not trust her supervisor enough to talk to her did not trust her cooperating teacher enough to talk and went outside, and this goes to another school to another student teacher, and before long this was a problem.... I just learned from that I never really say much to my student teachers except I am the person you can trust. I will prefer that it is an in-school problem, in your classroom, you keep those in-house problems between your cooperating teacher and me (Interview # 1 April 21, 2000).

Crying

I asked Mandy to describe what it meant for her to be supervised. Her opening statement seemed to hide a sarcasm that suggests that she did not really enjoy her field experience. “Well at first I guess I enjoyed it because I didn’t really teach anything, I just sat back there and observed my teacher.”

Mandy was emotional during the interview as a result of this she could not sense the contradictions that appeared in her account of her relationship with her university supervisor. Mandy told me that she had been treated with some bias based on her linguistic ability. Mandy told me a story in which her professor humiliated her in front of her peers in the classroom. She became afraid of the professor.

Mandy’s experience has stood out as unique because of her ethnic background and the precedent she had with one of her professors prior to student teaching. I asked her to talk about this experience. She was eager to share that experience with me.

One of my professors made me cry all the time. I had a very bad semester...what made me cry is when she yelled at me in front of my peers in the classroom. She has always said ... you have to make your students feel comfortable in the classroom.... She did not make me feel comfortable. So my university supervisor made me feel the same way The first day she visited me the first question she asked the cooperating teacher was to know whether the students understood me (Interview # 1 May 22, 2000).

For her, being supervised has meant going through a series of ordeals in which her university supervisor made her cry, graded, criticized, and humiliated her. As a result of this she became fearful, and intimidated by her university supervisor. Perhaps Mandy never succeeded to overcome her fear which she seemed to project on her university supervisor as she commented, “So my university supervisor made me feel the same way

and I never asked her any questions and I never got any help from her” (Interview #1 May 22, 2000).

Mandy said that she was invited to her university supervisor’s home, and she decided to go with her boyfriend, “Because I was afraid she might do something to me” (Interview # 1 May 22, 2000). Because Mandy ‘s experience was so unique, I asked if she could think of any other specific experience she would like to share with me. Ironically she told me about how she yelled at her students in class, while she has criticized her university professor for the same thing. Mandy confessed,

I was really mad and yelled at them, you know, I guess that is the way to show them how to talk to me. So that was the first time I yelled at them and after that I felt bad and when I went home I really felt bad about it. But you have to do that sometimes I really loved that. You have to do that (Interview # 1 May 22, 2000).

Because Mandy had experienced fear in her relationship with her university supervisor she felt frustrated throughout her field experience. I sensed during the interview that she spoke with her emotions still high from the way she was treated by her university supervisor.

Consequently her accounts of her experience bore some contradictions I her views about the university supervisor. Mandy negatively critical of her university supervisor even when the university supervisor made a non-threatening remark about her lesson. A case in point in reflected in Mandy’s comment, “I taught like twenty to thirty minutes and she [the university supervisor] finished the paperwork she had to fill out and then she said I have to go, I have enjoyed your lesson you just need to read what I have written”. Mandy felt that the university supervisor was “rude” in the way she talked to her, the

university supervisor did not use constructive criticism. “The way she said it and it made us [cooperating teacher and Mandy] feel bad” (Interview #1 May 22, 2000).

Themes of Shift

New Meaning and Understanding of Supervision by University Supervisors

Poole (1994) described shift as,

The transition from hierarchical to more horizontal forms of supervision appears to manifest itself, partly, in the separation of supervision defined as a formative process that emphasizes collegial examination of teaching and learning from evaluation defined as a summative process that focuses on assessing the competence of teachers (p. 305).

Arnold, Edna, Brenda, Anna, and Claudia’s responses seem to suggest a shift from a view of supervision as inspection to a view of supervision as promoting growth whereby the university supervisor is a facilitator and the student teacher is expected to assume more responsibility by becoming self-directed. The notion of shift reflected in the responses of the university supervisors seems to be only a change in meaning and understanding of supervision. It is revealed further in their accounts of their experiences that the university supervisors were not aware in some instances of contradictions between their stated intentions and their actual practices. All five university supervisors’ responses suggest the shift in the belief system that occurred prior to my interviews with each of them as a result of the experiences each of them had throughout the years prior to their current position. According to Lambert (1995),

All humans bring to the process of learning personal schemas that have been formed by prior experiences, beliefs, values, sociocultural histories, and perceptions...when actively engaged in reflective dialogue, adults become more complex in their thing about the world, more tolerant of diverse perspectives, more flexible and open toward new experience (p. 28).

Following on this thought, it can be speculated that the supervisors have reflected deeply on their prior roles and their meaning in relation to the ever-changing nature of the goals and purposes of education. Therefore, part of the reason for the shifts in the university supervisors' belief systems has to be understood in the contextual changes occurring in the world and in the educational realm regarding teaching, learning and the nature of knowledge.

This is reflected in Arnold's response when he said,

I think as a principal I would make lots of casual visits in a classroom.... Part of my job responsibility was to evaluate teachers for continuation of their contract or termination of it and if it was moving in the negative way then it got to be a real difficult relationship because it was threatening to the teacher... I think that there is a certain amount of the view of the supervisor as judge from my position. I have been able to let go a lot of that since I just really don't see my role as that of a judge in a negative sense (Interview # 1 April 17, 2000).

Edna commented,

Well, it is totally different in a lot of ways ... I am a positive person and an encourager for the student teachers. I feel like I can be there all the time between them and their cooperating teacher as a liaison if there is something that they would like to know.... I help them in that way. I t is not summative evaluation it is ongoing.... I give certain grades but it is pass or fail situation.... I am there to help them.

Edna's comment echoes Poole's (1994) perspective,

The transition from hierarchical to more horizontal forms of supervision appears to manifest itself, partly, in the separation of supervision defined as a formative process that emphasizes collegial examination of teaching

and learning from evaluation defined as a summative process that focuses on assessing the competence of teachers (p. 305).

Although Edna's comment echoes Poole, it clearly shows a contradiction regarding the meaning of supervision as helping for the student teacher's growth and evaluating the student. Given the incompatibility between the notions of help and evaluation, I am so concerned with the effectiveness of the supervision of student teachers. Maybe it is essential to redefine the ultimate goal of supervision of student teachers.

Brenda stated,

Initially when I first began supervising I really thought that I would be directing student teachers... I just looked at it as I had to, when I was a classroom teacher and I had student teachers that are my only point of reference... I try to tell my student teachers supervisor is a pretty heavy word. I am just sort of a middleman... I am here to support you... so I am sort of a facilitator more than supervisor that is how I see my role (Interview # 1 April 21, 2000).

Anna noted,

I am probably more likely to jump in a situation with a student teacher and help them.... And give them some suggestions before being asked to give suggestions... I am much more protective of the student teacher (Interview # 1 May 10, 2000)

Claudia said,

"I was not like a district supervisor ... I think being a good listener and helping discover or helping student teachers articulate problems themselves and perhaps suggesting approaches that they might take in problem solving" (Interview # 1 May 22, 2000).

Collective Responsibility

The new understanding of supervision by the university supervisors as a collective responsibility marks a clear divorce from the traditional approach of supervision which engaged the principal –supervisor and the teacher-supervisee on one and one hierarchical relationship. The outcome has resulted in terminating the contract or maintaining it. Arnold recalled that this was always “a threatening situation.” The responses of the majority of university supervisors indicated that they viewed supervision as a collective responsibility that involves the university supervisor, the cooperating teacher, and the student teacher. For example, Arnold clearly expressed his view when he said, “I kind of see that group as a team and it is a collective responsibility to be a listener to be an observer to communicate back to the student teacher” (Interview # 1 April 13, 2000).

Anna stated, “We are all working at the same expectations; each program has a set of guidelines and it is good to bring everybody together as a group so that everybody can hear them at the same time” (Interview # 1, May 10, 2000).

Claudia stated, “Supervision is team work between cooperating teachers and university supervisors” (Interview # 1 May 2000).

Because university supervisors viewed supervision in that sense, one would expect university supervisors, student teachers and the cooperating teachers to engage in a collaborative supervision effort where each participant would be supportive of each other’s perspectives. The majority of responses indicate that that was rarely the case. The university supervisors have hardly worked together with student teachers, and

cooperating teachers as a team. Whenever possibilities were created the cooperating teacher or the student teacher were not ready to collaborate. Arnold commented

I think the cooperating teacher is the key link in that I am not there daily. I find it difficult to have a relationship with the cooperating teacher. They [cooperating teachers] see the university supervisor as being the enemy if you will. ..Sometimes the term cooperating teacher could be used as uncooperating teacher but I think you see it just about everything “Usually when I go the cooperating teacher just kind of disappears and it is hard to find them again and a lot of time the student teacher also has some real concerns about the relationship with that cooperating teacher” (Interview # 2 April 17, 2000).

