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INVESTIGATING STUDENT TEACHING SUPERVISION: A CASE STUDY AT FACULTY OF EDUCATION, BURAPHA UNIVERSITY

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Abstract

This case study action research investigated student teaching supervision at Burapha University's Faculty of Education. It had three phases. In Phase I, the researcher used quantitative methodology - surveys – to reach 155 student teachers (ST), 147 school (SCHS) and 56 university (BUUS) supervisors to gauge perceptions of issues in student teaching supervision during the university's teaching practice program between November 2003 and February 2004. The overall response rate was 61.17 percent. Survey data were reported as descriptive case studies for each population separately and for respondents as a whole. In Phase II, a small group of volunteer SCHS and BUUS, who were majors in English deliberated on these data in workshops and drafted a supervision guideline to address issues. The researcher facilitated this development, documenting it as a case study of 'participative action research (PAR)'. Facilitation continued in Phase III with the researcher arranging to trial the guideline at three separate school sites between November 2004 and February 2005. Supervisors from school and university (N=6) who had contributed to its development were paired to supervise three final year ST, also majors in English who were enrolled in the project subsequent to giving their informed consent. Each functioning group of supervisors and ST at each site constituted a 'triad'. The researcher evaluated the trial, observing ST classroom teaching and post-lesson discussions with supervisors. She also conducted individual focused interviews with the triad to elicit their perceptions of the impact of the guideline on quality of supervision. Reports for each site were compiled; since the trial 'replicated' the same process at three separate sites a cumulative report of the experience was provided. Findings from this 'formative' evaluation were that supervisors had implemented some guideline recommendations with fidelity and in full, including creating an atmosphere of 'amicable' supervision, other recommendations to some extent and a few not at

all, in part because of logistical problems that prevented some university supervisors in particular from participating in recommended activities. Analysis showed that the guideline was perceived to be 'useful' for improving some aspects of the quality of supervision. However, it did not address all issues of concern and was hampered by the Faculty's lack of an articulated model of teaching practice. Limitations include the single university program studied, that only English majors were involved in designing the guideline and that developers were also those who trialed it. Recommendations for improving teaching practice and further research are made to appropriate agencies.

Key words: action research, case study, teaching practice, student teaching supervision, guideline

Declaration

I, Suchinda Muongmee, declare that the Ed. D. dissertation entitled *"Investigating Student Teaching Supervision: A Case Study at Faculty of Education, Burapha University"* is no more than 60,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography, references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.

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Signed   Date

Acknowledgements

I consider this research as my proud master piece of work for my doctorate from Victoria University. It is a great personal reward since much effort has been put in and much learning has taken place. The journey on the highway of doing this research had been 'long and winding'. Long in that it took about 10 years of my part-time study plus full-time work as an associate professor and administrator. Winding in that I went through many ordeals and hardships that included a serious health problem that luckily has gone away afterward. Now the sky is open for me again.

Suchinda Muongmee

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LIST OF ABBREVIATIONS

AR	Action research
BUU	Burapha University
BUUS	Burapha University supervisors
BUUS-A3	The participating Burapha University supervisor at School A
BUUS-B3	The participating Burapha University supervisor at School B
BUUS-C3	The participating Burapha University supervisor at School C
CARN	Classroom action research network
HEI	Higher education institute
ONEC	Office of the National Education Commission
PAR	Participatory action research
PDS	Professional development school
RQ	Research question
SCHS	School teacher supervisors
SCHS-A2	The participating school teacher at School A
SCHS-B2	The participating school teacher at School B
SCHS-C2	The participating school teacher at School C
SCORE	Seating chart observational recording
SPSS	Statistical Package for the Social Sciences
ST	Student Teachers
ST-A1	The participating student teacher at School A
ST-B1	The participating student teacher at School B
ST-C1	The participating student teacher at School C
US	University supervisors
UK	The United Kingdom
USA	The United States of America

CHAPTER 1

Introduction

1.0 Introduction

Student teaching is one of the most influential components in the preparation of student teachers. It is a time when student teachers (ST) actually perform the day-to-day tasks that are the responsibility of a teacher. It provides opportunity for ST to apply knowledge and skills gained from theoretical studies in a real situation. It is when ST undergoes a live career experience. Student teaching is challenging. It puts ST into a new community or new collegial environment, with new friendships, and requires work under a new supervisory authority. All these changes may result in conflicting messages. During teaching, ST is in a fragile, uncertain, and anxious emotional state that can lead to gain or loss of interest in teaching (Machado and Meyer-Botnarescue, 2001). Therefore, it is important that the student teaching experience be nurturing, well-managed, and professionally conducted.

Supervision during teaching practice is believed to be a key factor influencing the development of a new teacher. Wiles and Bondi (1991) argue that the main task for those involved in supervision is to enhance learning opportunities for ST. Scaife and Scaife (1996) maintain that supervision should be considered as a process of helping ST learn how to teach as well as promoting their personal and professional development. Arredondo and Brody (1995) add that supervision is effective when it helps a professional to construct meaning out of their prior knowledge and to learn new techniques and strategies.

In Thailand supervision of ST is traditional and based on a hierarchical model of inspection where those in senior positions in the hierarchy judge whether those

lower i.e. teachers conform to standard rules of procedure and teach in accordance with the prescribed syllabus. However, Amornwiwat (2002) has recently developed a concept of 'amicable supervision' based on a more collegial, 'critical friend' concept of the relationship between experienced, trained teacher and supervisor, on a 'mentoring' basis. Whether amicable supervision could be extended to supervision of ST in a teaching practice context is a question central to this study.