Anna experienced a similar situation where the cooperating teacher refused to cooperate by making herself inaccessible to the university supervisor. Anna commented

The cooperating teacher is not in the classroom so it is very difficult to debrief a lesson you have just seen. You have to kind of talk in more global strategies and there are things that I don't see with my student teachers such as their professionalism within the school, I have to rely on the cooperating teacher to tell me about some of those issues.... I am meeting with each of them [cooperating teacher and student teacher] separately (Interview # 1 May 10, 2000).

Claudia gave an example where the cooperating teacher avoided the meeting where three of them could discuss, “I had one cooperating teacher who met me at the office and wanted to talk to me before I walked to the class” (Interview # 1 May 22, 2000).

Brenda and Anna's responses suggested that there was some break downs of communication in supervising student teachers. Brenda commented about a situation in which she had experienced a lack of communication due to distance.

As long as you get away from schools located near the university area, the less clear it is what the university expectations of students are the communication begins to break down just because of the distance and nothing else because many of the teachers in the schools close to university have gone to university so they know the methods they

understand what the people up here [university]...they are dealing with; for instance the portfolio is a good example... when you are away from the university place these people[cooperating teachers in rural schools] really don't know about that and could care less ok (Interview # 1 April 21, 2000).

In similar vein, Anna commented,

I think the biggest problem is the lack of communication. When a cooperating teacher has one set of expectations and they do not do a good job explaining those to the student teacher then it causes some conflict But I think communication, lack of communication is the biggest issue that we deal with (Interview # 2 May 10, 2000).

Shift in the Perception of the University Supervisor's Role by Student Teachers

In their previous responses the majority of the student teachers had perceived their university supervisors as inspectors whose presence was intimidating to them. However, the shift in the perception of the university supervisor was triggered as a result of a positive atmosphere that prevailed between some of them and their university supervisors, the interaction with the university supervisor and the help provided by the university supervisor. Some then began to view supervision as a means through which they would get help and support from their university supervisors. But in their responses, most of the student teachers seemed inclined to wish for more help than the actual help they received from their university supervisors.

Sarah was clear about her view of the university supervisor as she stated,

Somebody who can be there for me always available to me at all times not just for the day they need to come and watch me.... For me the university supervisor is one that is always to support you and not just grade you and you know, somebody that will be there for you and be your friend and help

you out and not just you know, the professor type of person (Interview # 1 April 18, 2000).

Emily bluntly stated, "They [the university supervisors] are there to help us you know, and guide us where we need to go" (Interview # 1 April 24, 2000).

Amy had also viewed supervision as criticism but she changed eventually after reflection to a view of supervision as helpful criticism. Her account of her experience is revealing.

There were a few times I did not understand where they [university supervisor] were coming from and it is really hard being a student teacher to be evaluated I think. You have to really go into it with the right attitude because it is easy to feel like you are being criticized. You really just have to get past and realize they were there to help (Interview # 1 May 18, 2000).

Tina had a preconceived view of her university supervisor when she said,

I thought she will be rough critical be rough hard and grade me very harshly.... I can handle a teacher in the elementary school but my university supervisor, she is giving me my grade. Tina quickly experienced the opposite. She felt her relationship with her university supervisor was positive, "It is wonderful I feel so grateful to my university supervisor. ... The supervisor was so warm" (Interview # 1 May 9, 2000).

Tina shifted her prior view about her university supervisor to a view when she confessed, "I thought like she was a liaison, she helped me guided me led a good go-between" (Interview # 1 May 9, 2000). Tina's response suggests that the shift in her prior perception of her university supervisor occurred when the university supervisor gave her attention at a personal level. Tina further commented,

I think when she [the university supervisor] started talking on personal level that is when you feel like ok I can tell you everything you know, I can tell you all my flaws, you can share with me and I will listen to you. I think that is probably a secret to our relationship. I am willing to take anything from somebody who listens to me too (Interview # 1 May 9, 2000).

Having a Friendly Relationship with University Supervisors

The majority of the student teachers felt that to be supervised is to experience a friendly relationship with their university supervisors.

Sarah candidly said,

Oh it is fun, I love it We just get along great and she helped me a lot.... It is really an open relationship and I like the fact that she is there for us [Sarah and other student teachers] to make sure we are doing good It means that somebody is there to watch you and not evaluate you, and help you to grow as a teacher. Not somebody to intimidate you or knock you down or cut you down but just to be your mentor... I view my work relationship with my university supervisor as not intimidating but friendly and I think that is how it should be (Interview # 1 April 18, 2000).

Sarah's further comments are revealing when she said,

Somebody, who can be there for me, always available to me at all times not just for the day they need to come and watch me. The supervisor must be involved throughout the whole semester... For me the university supervisor is one that is always there to support me and not just grade me, you know, somebody that will be there for me and be my friend and help outUm, you know, you need a mentor type of person who is gonna guide you on the way, and help you to the point that you know when you get out on your own you will be able to do (Interview # 1 April 18,2000).

Emily explained,

I feel like I can call her when anything is wrong when I need to talk to her but also feel hesitant to call and bother her because she is really busy...when you call her it might take her four days before she gets back to you... I send my journal every week via email and I never get really any response. One time I got a response it was like three weeks late. I just wished that communication was there a little more but other than that you know, we had a very good professional relationship (Interview # 1 April 24, 2000).

Emily also stated,

They [the supervisors] are there to help me and guide me where I need to go. So I really think that relationship needs to be set up where they can

talk to me they can critique me, they can evaluate me in a manner that I do not get upset, that I take as constructive criticism and learn from it and go on. The feedback I got from my supervisor and cooperating teacher was meaningful to me ... However I did not get feedback from my supervisor as I wanted.... I am confident that I can do well on my own but I needed that somebody to tell me how I am doing. So I think really their role you know, needs to be friendly but professional in a way that they can critique.... I wish there were more of a three-way communication between us. ... I never, I did not really talk to my supervisor at all (Interview # 1 April 24, 2000).

Amy commented,

And then my supervisor, she is so... she always has something positive to say so I never, after the first time or second, I did not really feel like she was judging me or it was some higher power sitting in the back of the room at the desk watching me waiting for my mistakes. She was there to support me, she was not there to catch every little grammatical error or every mistake that I made at all. I did not ever really feel like that (Interview # 1 May 18, 2000).

Amy further stated,

I think the most valuable part about having a supervisor is the personal interaction I was allowed to have with her [university supervisor]. As far as ... I knew I could always talk to her about things that were going on. And I was not afraid to talk about mistakes or feelings, maybe negative feelings about certain things (Interview #1 May 18, 2000).

In that sense Amy further commented on her experience in relation to her university supervisor and stated that it was meaningful to her because she perceived her university supervisor Amy stated, I would say mentor definitely. I think that communicates the level of respect that I felt for her and our relationship. I really do because I definitely feel like I have a personal relationship with her that goes far beyond student and supervisor and I think it has to be that way in our profession (Interview # 1 May 18, 2000).

Tina said,

My university supervisor was more of a cooperating ...she was my cooperating teacher. My cooperating teacher was supervising me, there you go. Did that make sense? That is exactly what I would like to [laughing], that is how it felt to me. I felt like I was being graded and assessed by my cooperating teacher and that my university supervisor was

holding my hand you know, being a cheerleader, encouraging (Interview # 2 May 19,2000).

Also, Tina stated

First thing the supervisor needs to become more friendly and warm to the student teachers. I need an ally coming to me. I need somebody to say oh! You are not doing this right. I need somebody to say yes you are doing it right or let me give you some suggestions. I need to have somebody on my side.... The whole idea is for the student teachers to be successful and the supervisor should be there to help me become successful. That is what I want the supervisor to be (Interview # 1 May 9, 2000).

Siding with the Cooperating Teacher

Tina's decision to take the side of her cooperating teacher in the presence of her university supervisor reflects the shift in her perception of the university supervisor and the meaning she attached to the grades. Her new perception of her university supervisor has led her to decide what to do as she explains her situation,

I was kind of ambivalent, do I do what my supervisor will approve of or do I do what my cooperating teacher will approve of. And I chose to do what my cooperating teacher will approve of I had to make a decision and I chose what I had to get along with my kids and my cooperating teacher because those were more important for me, even though my university supervisor was grading me (Interview # 2 May 19, 2000).

Tina's response suggests that under her new perception of the role of her university supervisor the latter is no longer a threat to her even though she was being graded. The majority of the student teachers' responses suggest that when the university supervisors maintain a high pedagogic relationship with their student teacher, that is, (listen, interact and tries to understand the particular teaching situation from the student teacher's perspective), the perception of her or him by the student teacher is positive, and

the student teacher feels less under pressure and preoccupies herself with the learners more than her grade. When the pedagogic relationship is low, the student teacher feels abandoned, helpless and hold a negative perception of the university supervisor. Mandy's responses regarding her university supervisor are very telling.

Conclusion

In this chapter I have presented emergent themes including themes of protection, themes of evaluation, and themes of shift. I have also identified several images that were visible and meaningful in the responses of the participants. Although the supervisors' accounts of their experiences of supervision as helping, giving constructive feedback, as being liaisons, mentors, as a collective responsibility, as team work, as getting the student teacher to think deeply, and maintaining a personal relationship with student teachers and cooperating teachers seem to suggest a move away from supervision as quality control to a collaborative and growth development supervision, the summary of the emergent themes for university supervisors revealed strong inconsistency with most emergent themes for the student teachers.