1.1 Context of the study

Student teaching is one of the standards for teachers in Thailand. Faculty of Education, Burapha University (BUU) has a long history of sending senior year students to schools for teaching practice. At the time of this study - 2004 - BUU required students to register for a full-time (18 weeks, 6 credits) field experience in school in semester 2 of the final year (year 4) of the program. [From academic year 2007, when a 5-year program was introduced the duration of teaching practice was increased to one academic session (two semesters)]. All teacher education institutions in Thailand assign each ST at least one academic staff as US; each school also provides each ST with one school teacher supervisor (SCHS), nominated by the school director to provide guidance to ST and to evaluate their teaching. In Thailand, supervisors play a pivotal role in student teaching. According to Faculty of Education's student teaching manual (BUU, Faculty of Education, 2004), SCHS models teaching techniques and practices while university supervisor (BUUS) observes and analyzes the development of ST skills. ST could expect their supervisors to offer constructive criticism, to be inspiring and committed in giving guidance, consultation, and support, particularly at the beginning of their practicum. In addition, a good relationship with SCHS and other teachers gives ST courage to experiment with new pedagogical methods. While SCHS are closer to ST during a student teaching period, BUUS are expected to make at least three visits to observe each student

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teacher during their school placement. An ST's final grading is from SCHS and BUUS in the ratio of 2/6 and 2/6 respectively. The third component is provided by a committee of the participating school to reflect ST characteristics and performance of special activities.

I have over 25-years of experience as a BUUS. In that time I have seen conflicting expectations of student teaching among BUUS and SCHS, a lack of consensus and an inability to work together. Each party appears not to work as a team in regard to student teaching supervision. The problem has become so 'normal' that most supervisors appear not to see it as a problem. No serious and open discussion has been systematically engaged in to develop ST as teachers. In fact, over the past four years more and more ST have complained to me in post-teaching conferences that SCHS and BUUS have a poor relationship that creates a much less-than-ideal student teaching program. In other words, it appears that the problem has intensified. Many students told me that they could have done better if they had received proper supervision. It is my view that there is a need to go beyond such anecdotal evidence to establish how different parties involved in teaching practice view the process and to try to find a way to use this information to enable both SCHS and BUUS to support ST in this important part of their program. As Gregory (2008) put it: "People who enjoy their work and find their workplace pleasant, non-threatening, yet challenging usually feel more confident than those who don't. They are able to take the risks involved in order to learn and develop new skills and strategies" (p. 5).

1.2 Rationale of the study

This is a case study set in my workplace – Burapha University. It addresses BUU's relationship with co-operating schools who accept final year BUU Faculty of Education students on teaching practice. Its specific focus is current and future teaching practice arrangements, a key element in teacher professional preparation.

The study arises from the need to investigate the perceived lack of co-operation between SCHS and BUUS as reported anecdotally to me by BUU Faculty of Education's ST. The study aims to investigate this issue with a view to identifying perceptions on student supervision and the SCHS/BUUS relationship, and considering whether that relationship is effective or whether it might be improved in any way. The investigation will collect evidence systematically on this issue by means of a survey of different parties involved in a recent teaching practice period – ST as well as SCHS and BUUS - to obtain a rounded view on the issue. The researcher will analyze the evidence collected and consider whether what SCHS/BUUS currently provide may be considered to be 'amicable supervision' i.e. supervision where school and university supervisors work together in a teaching relationship that provides ST with support and encouragement and facilitates constructive reflection. If the evidence suggests a need to develop supervision arrangements, my plan is to recruit volunteers from each interest group viz. ST, SCHS and BUUS to assist me in that process in a subsequent teaching practice.

This research therefore addresses a real-world problem in an area of teacher training of vital importance for the quality of teachers that the Faculty graduates, as recognized by the Dean of the Faculty of Education who has endorsed my research proposal. Moreover, it proposes action to address that problem. The above description indicates that the methodology of this study will involve survey research, followed by action on the basis of what that evidence indicates needs to be done. The study will consequently be a form of 'action research' (AR) which comprises a spiral of activities in which action and research are inter-related. As researcher, but also as a senior BUU Faculty of Education staff member who is in addition a BUUS, I am also a participant in the situation that I am researching i.e. an 'insider'. I consider that this gives me an advantage in that I am familiar with the nature of student supervision at BUU, but it also poses several challenges. First, I have strong views that supervision needs to be improved, but I must set these aside and look objectively at the evidence that my survey produces to see if

it confirms or challenges these views. Second, my university colleagues may be suspicious of my motives as a researcher and resist cooperating with me if they consider that I am engaged in a 'blame game'. Third, SCHS, many of whom I have worked with may consider that I am out to criticize them and am trying to impose my views on what their role should be. In conducting the surveys I recognize the importance of ensuring confidentiality at all stages so that individuals in all three groups may share opinions without fear of identification. A further challenge will be to find ways of addressing issues identified if that need arises. With regard to current arrangements it occurs to me that one obvious lack is documentation for all parties involved that explains expectations, roles and procedures in supervision; another lack is provision of time to discuss roles of BUUS, SCHS and school directors before, during or subsequent to teaching practice. A third lack is training in supervision – a paradox when the Faculty of Education specializes in teacher training. It is in these areas that development work may be required and possible within the time constraints of a doctoral dissertation. But it is also important for me to work with and through persons from the different interest groups so that they can provide input and feedback on whatever is developed. A challenge will be to secure cooperation of busy colleagues in both sectors, as well as students to discuss and identify a strategy that has promise of realizing amicable supervision for ST and then to put it into practice. The way that I shall attempt to do so is by seeking volunteers who will assist me with this task. My 'insider' position may assist me in this regard.

1.3 Aims

The aims of this action research (AR) are to:

(1) Investigate the experience of student supervision at BUU.

(2) Develop an improvement strategy based on evidence collected.

(3) Evaluate actions taken to improve quality of supervision.

1.4 Objectives

The objectives of this AR are to:

(1) Identify perceptions of current arrangements for supervising student teaching of ST, SCHS and BUUS.

(2) Present this evidence to volunteers from each interest group and invite them to assist me to develop and implement a strategy to improve the quality of supervision.

(3) Evaluate whether and in what respects actions taken have improved the experience of supervision for all involved.

1.5 Research questions (RQ)

The following research questions will guide the study:

(1) What are perceptions of current student teaching supervision of different interest groups at Burapha University (BUU)? Specifically,

   (i) What are perceptions of student teachers (ST)?

   (ii) What are perceptions of BUU supervising staff (BUUS)?

   (iii) What are perceptions of cooperating school staff (SCHS)?

(2) What actions would volunteers support to develop arrangements for teaching practice supervision at BUU?

(3) How far do actions taken result in improved perceptions of supervision of teaching practice at BUU? Specifically, in regard to a selected teaching practice:

(i) What are perceptions of volunteer ST on actions taken?

(ii) What are perceptions of volunteer BUUS on actions taken?

(iii)What are perceptions of volunteer SCHS on actions taken?

1.6 Significance of the research

The research could stimulate systematic improvement of teaching practice at BUU. It could interest all those involved in teaching practice - Faculty administrators, BUUS, SCHS, and ST. Findings could also be of interest to other teacher education institutions and national teacher education bodies in Thailand and internationally, helping to realize the potential of student teaching practicum in teacher preparation programs and supporting policy development.

1.7 Contribution to knowledge

By providing information on staff and student perceptions of teaching practice the research would make a contribution to knowledge about management of teaching practice. By showing how AR can improve practice in this field it would demonstrate the potential of this much advocated but little used methodology in the teacher education field.

1.8 Definitions of terms

For the purposes of the study, key terms are defined as follows:

Amicable supervision: A model of teacher supervision that emphasizes supervisors from different contexts i.e. school and university supportively cooperating with each other and with student teachers to promote constructive reflection on their teaching experiences.

Mentoring: A process that facilitates instructional improvement of student teachers where a supervisor (mentor) works with ST collaboratively and

non-judgmentally to study and deliberate on ways that ST may improve their teaching of students.

Student teaching/student teaching practice/student teaching practicum: Terms used interchangeably in this study to refer to field experience in undergraduate teacher education programs. In Thailand, ST is required to be in the school all day on every week day, eventually managing a full-time teaching load.

Supervisor: A person nominated to provide advice, guidance and assessment to a student teacher (ST) on their work as a classroom teacher. Final year ST have normally two supervisors: one is a lecturer of BUU Faculty of Education (BUUS), the other (SCHS) is a teacher in the school where they are undertaking their teaching practice.

1.9 Organization of the dissertation

This dissertation is organized as follows:

Chapter 1 introduces the study with context, rationale, aims, objectives, research questions, significance, contribution to knowledge, key terms and organization of the dissertation.

Chapter 2 reviews literature on student teaching supervision.

Chapter 3 introduces AR and case study as methodologies. It describes planned phases of Cycle 1 of this AR. It describes Phase 1 in detail, comprising development and administration of surveys, population, participants, research tools and their development, data collection and data analysis.

Chapter 4 reports survey results.

Chapter 5 describes actions taken subsequently to develop teaching practice arrangements. It reports Phase 2 of the AR, including identification of volunteers and the outcome of deliberations on a strategy for improving teaching practice arrangements.

Chapter 6 describes design of Phase 3 of AR for improving teaching practice arrangements.

Chapter 7 reports outcomes of Phase 3 AR.

Chapter 8 summarizes the study, provides a theoretical framework and interprets results. It identifies practical and policy recommendations for developing student teaching supervision arrangements at BUU, and for the national and international teacher education community more generally.

1.10 Conclusion

This chapter addressed the background, context, rationale, aims, objectives and significance of this AR into student teaching supervision at Burapha University Faculty of Education. The next chapter reviews previous research on student teaching supervision.

CHAPTER 2

Literature Review

2.0 Introduction

Student teaching practice has generated a substantial literature. Hoben and Brickell (2006) note that: "The transformation from student to teacher is a complex and challenging journey" (p. 237). This review focuses on its purpose and scope, discusses the role of the three parties involved – the 'triad' of student teacher (ST), school supervisor (SCHS), and university supervisor (US), introduces and explains the different models of supervision that have been adopted over the period of public education, describes the nature and process of supervision and reviews research on collaborative initiatives.

The review is structured as follows:

2.1 The importance of teaching practice.

2.2 Understanding student teaching.

2.3 Models of supervision.

2.4 Promoting student teacher growth.

2.5 Clinical supervision cycle.

2.6 Collaborative supervision.

2.7 Conclusion.

2.1 The importance of teaching practice

Teaching practice is the period that a trainee primary or secondary teacher (ST) spends in a functioning school to acquire experience teaching students. It is also referred to as practicum (Derrick and Dicks, 2005; Liston, Whitcomb and Borku, 2006), induction (Collinson, Kozina, Lin, Ling, Matheson, Newcornbe and Zogla, 2009), internship (Darling-Hammond, 2006), or field-based experience (Slick, 1995).Whatever the terminology, teaching practice is considered one of the most important aspects of pre-service teacher education (Haigh, 2001) because it:

- Gives ST "exposure to the practice of an experienced teacher" (Zeichner, 2006, p. 333)
- Offers ST experience of how teachers go about the many and complex tasks involved in classroom practice (McGee, Ferrier-Kerr and Miller, 2001)
- Offers ST opportunities to teach in real classroom settings before assuming full responsibility for a class (Millwater and Yarrow, 1997)
- Allows ST to examine critically how far theories learned in coursework apply to actual teaching situations, and to test out and develop their own teaching and learning theories with supervisor support (Latham, 1996)
- Offers ST a role in education similar to internship or field attachment in other professions such as medicine, law, and engineering by offering exposure to practical classroom experience in the context of a mainstream school (Purdy and Gibson, 2008)
- Provides ST with induction into the teaching profession "both to improve teachers' skills and to extend the body of knowledge on effective teaching practices" (Collinson et al. 2009, p. 9)
- Improves ST self-efficacy, especially if practice is extended over one year and there is close collaboration between ST and supervisors –as shown by a Taiwanese study (Liaw, 2009)

- Provides teacher education institutions with information on ST progress and provides a basis for judging whether they should be awarded certification as a qualified teacher (Derrick and Dicks, 2005)
- Enables teacher education institutions to identify aspects of their program to improve (Derrick and Dicks, 2005).

ST view teaching practice as the component of initial teacher education most contributing to professional development (Ben-Peretz, 1995). At the same time many find it challenging (Groundwater-Smith, Ewing and Cornu, 2006). Its problematic nature has stimulated research (Haigh, 2001; Orland-Barak and Yinon, 2005). Morvant, Gersten, Gillman, Keating and Blake (1995) suggested that student teaching should be carefully structured, scheduled and organized. Poorly designed student teaching might lead to frustration and stress. Gipe and Richard (1992) see a threatening field placement as promoting negativism and stagnation; well-designed student teaching may be a source of motivation and professional development.