For example, Arnold's response suggested that he had shifted from the role of the supervisor as a judge in a negative sense, but he felt that there was still a certain amount of the view of him as a judge by the student teacher and the cooperating teacher.

Edna responded that supervision was a formative ongoing process. In that sense one would expect Edna to engage a collaborative effort in the process yet she was perceived by her student teacher as an evaluator. Brenda responded that she let go of

supervision as directing student teachers to become more as a facilitator, yet she confessed that she was critical about her student teacher. Anna's further comments on her role as a mentor stood out as a clear contradiction of what she previously stated,

I want to be in charge, so it works well for me.... And I find that is a nice role. I mean I ease into that kind of role very well. I don't have any trouble with that and I think that is part of the responsibility of the university faculty member to make sure protocols are followed. I don't have problems with being "bossy". That works well with me.

Claudia's response regarding her observation strategy is indicative of criticism and fault finding. This is probably due to the nature of her professional expertise. As foreign language and English teacher, she has to help her student teacher by keeping her/from making grammatical or spelling mistakes. Although she claimed to give constructive feedback, calling the student teacher's attention to some mistakes maybe perceived as criticism by the latter. These responses are intriguing because they are antithetical to the concepts of mentoring, collaboration, growth, reflection, and collegiality as revealed in the review of the literature. As a researcher I tried to gain some understanding of the reasons supporting these contradictions. According to Lambert (1995), personal and professional experiences require an interactive professional culture if adults are to engage with one another in the processes of growth and development. Yet it appeared from most supervisors responses that rarely have they been able to interact collaboratively with student teachers and cooperating teachers. As Lambert (1995) wrote,

Rarely are adult members of coherent, dynamic educational communities in which they develop collective meaning together. Bound by rules, schedules, policies, hierarchical roles, and timeworn practices, educators often experience cultures that limit interaction and militate against professional growth. They have few opportunities to engage in the collaborative or in Lambert's (1995) own terms, "reciprocal processes"

that would call forth their ideas and successful experiences and enable to make sense of their world together (p. 28).

Lambert's perspective may help us to understand the cause of the contradictions in the supervisors' responses. The underlying implication is that, because they deal with schools as institutional entities operating on the basis of educational philosophies different from the university expectations, the university supervisors sometimes. In that sense a full adherence to the notion of shift becomes problematic. Although the current professional literature is replete with discourse that suggests a move away from traditional practices of supervision in schools, at the level of teacher education this discourse seems to sound like a mere rhetoric. It appears from this study that, while the notions of transition /or shift seem to be accepted on the face value by the university supervisors, implementing the concept is yet to be seen in the supervision of student teachers.

The mismatch between some of the responses of the university supervisors regarding their stated intentions and their actions is compelling and begs the question whether the shift has really occurred. On the face value the responses of the university supervisors seem to support the trend in the current literature suggesting a growing transition in supervision. But in practice, the university supervisors seem to be still caught up in the contradiction with their stated intentions that reflect a change in the meaning and understanding of supervision and the practices prevailing in the old paradigm. The summary revealed Themes of Protection, Themes of Evaluation, and Themes of Shift for university supervisors and also for student teachers. The underlying implication of this suggests that despite their stated intentions to shift, the university

supervisors seem to be caught up in the supervision practices of the predominant paradigm. The university supervisors and the student teachers engage in the supervision process within educational contexts in which still prevails a bureaucratic belief system. In that sense, it is important for the university supervisors and the student teachers to take into consideration the prevailing belief system, in which they are called upon to engage in supervision, and find ways to accommodate. Overlooking the bureaucratic belief system which is opposed to shift, may result in conflict, contradiction, and inconsistencies. A point in case is the inconsistencies among themes for both university supervisors and the student teachers, suggesting underlying implication for a need to gain a deeper understanding of others in particular situation in the way they construe their reality.

CHAPTER V

REFLECTIONS AND RECOMMENDATIONS

This chapter covers two parts. In the first part I reflect on the meaning of the findings in light of the notion of multiple meanings of supervision, and highlight the underlying implications, for the field of supervision, for teacher education and for future research. The second part deals with recommendations and concluding thoughts.

Reflections

van Manen (1990) suggested that the significance of conversation in human science research is , “Situated in its power to compel, lead us to reflect, involve us personally, transform us by being touched, shaken, or moved by the story” (p. 21). He defines reflection as, “A form of human experience that distances itself from situations in order to consider the meanings and significance embedded in those experiences” (van Manen, 1990, p. 100). I read several times the introduction, the review of the literature, the methodology, and the findings, and delved deep in reflection on the participants’ responses. My reflective understanding of these responses suggests that participants as an umbrella term used the term supervision, but at the level of their lived experiences, the

participants attached different meanings to the term. In other words, supervision was construed differently by university supervisors and the student teachers. While the lived experiences of the participants were consistent with what is found in the traditional research literature on supervision in some ways, there were major inconsistencies with the current trend in supervision in the reviewed literature. The university supervisors' responses reflected a new understanding of the meaning of supervision that is similar to the current trend in the reviewed literature, but in practice they were still caught up in the practices that echoed the traditional practices. The student teachers' responses reflected images of the traditional hierarchical relationship and role of supervisor, and supervisee. Although there seemed to be a beginning sense of shift in the perception of university supervisor as an evaluator for some of the student teachers, their responses were not consistent with the current trend in the reviewed literature. The participants' responses revealed that, their lived experiences of supervision have not kept up in practice, with the changing views of teaching and supervision. I understood the differences, contradictions, and inconsistencies to be caused by: the multiple meanings attached to the term supervision, tradition and school culture, and supervision as help and evaluation. I reflected on themes that might be considered as absent themes in this study but that pervade the discourse in the current reviewed literature on supervision. Themes such as time, collegiality and collaboration, were played down by the participants.

Inconsistencies

As previously mentioned, I have shown that sociological, cultural and political transitions in the world are taking place at the same time similar transitions are also taking place in education (Glickman, 1992). Although at the level of education discourse this transition seems evident, it remains to be seen whether at the level of lived experience, student teachers, and university supervisors participants in this study, are embodying it. In other words, has lived experience of supervision moved away from a positivistic, technical view of supervision as control and correction, to a more collaborative view of supervision that fosters teacher's growth, or does the traditional view of supervision continue to be embodied by those in supervising positions? Do those being supervised expect to be told what to do by supervisors?

The professional literature I have reviewed claims that, in the context of new perspectives in teaching and learning, transition is becoming inevitable in education. Sullivan & Glanz (2000) concur that social political and technological changes require reforms in the practice of supervision:

Supervisory leadership for the 21st century requires enhanced collaborative relationships participatory decision making, reflective listening and practice, and teacher self-direction...outdated and mechanistic conceptions of supervision that rely on inspectoral practices...are no longer valid (p. 213).

Glickman (1992) argues for a shifting view of supervision as a school based collegial process based on reflection, uncertainty and problem solving has been finding acceptance by practitioners in schools. Firth & Pajak (1998) advocate a shift from, "A preoccupation with inspection and evaluation toward a function of facilitating growth" (p.

1248). Glickman (1992) suggests that supervision is in transition. This study revealed that even though university supervisors expressed their inclination to shift from a traditional perspective of supervision to a view of supervision as helping the student to grow, they were at times unconsciously engaging in the practices prevailing in traditional supervision.

The professional literature, also claimed that the concept of facilitating growth is based on the assumption that “persons are capable of taking responsibility for their own growth, of being self-directed and self-supervising when proper resources and support mechanisms are available” Tracy (in Firth & Pajak, 1998, p. 1249). This study revealed that all the student teachers were not ready to be self-directed or assume responsibility for their own growth. This is evidenced in the responses of the student teachers regarding their lived experience after being supervised.

In the literature, supervision is defined as, “Help [ing] teachers facilitate their own professional development” Glathorn (in Reitzug, 1997, p. 333). In this study even though the notion of help emerged as a major theme for the university supervisors, it was understood as a function of supervision that conflicted with evaluation. Early literature on supervision revealed that the notions of help and evaluation coexist in conflict as functions or roles of supervision. These two unrelated concepts have been discussed together as functions hence, “Severe conflict between the two functions” (Blumberg, 1980, p. 163) surfaces when the question of help and evaluation are viewed as a dual role of supervisors. Blumberg (1980) asked, “Is there a way out of the dilemma that results from the supervisor’s dual function of evaluating and helping? The answer is probably no” (p. 171). This study seems to suggest that the university supervisors have played

down the notion of evaluation; it was not visibly the main concern in the supervision of the student teachers although most student teachers at first lived in the fear that being supervised is being graded and evaluated. At first all five student teachers confessed that they were nervous about being evaluated but most of them shifted their concern to the children because they decided that children mattered more than their grades or because they began to understand their grade was not a letter grade but a pass or fail grade. Their responses reflected an emphasis on the preoccupation for help and the desire to be helped. This state of nervousness reflected in the responses of all the student teachers is an indication that coming with dual identities as helpers but at the same time evaluators, no matter the nature of the evaluation, the university supervisors are not doing a service to themselves in terms of negotiating trust and collaboration with the student teachers and the cooperating teachers. The idea of evaluator already places them in a hierarchical relationship with the student teachers and also with the cooperating teachers who view them as “experts”, or worse as judges and the enemy as it appeared in one university supervisor’s response.