The National Teacher Council of Thailand (2010) recognizes the importance of student teaching. All general basic education teachers in Thailand must have at least one year of teaching practice experience before applying for a teaching license.

2.2 Understanding student teaching

Teaching practice involves trainees learning to teach students. Loucks-Horsley, Love, Stiles, Mundry and Hewson (2003) note the difficulty: "Teaching involves a complex cycle of planning, acting, observing, and reflecting. It occurs in a highly dynamic atmosphere characterized by interactions happening second to second. It requires teachers to process information on multiple levels simultaneously and to make meanings and decisions constantly. To do so, they must draw on their ability to apply knowledge about students, content, the

curriculum, instruction, assessment, and their schools and communities" (p.41).
But student teaching involves more than this. ST also must adjust to teacher
colleagues, peers, school community and its resources and to the whole school
system (Beck and Kosnik, 2002a; Clark, 2002). These factors contribute to
developing an identity as a teacher (Britzman, 1991).

2.2.1   Student teaching contexts

Tang (2003) suggests that student teaching occurs in three contexts: the action
context, the socio-professional context and the supervisory context.

The action context (Eraut, 1994) is the classroom. ST experience is chiefly
classroom teaching rather than the range of responsibilities of full time-teachers
(McCulloch and Lock, 1992; Zeichner, 1996). Pupils are an important reference
group who can validate the professional competence of ST or make them feel
technically inadequate (Nias, 1989).

The socio-professional context is where ST interacts with school teachers, fellow
ST and other personnel including university staff in a supervisor role. These
contribute to the construction of a teaching self: "Through situated engagement
and negotiation with supervisors and peers in a teaching community, student
teachers come to define for themselves what it means to be a teacher" (Samaras
and Gismondi, 1998, p. 719).

Interaction between regular school teachers and ST varies in length, frequency
and location as well as in topics discussed (Wang, 2001). Peers are also agents in
the socio-professional context who share experience on equal status with ST
(Hawkey, 1995), enabling creation of a supportive learning environment that may
reduce feelings of isolation (Hawkey, 1998).

The supervisory context is where ST interacts with supervisors. Stimpson, Lopez-Real, Bunton, Chan, Sivan and Williams (2000) claim that: "supervision lies at the heart of most initial teacher education programs" (p. 3). McElwee, O'Reilly and McKenna (2002) found that success of student teaching is greatly enhanced by amount of prior preparation done by US and SCHS with ST. Successful supervision is, then key to ST development. ST development could improve education for school pupils.

2.2.2 The supervisory triad

On commencing teaching practice, ST is supervised by serving trained teachers (SCHS) and college or university supervisors (US). Both provide professional guidance. SCHS, US and ST are three persons who form a supervisory (Kauffman, 1992) or student teaching 'triad' (Lu, 2008). If based on effective communication and collaboration in which SCHS and US make explicit their aims and expectations of ST the relationship can significantly affect the ST experience. Research has shown that rapport influences ST attitudes and self-direction (Faire, 1994; Nolan and Hoover, 2008).

2.2.2.1 School supervisors (SCHS)

The key person in school support systems is the school supervisor, known variously as cooperating teacher, associating teacher, supervising teacher, partner teacher, coach or mentor (Anderson, 2007; Lu, 2008; Theil, 1999). Traditionally SCHS have assisted ST to integrate theory from university courses with classroom teaching (Boudreau, 1999). This support is critical for professional development and helps ST to develop perspectives regarding what teaching is like and what they could achieve through education. Because of their importance, SCHS has always been deemed the most essential and influential support for ST (Clement,

2002; Dever, Hager and Klein, 2003). SCHS also links ST to school community, training institution and school. However SCHS also fulfill requirements of university teacher education programs. The perception of SCHS as passively cooperative is, however counterbalanced by efforts to promote SCHS as active and involved partners with university supervisors. Boudreau (1999) illustrates the traditional role in a study of 36 experienced SCHS with three to 23 years' experience as supervisors. More than 90 percent were teaching in urban/suburban schools with 200 to 1,200 students; the remainder taught in small rural schools. Participants completed the following open-ended sentence: 'For me, supervising a student teacher means . . .'. Analysis of responses revealed SCHS self-perceptions as:

(1) Integrating ST into the school system e.g. 'inviting the student teacher to staff and parent meetings'; 'introducing the student teacher to the class'.

(2) Establishing a relationship with ST e.g. 'welcoming a collaborator'; 'planning lessons and learning activities with him/her'; 'establishing a helping relationship'.

(3) Offering professional self-development opportunities e.g. 'leading him/her towards the development of his/her personal qualities'; 'allowing him/her to develop his/her own theories on teaching'.

(4) Organizing a practicum e.g. 'preparing with the student teacher the progression in the work to be accomplished'; 'identifying objectives and means that will help in reaching these objectives'.

(5) Exchanging ideas and feedback e.g. 'discussing, exchanging ideas with a person who shares the same goals and ideals'; 'discussing his/her success and failures after a lesson'.

SCHS used words like 'help', 'guide', 'advise', and 'encourage' most often, along with such expressions as 'offer opportunities' and 'allow him/her'. Interestingly, the words 'teaching' and 'reflection' were used only once in the definition of

supervision. Boudreau concluded: "Learning to teach is treated as a developmental process, one in which the ST is encouraged to create his or her own unique style of teaching while working through the problems which emerge as the student teaching proceeds" (Boudreau, 1999, p. 458).

Hebiton, Yukich and Keegan (2002) provide evidence of Australian SCHS perceptions of US from their study of supervision in 120 schools participating in Curtin University's field experience program. Most SCHS supported regular liaison with US, including discussing student progress and interactions between students, teachers, and school principal. They expected US to provide them with support, encouragement and assistance as needed, for example when difficulties arose or when ST was deemed to be 'at risk'. SCHS also saw US as an advisor who provided ST with clear guidelines and expectations as well as support and encouragement. They wanted US to be available for ST as often as possible. SCHS saw their own role as mentor, role model and advisor to ST. Most agreed that three-way reporting was advisable, with ST, SCHS and US sharing the role.

Ferrier- Kerr (2009) found that SCHS and ST must work together to establish and develop a successful professional relationship - a kind of reciprocal commitment to each other's development and professional learning (Ralph, 2003). The consensus is, however that as coaches, mentors, facilitators and supervisors, SCHS play an integral part in helping ST develop as professionals.

2.2.2.2 College/university supervisors (US)

University supervisors also can have a direct impact on ST development as teachers. Like SCHS, US can help ST relate educational theory learned in university to their practice as teachers. US engage in a myriad of services that vary from institution to institution. Traditionally, a US is the authority, expert and judge. US supports the university's educational mission and philosophy by guiding ST as needed through specific instructional mediation techniques that

align with the teacher education program. In addition, US acts as a communication link between university and school (Slick, 1998). However, this depends upon US having skills necessary for the job. Mozen (2005) notes: "US must possess knowledge of effective teaching practices, must be proficient in conferencing skills, and must be a good listener" (p. 45).

Several western studies (Bullough and Draper, 2004; Koerner, Rust and Baumgartner, 2002; Richardson-Koehler, 1988; Slick, 1998) concluded that there is a lack of clarity about roles and responsibilities of US. Rudney and Guillaume (2003) analyzed US in terms of focus, priority, special expertise, scope, professional concerns, and qualifications:

"*Focus* – on programmatic processes and student teachers; *Priorities* – first: on student teachers' learning, second: on K-12 student learning; *Special expertise* – state and national teacher education standards and licensure information, institutional context, adult learning; *Scope* – reference to general knowledge of many classrooms, many students, and many student teachers; *Professional concerns* – include balancing the need to support and encourage student teacher and cooperating teacher with the need to ensure that program standards are met; *Qualifications* – academically prepared and professionally experienced in the school setting, high standards require that they have contemporary professional experiences in school settings at the levels they supervise" (p. 47).

Koerner, Rust and Baumgartner (2002) reported that US are seen as coaches, mentors, guides, role models, liaisons, and advocates for ST. Roadrangka's (2010) findings with 27 SCHS, 7 US, and 33 ST at a university in Thailand confirmed US roles as including observer, feedback provider, counselor, evaluator, and liaison with SCHS.

2.2.2.3 Student teachers (ST)

ST (also called trainee, intern, mentee, novice-teacher, prospective teacher, or pre-service teacher) differ in characteristics. Some demonstrate ability to learn quickly, good organizational skills, ambition and enthusiasm, effective use of varied instructional strategies, good interpersonal relationships, and empathy for students. Yet such a 'high performer' ST still needs guidance and assistance. Others lack skills and attitudes essential for success as a teacher. Three general causes of student teacher incompetence (Morehead, Lyman and Foyle, 2003) are: lack of skill, lack of awareness of their problems and inability or unwillingness to work productively with students. An 'unaware' ST needs specific concerns to be brought to their attention, reflecting a need for ongoing supervision.

Recommendations for development from both supervisors are crucial for both excellent and incompetent ST. Caires and Almeida (2007) reported perceptions of positive aspects of supervision by 224 Portuguese ST. They attributed importance to supervisors' personal features and to quality interaction. These contributed to the emotional balance of ST and their ability to cope with difficulties. ST evaluations differed according to timing of student teaching (beginning versus end of practice period) and background of supervisor (university versus school).

The university course itself can also help ST learn to teach. Thomson (1992) found that the more familiar ST are with competency-based assessment measures and the more exposure they have to self-assessment and to assessment by SCHS, the more competent they will be in class.

However, ST may receive contradictory or mixed messages whilst on teaching practice (Cliff, Meng and Eggerding, 1994). They may be told that they need to succeed on their own, while, at the same time to value cooperative learning; to be in control of their classrooms, while serving simply as classroom facilitators (Britzman, 1991); to realize their ideals, while experiencing political or other forms of resistance from more traditional teachers or administrators, including

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veterans (Vinz, 1995; Schempp, Sparkes and Templin, 1993). They may experience pressures to conform to established school practices in order to gain a positive teaching evaluation (Bullough and Gitlin, 1996). This may contrast sharply with the change agent role advocated by some staff in teacher education institutions.

2.2.3 Timing of teaching practice

Scheduling teaching practice is controversial. In Thailand, when this study took place, teaching practice occurred in the last semester of senior year of undergraduate teacher education programs. Such positioning views teaching practice as the capstone of ST preparation, the culmination rather than starting point of professional development (Lugton, 2000). Neurological research supports this view. It has shown that the more links and associations one's brain creates, through connected and relevant learning, the more neural territories evolve and the more firmly the information is integrated (Jensen, 1998). However Torn (1997) has proposed offering teaching practice early in the program, integrated within the curriculum.

2.3 Models of supervision

Different conceptions of how to manage supervision have prevailed at different times over the past century, reflecting social and cultural changes occurring in Western societies. Sullivan and Glanz, (2000) charted the evolution of different models of supervision. An 'inspection' model dominated pre-twentieth century; a 'social efficiency' model emerged between 1900 and 1919; in the 1920s, Dewey promoted 'democratic' supervision; a 'scientific' model prevailed from the 1930s to the 1950s; the 1960s brought supervision as 'leadership'; in the 1970s and1980s clinical' supervision was introduced; during the 1990s 'developmental'

supervision became current, followed by 'learner-centered' supervision, 'blended' supervision and in Thailand 'amicable' supervision. Each model is briefly discussed.

2.3.1 Inspection model

Supervision was originally seen as inspection (Sullivan and Glanz, 2000). The supervisor controlled the teaching of teacher and ST. Supervisors ensured that established practices were maintained and followed. Management of supervision was by administrators such as untrained ministers and lay trustees. Today, supervisors are still seen as controllers of student teaching.

2.3.2. Social efficiency model

The industrial revolution of the late 19th century called into question the effectiveness of education systems. In North America teachers were considered lacking in ability to educate children efficiently. A hierarchy of authority placed administrators and superintendents at the top. Superintendents supervised teachers to ensure that they performed competently. Educational bureaucracy developed the first teacher efficiency rating scales. However, teachers grew tired of such bureaucratic control and wished to build the credibility of the teaching profession (Sullivan and Glanz, 2000).