I would say mentor. Mentor definitely. I think that communicates the level of respect that I felt for her [university supervisor] and our relationship. I really do because I definitely feel like I have a personal relationship with her that goes beyond student and supervisor and I think it has to be that way in our profession. I think mentor is a good word (Interview # 1 May 18, 2000).

The three responses echo Sullivan & Glanz’s (2000) definition of mentoring:

A process that facilitates instructional improvement wherein an experienced educator works with a novice or less experienced teacher collaboratively and nonjudgmentally to study and deliberate on ways instruction in the classroom may be improved. Mentors are not judges or critics, but facilitators of instructional improvement (p. 217). In mentoring programs an experienced teacher is assigned to work with a novice teacher

for the purpose of “providing individualized, ongoing professional support” (Glickman, Gordon, & Ross-Gordon (in Sullivan & Glanz, 2000, p. 128).

Understanding the Inconsistencies

Multiple Meanings of Supervision

van Manen (1990) writes, “The meaning or essence of a phenomenon is never simple or one-dimensional. Meaning is multi-dimensional and multi-layered. That is why the meaning of pedagogy can never be grasped in a single definition” (p. 78). The professional literature reviewed in this study showed that there are multiple views of supervision. This study provides additional evidence suggesting multiple perspectives in supervision of student teachers. The transcripts revealed multiple meanings of supervision as experienced by individual participants. There were also images of supervision that helped with the understanding of the meaning individual participants attach to supervision. The underlying implication is that the very notion of multiple meanings lends itself to contradictions and conflicting lived experiences of the phenomenon. The lived experience is always unique. It follows that supervision as an educational phenomenon, cannot be understood in a single definition. If the ultimate goal of supervision is to help the student teacher become self-responsible, then we need to be sensitive to the uniqueness of individual student teachers being supervised. I have argued for the case of the theory of the unique because of its concern for the individuals in particular situations. Part of the problems in the supervision of student teachers result

from the fact that we always tend to look for one dimensional solution to apply to multidimensional problems and it does not work because we tend to overlook realities in particular situations. van Manen (1990) stated that “The tendency to generalize may prevent us from developing understandings that remain focused on the uniqueness of human experience” (p. 22). The theory of the unique reminds us that in our attempts to find out what is effective systematic intervention purpose, we tend to forget that the change we aim for may have different meanings for different individuals (van Manen, 1990).

The concept of supervision has become an elusive term and lends itself to many definitions. As a result of this there is a looming gap and contradictions between the good intentions of the university supervisors as helpers and student teachers’ perception of them. Until this gap is bridged, the change in the meaning and new understanding of supervision revealed in the responses of the participants may be an illusion.

The experiences are so unique and suggest a need to be sensitive to the uniqueness of student teachers. Arnold suggested that individualizing and personalizing each of those experiences I think that is what needs to be done in supervision. van Manen (1990) suggested that hermeneutic phenomenology is a philosophy of action in a pedagogic context where pedagogy is a mode of life that deals with practical action. As a philosophy of action hermeneutic phenomenology is always in a personal and situated sense. In that sense it is essential for the university supervisors to act out of a deeper understanding of what it is like to be in this world as a student teacher.

Hermeneutic phenomenology is also a reflective methodology. As such, it intends to help the university supervisors to develop a reflective understanding of the meaning of supervision, of teaching, of their own action in order to gain a pedagogical practice that is virtually lacking in the present system of education that has lent itself to a generalized methodology, sets of techniques or rules- for acting in predictable or controllable situations. Pedagogic situations are always unique. Therefore what is needed more of is theory not consisting of generalizations, which then have difficulty applying to today's concrete and increasingly ever- changing and complex circumstances in our classrooms, but a theory of the unique; that is, theory that is compatible with particular pedagogic situations, particular schools, or particular student teachers (van Manen, 1990).

The significance of this study materializes itself in our everyday practical concerns with people we stand in pedagogical relationships as students, teachers, educators, and educational administrators, and researchers. As educators, we need to act responsibly and responsively toward people in unique situations.

Tradition, and the School Culture

The conflicting views and contradictions have their roots partly in the traditional belief system of the term supervision and the perceived role of the supervisor. Arnold's comment about the issue is very telling. He said that the traditionally the term supervisor is viewed as an evaluator, "That makes me coming as a judge". That is the way Arnold is viewed and no matter what he says about the new meaning he attaches to his role as university supervisor does not count, because tradition is what counts. Arnold 's point is

confirmed when he deplored the fact that he felt he was still perceived as “a judge, and worse “an enemy” to the people he was directly engaged in supervision. In that sense how can it be possible to even think of collaboration? Coupled with the traditional belief system that seems to die hard, there is the context of supervision. There is an element of socialization in the school as an institutional context in which the supervision of the student teachers transpires. As such the school culture weighs heavily on all the activities, behaviors that take place within its boundaries. In other words, the school dictates what ought to be going in its classrooms, and expect its populations to comply and conform. The roles are defined in ways that favor a hierarchical work relationship among the people, and the only way to appraise the teachers is through quality control. Thus if the principal in the school is visiting a classroom, the purpose of the visit is to evaluate and judge the teacher based on the overt behavioral performance. The image of the school is best captured in the discourse of modern educational theory highlighted by van Manen (1991) when he writes, “When pedagogy is no longer concerned with the unique person, then education is reduced to an enterprise in which the school has become the market, the children and their parents its customers and consumers, the teachers its classroom managers, and the principal the school executive.” (p. 191). Pedagogy which emphasis is on meaning does not fit such an environment. Yet the environments in which university supervisors and their student teachers live their experience as supervisors and supervisees are not much different. It is no surprise when it was revealed in the responses of the majority of the participants that there were communication breakdowns and lack of collaboration from the cooperating teachers who constitute the make up of the school and its culture.

Supervision as Help and Evaluation

The notion of supervision has been conceptualized within positivist paradigm as a science. On that basis evaluation has been for several years the main purpose of supervision that preoccupies itself with quality control through identified sets of performance indicators. Dual roles emerged in supervision that entertain a contradiction between the notion of help and evaluation resulting in conflicting roles for the supervisors (Blumberg, 1980). When asked how they were able to balance their expectation of growth, self-reflection and creativity and reaching accountability through evaluation, all five-university supervisors' responses reflected their shift from traditional supervision which emphasized evaluation. The university supervisors were not really concerned with evaluation of the student teachers as three of them commented.

The responses of university supervisors reflected changes they felt would move supervision from its traditional meaning toward a meaning of supervision with a helping and supportive role. When university supervisors claim their roles to include helping student teachers through facilitation to grow professionally, it should seem obvious that the process of supervision can be a progressive ongoing experience for both the supervisor and the student teacher. It is also understood that the supervisor is not in that case making a summative evaluation of the student teacher as one university supervisor commented, "Well it is formative, it is not a summative evaluation. Actually it is positive, it is ongoing.... Generally I give grades but it is pass or fail situation". This perspective on evaluation is in tune with the definition given to the term evaluation in this study. However a point of concern is that granted that no student teacher is going to fail,

it may seem a waste of time and effort to maintain evaluation in the student teaching program. Also it would be unfair to expect excellence from the student teachers during this short period of time called student teaching. To its worst, the concept of evaluation has caused unnecessary pressure of the student teachers that behaved as if they were going through a competition context. For all five student teachers supervision and being supervised have meant at first being nervous in the presence of the university supervisor, being perfect to impress the university supervisor, being graded and evaluated. One experienced supervision as a critical evaluation of her teaching and perceived her university supervisor as authoritarian, controlling, rude and unhelpful. Ironically the university supervisor had viewed her role as a helper and has described herself as a positive person. The student teacher viewed her university supervisor as a mere “professor who is there to fix her mistakes”. She felt being supervised is being made to cry.

Their state of nervousness, their desire to do well to impress are reason to believe that the student teachers were haunted by the idea of being evaluated through grades. Part of the problem is the value system based on the competition that prevails in this society sends a distressful message to student teachers. There is nothing wrong with competition, but too much emphasis on competition has no value in teaching, and in the case of the student teachers, it distracts them from the ultimate goal of the field experience. The student teacher cried because the value system places the importance on “effectiveness” and she lived in this mindset until the supervisor questioned her communicative ability to relate to the students in the classroom. She thought she had failed and since failure is not the standard value in the system she cried. Another student referred to her university

supervisor as “a life saver” because she believes the university supervisor has rescued her from failure. Given the complex and unpredictable nature of teaching it would be wise to assess the progress of the student teachers through an organic collaboration. In that sense, the professional growth intended for the student teacher would materialize itself in the process of the entire student teaching supervision period.