2.3.3 Democratic model

John Dewey advocated democracy in education: "… teacher learning and growth do not magically and spontaneously unfold. Instead, they depend on appropriate interaction between the teacher and his or her colleagues" (Reiman and Thies-Sprinthall, 1998, p. 3). ST cannot learn how to teach by themselves, but rather

need SCHS and US support. Sullivan and Glanz, (2000) describe 'democratic' supervision as collaboration between educators to improve instruction.

2.3.4 Scientific model

The 1930s to 1950s saw World War II, atomic bombs and the launch of Sputnik mark a new age of science, dominating thinking of many educationists. One outcome was to view supervision as a 'science' with teacher candidates evaluated using objective procedures. In 1931, Barr (cited in Sullivan and Glanz, 2000) described the role of this new kind of supervisor:

"Supervisors must have the ability to analyze teaching situations and to locate the probable causes for poor work with a certain degree of expertness; they must have the ability to use an array of data-gathering devices peculiar to the field of supervision itself; they must possess certain constructive skills for the development of new means, methods, and material of instruction, they must know how teachers learn to teach; they must have the ability to teach teachers how to teach; and they must be able to evaluate. In short, they must possess training in both the science of instructing pupils and the science of instructing teachers; both are included in the science of supervision" (p.16).

This focus on scientific data collection, analysis, and evaluation resembles some evaluative practices of today where supervisors observe and collect evidence that documents the progress of teacher candidates prior to assigning a final teaching grade.

2.3.5 Leadership model

Supervisors are expected to be educational leaders. Sullivan and Glanz (2000) see supervisors providing leadership by "developing mutually acceptable goals,

extending cooperative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership" (p. 18). Supervisors in a leadership role acknowledge that educational research should inform the practice of teaching. They help ST base their practice on theory and research findings. Today, some supervisors still help ST to set lesson goals based on educational research (Sullivan and Glanz, 2000).

2.3.6 Clinical supervision model

'Clinical' supervision is a systematic, sequential supervisory process that involves supervisors and ST interacting in a cycle of activities to assist ST to enhance their practice. Clinical supervision generally starts with a pre-conference where supervisor and ST discuss and reflect on the planned lesson. This is followed by classroom observation of the implemented lesson plan, and a post-observation conference with analysis of evidence collected, and action planning (Kent, 2001; Sullivan and Glanz, 2000). Nolan, Hawkes and Francis (1993) identify three features of clinical supervision: "(1) Autonomy - the goal is for the teacher to become more self-directed and analytical; (2) Evidence - the evidence for change in behavior arises from the observational data; and (3) Continuity - the process unfolds over time" (p. 53). Clinical supervision also involves supervisor and ST working collaboratively to create an action plan that identifies specific instructional steps that ST will take in subsequent lessons - instructional mediation. The cycle then begins again. Today, many supervisors follow the clinical cycle of supervision.

To be effective, clinical supervision requires: (1) a collegial relationship between ST and supervisors based on trust, respect, and reciprocity; (2) SCHS control over the product of supervision; (3) SCHS control over decisions that impact on their teaching practices; (4) continuity in the supervisory process over time; (5) US

providing SCHS with non-judgmental observational data; and (6) both SCHS and US engaging in reflective practices (Nolan, Hawkes and Francis, 1993). Reflection is stimulated as supervisors encourage ST to think about how their teaching impacted on students. For Hyun and Marshall (1996) self-reflection "must help teachers become more cognizant of their beliefs and values, more self-mentioning and self-analytical concerning their teaching and its impact on learners, and better able to solve instructional problems that occur naturally in teaching and learning" (p. 136). Kent (2001) adds: "The true spirit of clinical supervision is that teachers have the capacity and desire to examine their own teaching practices and to make changes. Collegiality, long-term observation and reflection are its hallmarks." (p. 229). Clinical supervision's emphasis on self-reflective practices is the stepping stone towards building teacher efficacy. Today, supervisors regularly help ST to reflect on their teaching.

2.3.7 Developmental model

Field (2002) contends that ST experience three development stages: "the initial ego-centric/survival stage, the middle child-centered stage, and the professional/reflective stage" (p. 4). Within this framework, supervisors (as they interact with ST) seek to foster thinking skills, which help in the analysis of classroom instruction and make ST more aware of the many options available to them (Beach and Reinhartz, 2000). Supervisors must adapt their instructional mediation to the stage reached by ST. 'Developmental' supervision "encompasses a number of tasks and skills that promote instructional dialogue and learning and teacher professional growth and development" (Reiman and Thies-Sprinthall, 1998, p. 12; Glickman, Gordon and Ross-Gordon, 1998). Differential supervision increases the ability of ST to teach (Glickman and Gordon, 1987; Siens and Ebmerier, 1996). Reflective practices are also an essential component of this model. Glickman and Gordon (1987) see the supervisor's overriding goal as being "to increase every teacher's ability to grow toward higher stages of thought.

More reflective, self-directed teachers will be better able to solve their own instructional problems and meet their students' educational needs" (p. 64). Supervisors must help ST to self-reflect on their teaching. In describing the developmental process Glickman, Gordon and Ross-Gordon (1998) identified four styles a supervisor may employ: directive control, directive informational, collaborative, and non-directive.

- *The directive control style* includes such supervisory behaviors as directing, standardizing, and reinforcing consequences. The result is a mutually agreed-upon plan of action between supervisor and teacher. The directive supervisor judges that the most effective way to improve instruction is by making tasks clear, reassessing the problems and possible solutions and showing ST what is to be done. It implies more knowledgeable supervisors able to take decisions that improve instruction.

- In *the directive informational style*, the supervisor standardizes and restricts choices during meetings, resulting in a supervisor-suggested plan of action. This orientation is used to direct ST to consider and choose from clearly delineated alternative actions. Such an approach is useful when the expertise, confidence, and credibility of the supervisor clearly outweigh the information, experience, and capabilities of ST (Glickman, Gordon and Ross-Gordon, 1998).

- *The collaborative style* is premised on participation by equals in instructional decision making. This orientation includes: listening, presenting, problem solving, and negotiating, which lead to a contract between ST and supervisor, mutually agreed upon and carried out as a joint responsibility

- In *non-directive style*, supervisors view ST as capable of analyzing, and solving their own instructional problems. Non-directive behaviors include listening, reflecting, clarifying, encouraging, and problem solving. The purpose is to provide an active sounding board for thoughtful professionals (Glickman, Gordon

and Ross-Gordon, 2004). The outcome is generated by the teacher, who determines the plan of action.