Absent Themes

Time

The image of time stood out as a complaint in the responses of the university supervisors who seem to deplore the fact that the cooperating teacher was absent during the post observation conferences. It appears that the cooperating teachers did not have time. Richardson-Koehler (1988) noted that, “Lack of time is a definite factor in university supervisors' perceived low impact on the student teaching experience” (p. 28).

Curiously the majority of the participants in this study played down the notion of time. Two university supervisors mentioned the lack of time in relation to the grade level they supervised,

We don't ever have time to sit down and reflect on our experience and that is a big thing about life long learning and being reflective practitioners in our program. When do we do that with our supervisors, and when do we do that with our cooperating teachers? And when do we actually have the student teachers do that? I think that is probably missing I know pretty much in the secondary program.

The university supervisors seemed to view the cooperating teacher as the key element in the supervision of student teachers probably because of his or her daily cohabitation with the student teacher. At best the cooperating teacher's time is scheduled in such a way that constrains him or her to strictly follow a prescribed agenda within the school. At the end of the day the cooperating teacher is accountable to his or her school and the community and less so to the university supervisor, the student teacher or the university.

One student teacher reflected on the fact that the university supervisors may experience a lack of time due to their workload and may fail to fully meet the expectations of their student teachers. "I feel like I can call her [university supervisor] when anything is wrong, when I need to talk to her but also feel hesitant to call and bother her because she is really busy.... That when you call her it might take her four days before she gets back to you."

Even though the program has established and required journal keeping from the student teachers in order to maintain a relationship with their university supervisors this relationship seems virtual at times. As one student teacher explained, "I send my journal every week via email and I never get really never any response. One time I got a response it was like three weeks late so that seems kind of a down part of it."

Collegiality and Collaboration

In current professional literature on supervision, the notion of collaboration is increasingly becoming the cutting edge approach to supervision. According to Glickman

(1990) collaboration, "Is an attitude of acceptance and practice of being equal" (p. 144). Glickman goes further to note that, "The purpose of collaboration is to solve problems through a meeting of minds of equals. True equality is the core of collaboration" (p. 145). Collegiality and Collaboration are the core concepts of clinical supervision and pervade in current literature on supervision, however they were not explicitly articulated in university supervisors' responses. The images of collegiality and collaboration were not visible in the work relationships between the university supervisors, the student teachers and the cooperating teachers. Most of the university supervisors wished they could work as a team with the cooperating teacher and the student teacher. The response of one student teacher indicated that there was not true equality. "The first time we met I felt kind of awkward because they were both like older, experienced teachers and I felt like a kid again you know, like I was not supposed to be there".

This supports Reitzug's analysis of supervisory textbooks published between 1985 and 1995 which portrayed the supervisors as "expert and superiors" in relation to teachers (Zepada & Ponticell, 1998). Within the same perspective Sullivan & Glanz (2000) claimed, "Supervisory leadership for the 21st century requires enhanced collaborative relationships, participatory decision making, reflective listening and practice and teacher self-direction" (p. 213). However there seems to be a caveat. It is argued that the infrequent visitations of the schools by the university supervisors "Do not lend themselves to the type of trust-building and reciprocity necessary for a collaborative, reflective feedback session" (Richardson-Kohler, 1988, p. 33). The implication is that the lack of collaboration in the current student teaching supervision is partly due to the

bureaucratic hierarchical relationship that still prevails over the work relationship among educators.

Within such a context the type of collaboration that is possible is what Dixon & Ishler (1992) called “cooperative collaboration” in which one party gives and the other receives, usually with little reciprocation. There is an element of power relation that is counter collaboration (p. 29). Dixon & Ishler (1992) went on to suggest, another form of collaboration, which they called organic collaboration. They defined organic collaboration as “working on ideas or issues that belong to both institutions... Careful attention is given to identifying mutual concerns and interests” (p. 28). They claimed that in organic collaboration, “functions are jointly owned. If they belong to both institutions, power and control issues are greatly diminished as both parties are equally vested in the collaborative venture” (Dixon & Ishler, 1992, p. 29). The implication is that a partnership work relationship needs to be established between the university as an institution and the school. Within the spirit of partnership, it is likely to develop organic collaboration between the people within both institutions and the people who work within them.

Understanding the Shift in the Meaning of Supervision by University Supervisors

Experience, Beliefs, and Context

Because each of the five university supervisors had prior experiences of supervision it would be appropriate to attribute the shifts to experience. In that sense the

saying that experience makes a difference, seems to be true in the case of these university supervisors. According to van Manen (1990) the essence of hermeneutic phenomenological research is a form of deep learning or reflection leading to a transformation of consciousness and increased thoughtfulness and tact. It would be interesting to see whether inexperienced university supervisors can develop a sense of reflection leading to a transformation of consciousness and tact. In terms of beliefs Sullivan & Glanz (2000) stated that, "There is a growing awareness that the key to successfully shifting to a collaborative educational paradigm is dependent on the degree to which we alter our thinking patterns, belief systems" (p. 25) or as Sergiovanni named them, "mindscapes" (p. 25). Sullivan & Glanz go on to say that our belief systems are part and parcel of the language we use to articulate and communicate meanings.

Transformation in education demands a rethinking of the terms we use. For example using supervision or reflective coaching or collaboration signals our standing on the epistemological paradigmatic continuum and also determines our personal interactions with others (Sullivan & Glanz, 2000). When context changes, people's idea of supervision changes. In light of the brief historical perspective on supervision in the reviewed literature, it was apparent that various models of supervision were dependent on the values, beliefs, and goals of education of the moment. As values shift so does educational practice. The goals of education of seventeenth century Puritan New England were quite different from those of the nineteenth century settlers on the western frontier and vastly different from those of the corporate oriented twentieth century American (Karier, 1982).

In the twenty first century education reform efforts are geared towards reflective practitioners, active movement and collaborative problem solving discourse. Indeed there is growing evidence in the reviewed literature that social, cultural, philosophical and political transitions are taking place in the world but also in the educational realm (Glickman, 1992). Nolan & Francis (1992) concurred that enthusiasm for new perspectives on teaching and human learning is gaining momentum and a shifting view of supervision as reflection, uncertainty and problem solving is finding acceptance by practitioners in schools. Sullivan & Glanz (2000) showed that “individual schools and some school districts are realizing the pressing need to create innovative ways by which to support classroom teachers effectively and are implementing alternative approach to supervision” (p. 214). This study revealed that although university supervisors’ stated intentions reflected a new view of supervision, they might have been caught in a sort of bureaucratic inertia. That is their traditional practices conflicted with their new understanding of the currently held view of supervision. As a consequence, this study revealed that the supervision of student teachers did not or has rarely lent itself to collegiality and collaboration among university supervisors, student teachers, and cooperating teachers.

Understanding the Shift in the Meaning of Supervision by Student Teachers

Dissonance Theory

According to Watts (in Timm, 1996), when our personal experience with other people does not match with our preconceived view of them, an adjustment in attitude is essential in order to reduce feelings of tension or confusion. In our encounters with people of whom we expect to behave in a certain way, if they behave differently, this experience must be taken into account. We have a choice between maintaining the former attitude and adopting a new attitude. If the experience is pleasant, then a positive change in attitude might occur. Unfortunately if the experience is unpleasant then prejudice may begin to increase. The case in point is one student teacher who was made to cry and continued to perceive her university supervisor in a negative way. Watts (in Timm, 1996) concluded that, “the type of interaction becomes the determining factor in subsequent attitudes toward members of other groups” (p. 203).

Cognitive Dissonance

Within the same perspective, Piaget (in Timm 1996) used the term Cognitive Dissonance to describe the state of mental confusion when new information conflicts with old information. To be in a state of cognitive dissonance in social situations is to tend to hold on to old attitudes that may account for continuing biases despite the new experiences that are counter to old beliefs. Sometimes people may feel a need to adjust

their thinking or as Piaget put it, accommodate in order to accept the new experience. In social situations, accommodation accounts for a change of attitude. The problem is that accommodation requires mental effort, "We have to work at changing our minds" Piaget (in Timm, 1996, p. 204).

The student teachers' accounts of their experiences seem to reflect a shift in their perception of the role of the university supervisor. The majority of student teachers have shifted from their prior perception of the meaning of the university supervisor as someone who is there to criticize them, evaluate them and fail them to a new understanding of the meaning of the role of the university supervisor as a helper, a friend, a supporter and an advocate for them. One student teacher first perceived her university supervisor as, The professor type of person.... to mark me down or you know, grade me harshly. Her perception of her university supervisor shifted from a professor type of person to a mentor type of person when her university supervisor helped her in a particular situation where she was experiencing some difficulties in managing her class. She got up and started helping me. ...giving them [students] individual attention you know, she was a life saver. Another student's statement suggests that being evaluated and criticized are inevitable rites of passage when she said. It is because I am at a point in my life where I am and I have to be evaluated, I have to be critiqued and that makes anybody nervous. She shifted from her prior perception of the university supervisor to a new perception when she said. My supervisor was very good about telling me nicely the things I need, she was never rude, never mean, and never really critical.

One student teacher's view of supervision as criticism changed after her self-awareness through reflection to a view of supervision as helpful criticism,

There were a few times I did not understand where they [supervisors] were coming from and it is really hard being a student teacher to be evaluated I think. You have to really go into it with the right attitude because it is easy to feel like you are being criticized. You really just have to get past and realize they were there to help.

The reflection helped Amy to shift her priority from a self-centered attitude to a consideration of the “Other” i.e. her students as she confessed,

Definitely in the beginning I would have my lesson plan and I would just and this is horrible, I am so embarrassed to say this but I would pretty much ignore the students because it was about me. I was the teacher and was getting up and I was teaching and what a wonderful thing for them to sit and listen to me. And how horrible that was, how horrible. I am so ashamed of that. At first I was so involved in myself and was so nervous and I was so worried about being the best that could be that I did not really pay that much attention to students.

Another student had a prior perception of the university supervisor as she said, I can handle a teacher in elementary school but my university supervisor, she is giving me my grade it is going to be pass or fail. Later in the interview when I asked her to describe her relationship with her university supervisor she candidly said, It is wonderful, I feel so grateful to my university supervisor. However by way of speculation I would say that the shift in student teachers might be attributed to the fact that they may have been in a state of cognitive dissonance as explained in dissonance theory.

Sarah, Emily, Amy and Tina's account of how their attitudes changed radically in their prior perception of their university supervisors fit well the description of dissonance theory. They were caught up in their own biases they had prior to their experience of supervision and encounters with the university supervisor. They held the belief that the supervisor was there to grade, criticize, and judge them. However in the course of their interactions with the university supervisors they developed a state of cognitive

dissonance. Because their interactions with the university supervisors were pleasant, they were able to accommodate and shift their perceptions and beliefs.

While their responses varied as a result of the uniqueness of individual lived experiences most of the participants' responses suggested that supervising student teachers in the context of teacher education should be sensitive to issues of Follow Up observation, University supervisor as Another Pair of Eyes, and Compatibility, Gender Issues, and Cultural Issues.

Implications

Follow Up Observation

The notion of follow up stood out in the accounts of one university supervisor and two student teachers as a need to be fulfilled in the supervision of student teachers. The need for a follow up is justified in the university supervisor's account,

I think one of the frustrations that I have over the role of supervision my position is that the next time I come back will probably be about three weeks while she [the student teacher] has taught parts of days or perhaps even at this time in the semester whole days for ten to fifteen lessons before (Interview # 2 April 17, 2000).

The underlying implication may be that the student teaching program needs to require more frequent observation visits to the student teachers, or that supervision may be more effective when the supervisor works at the site of student teaching.

University Supervisor as Another Pair of Eyes

This study revealed that the student teachers show increasing consideration to their university supervisor's feedback. Ironically, this places the university supervisor in a position of the "expert" vis a vis the student teacher and the cooperating teacher. In that case it is impossible to expect collaboration among all three. The underlying implication is that because the cooperating teacher spent more time with her/his student teacher, he/she has the ability to assess the progress of the student teacher on a daily basis. As a result the cooperating teacher should be held accountable in determining to some degree the achievement of the student teacher having the university supervisor.

Compatibility

The image of compatibility reflected in the responses of one university supervisor and one student teacher in this study rather suggests a need for compatibility of expectations between the university and the school where the student teachers are being placed because the student teachers seem to have meaningful experience in schools with educational philosophies compatible to theirs. As one student teacher noted, "I think it is important to get a match that has the same things in common so that you can learn from the more experienced person that has the same idea as you". One university supervisor's reflection is informative and calls for a need for compatibility.

I know that at least the third of my student teachers who had anywhere from bad to miserable experiences because of incompatibility and what they were taking from the university, course work, beliefs philosophy,

methodology into a contrary student teaching environment so instead of them going on and matching up like this they went in and nothing matched. And there were conflicts off and on throughout the experience I see this as a major problem.

As educators we call on teachers to be sensitive to the individual characteristics of their children in the classroom on the basis that these children learn differently.

Supervisors need to be sensitive to the individuality of teachers because they too might have differences in terms of maturity and confidence building. Like the children in the classroom, some student teachers and cooperating teachers may expect a lot from their supervisors to be directed, to be told what to do. Some others might prefer self-direction, autonomy and agency. Still others may prefer collaboration and collegiality. Insights gained from research showing stages of teacher development suggest that at the first stage a teacher is lacking confidence and needs to feel confident and secure, need, more time to plan, and complies to a prescribed curriculum. At this stage, the teacher also needs a strong support system and help from an experienced practitioner. Student teachers in this study were not ready to take responsibility. At this point in time in their education, it may seem adequate to provide some guidance to student teachers.

Gender Bias

Arnold's responses suggested that he felt that he was perceived as a judge and an enemy. Being the only male university supervisor, Arnold might have experienced gender bias from the female student teachers and the cooperating teachers he had to work with. However this is a speculation in an attempt to understand the reasons and

motivations behind this behavior. For a deeper understanding of the motives for bias more phenomenological interviews with male university supervisors and also with female cooperating teachers are needed. Because there was only one male university supervisor participant in this study the underlying implication suggests a need to interview student teachers and cooperating teachers about what it feels like to be supervised and to work with a male university supervisor in order to gain a deeper understand the meaning each of them attach to their work relationship with male university supervisors. Also interviews need to be conducted with male university supervisors in order to gain understanding of how they are perceived by female cooperating teachers. It would also be important to conduct similar interviews with female university supervisors who are engaged in supervision of student teachers and work relationships with male cooperating teachers.

Cultural Bias

The incident of cultural bias may be a consequence of one university supervisor's bias with regard to her international student teacher's communicative competence, because the student teacher's first language is not English. During the interview I noticed the impact of her first language (L1) on her second language (L2), English for that matter, as it is always the case with individuals who use another language as their second language for communication. Even though that might be a source of misunderstanding, it was not opportune for the university supervisor to openly question her student teacher's ability to communicate with the students. As a consequence the student teacher

developed defensiveness, and viewed her university supervisor and everything her university supervisor did as judgmental and threatening. The irony is that the university supervisor has prided herself for being a positive person and may not be aware of the contradiction between her stated intention and what actually transpired in her interaction with her student teacher. Osterman & Kottkamp (in Sullivan & Glanz 2000) wrote, "Our actions often are inconsistent with our intentions and that new ideas do not necessarily lead to new behaviors" (p. 26). This image is compelling because the degree to which the student teacher perceived her university supervisor as "intimidating, a judge, who made her afraid and disgusted and to cry" echoes what Zepada & Ponticell (1998) referred to as, "Supervision at its worst" (p. 77). This may send an intriguing message about the lack of cultural sensitivity of university supervisors. At worst it may also imply that there is cultural bias in supervising student teachers of other cultures. However, given that the image represents only one voice, future phenomenological research with more university supervisors of international student teachers is needed to gain a deeper understanding of the meaning attached to supervising student teachers of other cultures and also what it means to be supervised as a student teacher from another culture. Another implication is the need for teacher education programs to require all university supervisors to be engaged in some teaching activity enabling them to get acquainted with their future student teachers prior to their field supervision.

Implications for the Field of Supervision

Through the voices of the five university supervisors and the five student teachers, several themes emerged that did not support the perspective in the current literature regarding the evidence that the field of supervision is in transition (Glickman, 1992; Sullivan & Glanz, 2000). The themes that emerged from this study show that at the level of personal meaning of supervision of student teachers, the view of supervision referred to as “transformative supervision or supervision for professional growth” Smyth (in Firth & Pajak, 1998, p. 1249) is not embodied by the university supervisors. The literature also suggested that, “Teachers are capable of initiating their own improvement activities by analyzing their own instruction. The supervisor acts as a facilitator helping teachers control their own improvement” (Daresh & Playko, 1995, p. 333). From the voices of the majority of the student teachers participants in this study, it appeared that not all the student teachers feel confident to assume responsibility. There is a caveat in this perspective because it tends to overlook the element of difference in the personalities of student teachers. I recommend Glickman’s (1990) perspective on the role of the supervisor, which consist in what he described as, “The role of the supervisor is to assist the teacher in the process of thinking through his or her action” (p. 122).

Arnold and Edna’s responses revealed that supervision means “teaching and a teaching situation”. Anna’s response revealed that supervision means learning, “You learn from the different personalities of the student teachers”. Four of the student teachers also recognized that being supervised is learning from “experienced people”. These perspectives are close to Eisner’s (1982) perspective on supervision. He discusses

the notion of supervision within the framework of current literature on teaching as an “art” (p. 53). This study does not entirely support the claim in the literature that current trends suggesting a movement away from supervision as inspection to a preoccupation of supervision as help, collaboration and reflection conducive to growth is gaining momentum. While this perspective seems to be embodied by practitioners in schools, at the level of personal meaning of supervision of student teachers it is still to be seen. To see growth in the student teacher, one should expect the supervisor to make follow up visits to the student teacher to see the completion of a lesson or classroom activities that began earlier. This helps the supervisor to make a fair appreciation of the progress of the student teacher. Supervisors and student teachers have complained about the cooperating teachers’ reluctance in cooperating with the university supervisors even though the university supervisors consider them as the key person in the school because of her or his daily presence in the school. This study also stands out as further evidence that there are multiple meanings of supervision as a result of this; the term supervision has become an allusive term, which finds its essential meaning at a personal level. This perspective is captured in the definition that is given to the term supervision in this study, “A process that broadens the base of participation, involving a wider range of people to share ideas regarding professional growth and other planning activities” (Koehler & Baxter, 1997, p. 151).