Slick (1997) stressed the importance of supervisors providing effective feedback i.e. feedback that provides objective information for interpreting teaching. He identified three modes: directive, collaborative, and non-directive. Directive feedback would provide concrete information from some kind of analysis sheet or evaluation form. Such systematic feedback from a classroom analysis system, self-analysis, and collegial feedback and support can be effective for improving ST's classroom instruction (Stimpson et al., 2000). Collaborative feedback might provide similar data but would invite ST to co-interpret. The ensuing discussion would conclude with agreement on the nature of the lesson. Non-directive feedback would encourage ST to go through evidence and draw their own conclusions about the effects of their lesson.

2.3.8 Learner-centered supervision

Contemporary learning theories emphasize the importance of active construction of knowledge. In a teaching practice context they would stress the importance of supervisors treating learner teachers as active participants in improving their teaching. Paris and Gespass (2001) described efforts to promote such 'learner-centered supervision' where ST took greater responsibility for their own learning. They invited ST to set personal goals that determined the focus of each supervisory visit. Supervisor and ST then engaged in a dialogue to co-construct a report. ST recommended grading criteria, established class agenda, selected readings, organized groupings, and suggested modifications to planned activities. These methods are consistent with a shift, noted in the literature from supervisor as neutral, objective evaluator to supervisor as coach to ST, acknowledging their commitment, intelligence, and dignity (Glickman, 2002; Poole, 1994; Sergiovanni, 1992; Starratt, 1997). Costa and Garmston (1994) viewed supervisor

as 'cognitive coach' with three major roles: (1) establishing and maintaining trust; (2) facilitating mutual learning (by ST and coach/supervisor); and (3) enhancing growth toward "individuals acting autonomously while simultaneously acting interdependently with the group" (p. 3). Some, such as Starratt (1997), have gone further: "In the 21st century, supervision of teaching as it is currently practiced will be seen as increasingly counter-productive, if not altogether impossible" (p. 77). In short, 'learner-centered' supervision is increasingly founded on the belief that the immediate, legitimate concerns of both practicing teachers and ST can provide focus for observations and discussion. Supervisors share power and responsibility with ST.

2.3.9 Blended model

In Zimbabwe, Gadzirayi, Muropa, and Mutandwa (2006) proposed a 'blended' model of supervision that both emancipates ST and simultaneously makes them feel that they have an opportunity to learn how to teach. They collected data from sixteen ST, eight SCHS and four US, along with information from pupils in classes taught by ST. The study was premised on ST working collaboratively with SCHS, fellow ST, and US. The model was tried through a cycle of pre-lesson discussion, teaching observation and post-lesson discussion but not applied rigidly; researchers could start from any point in the cycle. It was found that the blended model instilled self-confidence in SCHS. It encouraged ST to theorize about learning and teaching. The blended model can be adopted as an alternative approach to supervision.

2.3.10 Amicable supervision

Although Thai Ministry of Education policy is to improve the standard of teacher preparation and the teaching profession in general, research into supervision,

including that of ST, is still minimal (Erawan, 2010). Supervision of ST is traditional and hierarchical. The inspection model predominates; university supervisors ensure that the curriculum has been followed and graded. However, supervision has evolved over the past five decades and a variety of alternative models is being used, led by the Center for Development of Teaching-Learning Quality, the Office of the National Education Commission (ONEC). In 1998 the Center began to identify ways of developing the learning process and improving quality of school personnel. Amornwiwat (2002) initiated a project to identify and honor 'master teachers' who enabled students to enjoy learning through using active learning methods, and practicing critical thinking and team work. The first group of 30 master teachers selected was engaged to supervise teachers in a network, comprising at least two members, through demonstration, practice, experiment and assessment of teachers' development. Master teachers adopted a collegial, 'critical friend' supervisory approach. Master teachers who considered themselves knowledgeable, but who were dictatorial and domineering were not selected as they would have created resistance and failed to secure teacher co-operation. Amornwiwat conceptualized 'amicable' supervision and developed a guideline that master teachers could employ with teachers in the network: "...the model of amicable supervision has received recognition and encouraged collaborative efforts from the network teachers" (Amornwiwat, 2002, p. 32).

Amicable supervision is based on the concept of advising and assisting trained teachers – not ST, regarded as colleagues, in teaching-learning activities. Such supervision includes four main aspects (Amornwiwat, 2003):

(1) Building faith among networked teachers that their work will be recognized, thus stimulating them to improve their teaching.

(2) Demonstrating the instructional model: master teachers having proved the feasibility of learner-centered teaching, networked teachers can apply it in their own classrooms.

(3) Collective thinking and learning exchange: both master teachers and networked teachers have different teaching experience. Regular meetings enable collective identification of solutions to problems and mutual learning exchange.

(4) Follow-up and assessment: master teachers regularly prepare field notes on their supervision, observe and receive feedback information from networked teachers and identify problems as well as solutions with a view to creating a new learning society on a sustainable basis, which will continue even after termination of the project.

2.3.11 Conclusion

This section has indicated the variety of concepts that have guided school and university supervisors as they approach their role as supervisors. In some respects 'developmental' supervision combines essential components of different supervisory models. It is learner-centered in respect of both ST themselves and the pupils that they teach, but it utilizes collaborative and cooperative decision making practices of democratic and leadership models, relies on data collection and analysis methods of the scientific model, and incorporates the cyclical observation methods and self-reflective practices of the clinical model. As ST become able to critically understand how children's diversity and development mediate teaching and learning, they will be able to offer learning experiences that empower pupils to see learning as a desirable end unto itself. Reflective teaching becomes the guiding pedagogical tool that integrates student teaching experiences into the formation of candidates' teaching platform (Pelletier, 2000).

2.4   Promoting student teacher growth

The purpose of supervision is to promote growth of ST beyond current level of

performance. Such supervision is 'effective'. This review now focuses on roles in supervision and guidelines to promote its effectiveness.

2.4.1 Roles in supervision

The status and working relationship of supervisors reflects their background, qualifications and experience. In these respects SCHS are normally junior to US in terms of academic qualifications and institutional status. Moreover, ST is enrolled within a university program that awards their teaching qualification. As mentioned above these factors cause some SCHS to play a supportive role to US.