The emergence of several themes in this study begs the conclusion that for understanding deep personal meaning attached to supervision of student teachers, research must be sensitive to the theory of the unique. The interest in the meaning of supervision helps us to move away from the concept of supervision that is predominant

within the positivist paradigm to a concept of supervision that is congruent with the constructivist principles of teaching and learning. The shift in this study may have been fully meaningful to the student teachers if it were in tune with Eisner's (1982) artistic approach, Glickman's (1990) developmental approach or Firth & Pajak's (1998) facilitating growth approach, and Sergiovanni's (1982) understanding and meaning making perspective, and constructivist perspectives as suggested in Sullivan & Glanz (2000), and in Marlow & Page (1998). In light of these insights, a general recommendation is for a reconceptualization of the notion of supervision in teacher education that should bear on the aforementioned perspectives. Particularly because supervision is no longer about evaluating teaching at least at student teaching level, but has come to mean teaching itself, it is essential for supervisors to understand and assume their role within the current perspectives on teaching and learning. These current perspectives are in tune with current reform efforts that suggest that teachers for the future should be reflective practitioners, self-directed, problem solvers, collaborators, pedagogically sensitive to individuals in particular situations. As persons, we are incomparable, unclassifiable, uncountable, irreplaceable beings who need to be understood in their particular contexts" Auden (in van Manen 1990, p. 6).

Implications for Teacher Education

van Manen (1991) argued that when pedagogy is not sensitive to the unique person, then education becomes nothing but an enterprise in which the school is the market place where teaching is a systematic delivery of educational goods. "Education is

turned into an economic equation to make schools ever more efficient and effective places of production. Pedagogy does not fit such a scheme” (p. 191). This study revealed that several themes emerged that were unique to each individual participant in her or his context. Given the multiple meanings revealed in this study from participants, I recommend that supervision of student teachers be carried out within the perspective of the theory of the unique.

The literature suggested that,

In an age of major education reform, it is imperative that teacher preparation programs work collaboratively with school districts to define teaching and learning agendas. Without a philosophical match between teacher and school, even if all other needs are met, the novice teacher will most likely not be successful. It implies that, if the ultimate goal of teacher education program is to prepare prospective teachers with a sense of agency, it is unrealistic to place and supervise student teachers in schools that rely on reified, traditional practices. Page, Marlowe, & Molloy (2000, p. 229).

Along the same lines, Watt’s (1987) suggested that,

The objectives and activities of the field-based and university based components could be more coordinated in a fashion so that each would be compatible with the other and make its unique contribution to the professional preparation of teachers (p. 164).

The university had envisioned the student teaching experience to be a “partnership” between the student teacher, the cooperating teacher, the building principal and the university supervisor. It is assumed that in order to ensure a successful experience, “This quartet must develop an atmosphere of communication and trust” (Handbook for Cooperating Teachers, 2000/2001, p. 5). The image of compatibility reflected in the responses of one university supervisor and one student teacher in this study rather suggests a need for compatibility of expectations between the university and

the school where the student teachers are being placed because the student teachers seem to have meaningful experience in schools with educational philosophies compatible to theirs. As one student teacher noted, "I think it is important to get a match that has the same things in common so that you can learn from the more experienced person that has the same idea as you". One university supervisor 's reflection is informative and calls for a need for compatibility.

I know that at least the third of my student teachers who had anywhere from bad to miserable experiences because of incompatibility and what they were taking from the university, course work, beliefs philosophy, methodology into a contrary student teaching environment so instead of them going on and matching up like this they went in and nothing matched. And there were conflicts off and on throughout the experience I see this as a major problem.

In light of this I recommend that future student teachers be placed in schools that are compatible with the educational philosophy of the university. The need for compatibility is desirable in student teaching supervision if the ultimate goal is to provide a good field experience to our student teachers. This study also revealed that there was a lack of collegiality and collaboration among supervisors and the student teachers in most cases. I recommend that, administrators, university professors, and classroom teachers who are assigned the role to help prospective teachers for their professional growth rethink their belief systems or in Sergiovanni's terms their "mindscapes" Sergiovanni (in Sullivan & Glanz, 2000, p. 26). Because our belief systems are related to the discourse we use in interacting with others, it is essential to rethink our meanings and purposes if we honestly adhere to the growing trend in transforming educational practices.

All student teachers initial reactions were the expressions of nervousness and preoccupation to impress the university supervisor. They also felt the desire for more

interaction; follow up observation and feedback from their university supervisors. One supervisor felt that trust was lacking as a result it was impossible to build relationship with student teachers and cooperating teachers. Even though he conceived supervision as a collaborative effort he felt excluded.

In light of this I recommend that university supervisors be involved in a form of teaching that should expose them with the students prior to the student teaching and help establish trust. With the assumption that supervision is teaching and learning it is essential to incorporate in teacher preparation methods classes, new courses that bear on constructivist perspectives about teaching and learning.

It appeared from the responses of all ten participants that the concept of evaluation was played down. The conclusion to be drawn from this is that evaluation as understood within the positivist paradigm must be down played more in favor of the evaluation as defined in this study. Moreover the concept of evaluation is antithetical to the purpose of supervision as helping to ensure growth. On the basis of this a major recommendation is that evaluation whether in the form of grades, or in the form of “pass/fail” be removed altogether from the student teacher supervision. Supervision of student teachers should be rethought in terms of a process engaging student teachers in learning to become teachers whereby the role of the university supervisors should be to facilitate the learning through frequent visits to the student teacher in the field and follow up observation of the student teacher’s performance in order to assess his or her progress. A prerequisite of this recommendation rests on the establishment and reinforcement of the existing partnership networks between schools and the university. Expectations should be clearly defined and accessible to all those involved in the education of the young as a common responsibility.

Terms such as judge, enemy, nervousness, communication break downs, impress, are justified under evaluation, but stand out in opposition to the terms such as help, friendly relation, collaboration which foster professional growth. The preoccupation of student teaching supervision should enhance progress and confidence in student teachers, in that sense the university supervisors need to interact on a regular basis with student teachers in the field, engage in other forms of interactions throughout the student teaching semester with cooperating teachers and the principal in the schools.

Recommendations for Future Research

The responses of the participants in this study revealed multiple views of supervision as evidenced in the literature (Reitzug, 1997). The literature also suggested sociological, cultural and political shifts in the world are taking place at the same time similar shifts are also taking place in education (Glickman, 1992). Although at the level of education discourse, these shifts are evident, this study revealed that at the level of lived experience of supervision of student teachers; the discourse seemed to be mere rhetoric. For example, it was revealed in this study that despite university supervisors' intentions to move way from traditional practices of supervision they were unconsciously inclined to lean on the traditional practices. This tendency toward the traditional approach of supervision recalls Flinders concern that, "Education has always drawn from business and will continue to do so" Flinders (in Glickman et. al., 1998).

The literature claims that a shifting view of supervision as a school based collegial process based on reflection, uncertainty and problem solving has been finding acceptance

by practitioners in schools (Glickman, 1992). This study revealed that at the level of lived experiences of the student teachers the shift might have adverse effect and do a disservice to the student teachers. The responses of most student teachers participants in this study suggest that they are still caught up in the predominant paradigm in which they were educated as students. Their responses seem to suggest that they still perceive themselves and their supervisors in a hierarchical relationship where the supervisor is “the expert”. In that case it is impossible to expect collegial and collaborative supervision in teacher education. Eisner (1982) described the relationship between the supervisor and the teacher as hierarchical and while hierarchy will never be removed from human relationships, in the context of supervisor/supervisee relationships, it follows that “the former has the right to prescribe to the latter how the job is done” (p. 54). As it stands it seems to me that to view collaboration as an ultimate goal of supervision promoting growth, and yet at the same time maintain a hierarchical relationship and practices rooted in bureaucratic system, is to pay lip service to new perspectives on supervision. In that case terms such as collaborative, collegial, mentor, might as well be considered as mere fads. Collaboration is only possible among people who are equal and who pursue the same goals. Collaboration was an issue in this study as a result of an absence of the new vision of supervision in education shared by every member in supervisory role. If collaboration is one of the attributes conducive to a meaningful supervision, perhaps it is desirable for university supervisors to set the tone by collaborating among themselves. The meaningful supervision is the supervision process that is sensitive to the student teacher’s perspective in particular teaching situation. In light of entire issues emerged in this study I came to the conclusion that there is a sort of

“bureaucratic inertia” in teacher education, which may cause the shift from the taken for granted view of supervision through scientific lenses, to a view of supervision that capitalizes on the understanding of the meaning of a phenomenon to remain in limbo. It seems that Duffy’s view (in Firth & Pajak, 1998) that; “Supervision as inspection and evaluation has been the dominant model in practice for the entire 300 years of American education” (p. 1249) still transpires in the realm of teacher education. Given that the multiple meaning of supervision people must engage in dialogue and interact with each other with a common goal emphasis on understanding. In light of this, I recommend that, there needs to be intensive phenomenological studies to gain deeper understanding of supervision from the perspective of: Teacher education program coordinators, university supervisors, cooperating teachers, school administrators, Student teachers, and Parents. A deeper understanding of the meaning each of these people attach to education and supervision may help us to move away from traditional supervision that is solely preoccupied with behavioral outcomes and quality control.

Conclusion

The purpose of this study was to lay bare the meaning of supervision in teacher education through the voices of five university supervisors and five student teachers. I analyzed transcripts of interviews with five university supervisors and also five of their student teachers in a teacher education program in a Midwestern university. I used the hermeneutic phenomenological research method and the reason behind this option is twofold: This study was best conducted using hermeneutic phenomenology because it

dealt with understanding meaning, and phenomenology lends itself well to the seeking of a deeper understanding of supervision from a personal lived experience. Meaning questions can not be solved, they need to be deeply understood in order that on the basis of this understanding we may be able to act more thoughtfully and more tactfully in certain situations (van Manen, 1990). This study focused on understanding the meaning of university supervisors and their student teachers experience of supervision. There are multiple meanings of supervision, and granted that meaning questions can never be closed down, the multiple meanings of supervision, in this study will remain the subject matter of conversational relations of lived experiences. These meanings will need to be appropriated in a personal way by a reader who hopes to benefit from such insight.

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APPENDIX A
INSTITUTIONAL REVIEW
BOARD FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

Date: April 13, 2000 IRB #: ED-00-241
Proposal Title: "THE MEANING OF SUPERVISION IN TEACHER EDUCATION"
Principal: Kathryn Castle
Investigator(s): Fawui-Abalo Adewui
Reviewed and Processed as: Expedited
Approval Status Recommended by Reviewer(s): Approved

Signature:



Carol Olson, Director of University Research Compliance

April 13, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX B

INITIAL CONTACT WITH STUDENT TEACHERS:

THE SCRIPT

Initial Contact with Student Teachers: The Script

I am working on my dissertation, which is about the Meaning of Supervision Teacher Education. I will need to conduct interviews with student teachers, and I wondered if you would spare me some of your time to be interviewed on your experience with supervision. You are under no obligation to participate. If you are willing to participate, please write your name, phone number or email address for me on the sheet provided. I will deliver you a consent form with details of the study and your rights as a participant in the study.

Thank you in advance for willing to participate in the study.

APPENDIX C
STUDENT TEACHER CONSENT FORM

STUDENT TEACHER CONSENT FORM FOR A STUDY OF THE MEANING OF
SUPERVISION IN TEACHER EDUCATION

Dear Student Teacher:

I am a graduate student at Oklahoma State University. For my doctoral dissertation, I am interested in the study of the meaning of supervision in teacher education. I want to understand what the term supervision means to you and what it feels like to be supervised during your student teaching. For a deeper understanding of your lived experience, I would like to conduct two interviews of about ninety minutes each. The interviews will take place in a location of your choice, and at times that do not interfere with your program. I would like, with your permission to record each interview on audio tapes for later transcription. I will also invite you to keep a journal of your field experiences and share it with me.

The taped interviews and copies of your journal will be locked in a safe place in my dissertation advisor's office, and will be erased when the final copy of the dissertation has been approved. The information will be kept strictly confidential and will not be available to supervisors, cooperating teachers, administrators, or other student teachers. Moreover, a pseudonym will be attached to your interview to preserve your anonymity. The school where you will be placed and the city will also be coded with pseudonyms.

You are free to withdraw from the study without penalty at anytime by notifying me. Not participating in the project will not jeopardize your standing in the Professional Development Program, and will not be associated with any of your academic grades or files.

If you have any questions, please feel free to contact me or Dr. Castle, my dissertation advisor, and chairperson at (405) 744-8019, Dr. Pam Brown, the Professional Development Program Coordinator, at (405) 744-8111, or Sharon Bacher, Executive Secretary at (405) 744-5700. I look forward to speaking with you.

Sincerely,

Fawui-Abalo Adewui (405) 744-9214; adewui@okstate.edu

STUDENT TEACHER CONSENT

I have read and fully understand this consent form. By signing it, I give permission to participate in this research project about the meaning of supervision in teacher education. A copy of this consent form has been given to me. If I have any questions, I will contact Fawui-Abalo Adewui at (405) 744-9214 or Sharon Bacher, Executive Secretary, Institutional Review Board, 203 Whitehurst, OSU, Stillwater, OK 74074 at (405) 744-5700. I can also contact Dr. Kathryn Castle at (405) 744-8019 or Dr. Pam Brown at (405) 744-8111 if I have any concerns.

Date: _____

Student teacher's Name: _____

Student teacher's Signature: _____

Researcher's Signature: _____

APPENDIX D

INITIAL CONTACT WITH UNIVERSITY SUPERVISORS:

THE SCRIPT

Initial Contact with University Supervisors: The Script

I am working on my dissertation, which is about the Meaning of Supervision in Teacher Education. I will need to conduct interviews with university supervisors, and I wondered if you would spare me some of your time to be interviewed on your experience with supervision. You are under no obligation to participate. I will deliver you a consent form with details of the study and your rights as a participant in the study.

Thank you in advance for your time.

APPENDIX E

UNIVERSITY SUPERVISOR CONSENT FORM

UNIVERSITY SUPERVISOR CONSENT FORM FOR A STUDY OF THE MEANING OF
SUPERVISION IN TEACHER EDUCATION

Dear University Supervisor:

I am a graduate student at Oklahoma State University. For my doctoral dissertation, I am interested in the study of the meaning of supervision in teacher education. I want to understand what the term supervision means to you, and what it feels like to supervise a student teacher. For a deeper understanding of your personal lived experience of being a supervisor for a student teacher, I would like to conduct two interviews with you. Each interview will last about 90 minutes and will be held in a location of your choice, and at times that do not interfere with your schedule. I would like with your permission, to tape record the interviews on audio tapes for transcription. I will also invite you to keep a journal of your experiences during supervision and share it with me. The taped interviews and copies of your journal will be locked in a safe place in my dissertation advisor's office, and will be erased when the final copy of the dissertation has been approved.

The information will be kept strictly confidential and will not be available to supervisors, cooperating teachers, administrators, or student teachers. Moreover, a pseudonym will be attached to your interview to preserve your anonymity. The school where you teach will also be coded with pseudonyms. You are free to withdraw from the study without penalty at anytime by notifying me. Not participating in the project will not jeopardize your future relationships with, or your present position at the university.

If you have any questions, please feel free to contact me or Dr. Castle, my dissertation advisor and chairperson at (405) 744-8019, Dr. Pam Brown, the Professional Development Program Coordinator at (405) 744-8111, or Sharon Bacher, Executive Secretary at (405) 744-5700. I look forward to our conversation.

Thank you for your time.

Sincerely,

Fawui-Abalo Adewui (405) 744-9214; adewui@okstate.edu

UNIVERSITY SUPERVISOR CONSENT

I have read and fully understand this consent form. By signing it, I give permission to participate in this research project about the meaning of supervision in teacher education. A copy of this consent form has been given to me. If I have any questions, I will contact Fawui-Abalo Adewui at (405) 744-9214 or Sharon Bacher, Executive Secretary, Institutional Review Board, 203 Whitehurst, OSU, Stillwater, OK 74074 at (405) 744-5700. I can also contact Dr. Kathryn Castle at (405) 744-8019 or Dr. Pam Brown at (405) 744-8111 if I have an concerns.

Date: _____

University Supervisor's Name: _____

University Supervisor's Signature: _____

Researcher's Signature: _____

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VITA

Abalo Fawui Adewui

Candidate for the Degree of

Doctor of Education

Thesis: THE MEANING OF SUPERVISION IN TEACHER EDUCATION

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Yaocope, Togo, on December 31, 1957, the son of Fawui and Matintom Adewui.

Education: Graduated from Lycee Modern de Sokode, Sokode, Togo in June of 1978; received Bachelor of Arts in English Education from Universite du Benin in Lome, Togo in June 1982; received Master of Arts in Applied Linguistics from Leicester School of Education, Leicester, England in June of 1990. Received Master of Science in Educational Management and Administration Overseas from Moray House College of Education in Edingburgh, Scotland in June of 1992. Completed requirements for the Doctor of Education in Curriculum and Instruction at Oklahoma State University in May 2001.

Experience: Taught English as a Foreign language in Lycee Kara and College Chaminade, Togo; Assumed the role of Inspector of National Education in Kara, Togo; Served as a Translator and Interpret for the Ministry of Foreign Affairs in Lome Togo.

Professional Memberships: Journal of Curriculum Theorizing (JCT), Association of Fulbright scholars.