Beach and Reinhartz (2000) viewed supervisors as catalyst, guide, supporter or encourager of ST rather than 'fixers' of their deficiencies. Both ST and supervisors move along an infinite growth continuum. The primary goal of the contemporary supervisor is not just to solve problems, but to encourage ST to jointly study all teaching related activities crucial for a successful ST- supervisor relationship based on trust and collaboration (Beach and Reinhartz, 2000). A significant role of supervisors is to provide opportunities for ST to make professional decisions regarding their own development and to trust them with its outcomes.

Cognitive psychologists' assumptions about the role that beliefs play in thinking, acting, and learning suggest that ST are likely to encounter some difficulties in their teacher education programs. For ST to learn to teach in new ways, they must have the beliefs to support these changes. Teacher education programs must help ST to examine and revise their belief systems. At the same time, teachers (like all people) come to understand new practices through their existing belief systems. These dual roles of beliefs – as both targets of change and filters through which change occurs – can make fundamental changes in teaching practices difficult to achieve (Borko and Putnam, 2000). A positive, professional relationship can help make ST feel comfortable in the classroom. In addition, when ST feel accepted,

they are more likely to demonstrate positive attitudes toward pupils and adults in the school, and make genuine efforts to learn.

In organizations, including educational institutions, growth in knowledge and operational expertise depends greatly upon interaction with other workers in a common search for improvement. Sergiovanni and Starratt (2002) viewed schools as learning communities where students, teachers, ST and supervisors are both learners and teachers depending on circumstances. Schools need to create supervisory systems and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. Interaction between SCHS, US, and ST is essential for effective and collaborative professional development.

Studies indicate that SCHS prefer a more active role as co-educators in providing feedback and evaluation (Blocker and Swetnam, 1995; Guyton and McIntyre, 1990; Hulshof and Verloop, 1994; Koerner, 1992). Playing support and evaluator roles is not easy for either SCHS or US. On one hand, they nurture ST growth; on the other, they evaluate their progress and award a final teaching grade. The evaluator role may hinder professional growth if US/SCHS are regarded as professionals with power over ST. Such a role can create suspicion and apprehension in ST. According to Slick (1998), a university supervisor can be both a helper and evaluator if three conditions exist. They are:

(1) Trust has been established. If supervisors and ST can successfully establish a relationship of mutual trust, ST will more likely accept supervisors in both roles. SCHS and US will also likely be more comfortable with both roles.

(2) Different criteria are used for supervision and evaluation, because they have different functions.

(3) ST knows which role supervisors are performing viz. supervising or evaluating.

Moreover, instead of being the (inactive) object of supervision ST may aspire to become active participants through setting individual goals, choosing a focus for their professional growth, and discussing their teaching with supervisors. In such a situation the role of US shifts from bureaucratic evaluator to listener to concerns of ST, observer of a jointly agreed-upon focus, and supporter of analysis of teaching practices. Therefore, SCHS and US need time to share expectations, plan and discuss content, teaching methodologies and degree of responsibility they expect of ST (Koerner, 1992).

2.4.2 Guidelines for effective supervision

A 'guideline' is a set of standards or advice to be used or followed in the performance of a certain task. In education, guidelines are offered for student teaching supervision, including evaluating teaching performance. To be effective, criteria for evaluation should be known and applied in an understandable manner. Criteria should be explained, discussed, and agreed upon before evaluation begins. Supervisors should diagnose the developmental level of ST and understand that different types of supervision have different effects on those supervised. Effective supervision involves feedback. Morehead, Lyman and Foyle (2003) proposed that effective feedback has five characteristics: amount, specificity, frequency, timing, and relevance.

(1) Amount

ST need appropriate feedback: too much feedback can confuse and be difficult to apply, too little may inhibit growth. Feedback should concentrate on one or two specific areas to maintain, change, or improve instruction. Supervisors should determine if ST can act on feedback and recommendations.

(2) Specificity

Feedback using specific examples of instructional technique can enhance ST

understanding and performance. Regular, specific feedback can improve ability to implement recommendations with a positive impact on student learning.

(3) Frequency

Frequency refers to incidence of providing feedback in discussions or 'conferences' with ST. Usually, shorter, more frequent conferences are preferable since they can be informal and put ST at ease. Higher incidence of conferencing is likely to occur at two times - early in a teaching practice when expectations are being clarified, usually daily, and sometimes hourly, and at points where ST experiences difficulty in performing to an acceptable standard.

(4) Timing

Feedback should be timed to be useful to ST. If provided early in teaching practice ST has many opportunities to implement advice. Specific suggestions for change should be made as soon as possible after observing teaching.

(5) Relevance

Relevant feedback is specific and deals with issues that impact on instruction and student learning. Useful suggestions can help ST gain confidence and make needed improvements.

In summary, effective communication is a by-product of supervisors' genuine desire to understand feelings and attitudes of ST. This is a very important element in building trust.

2.4.3   Supervisor skills

Supervisors are expected to be skilled in managing supervision. Supervisors should be competent professionals who model good teaching practices and are capable of articulating reasons for teaching decisions (Morehead, Lyman and

Foyle, 2003).They must challenge existing beliefs and practices of ST and model pedagogical thinking and actions. The skills include:

(1) Being knowledgeable about observation techniques and conferencing strategies related to teaching tasks (Stahlhut, Hawkes and Fratianni, 1988).

(2) Managing time to allow discussion of personal and professional concerns of ST throughout the clinical experience.

(3) Modeling recommended teaching techniques for ST.

(4) Positively critiquing ST behaviors.

(5) Modeling reflective thinking processes (Cromwell, 1991).

(6) Listening actively with empathy, sensitive to the views of others and able to offer candid, regular feedback in a supportive manner (Enz and Cook, 1991).

(7) Managing personal relationships effectively. Zerr (1988) identified six categories of good relationships: personal influence, aid and encouragement, help with initiation into teaching, help in assuming additional responsibility for class, suggestions for improving plans, sources of materials, and guidance with classroom management and professional growth.

2.4.4 Conclusion

This section has discussed personal qualities that promote effective supervision. Such qualities may not occur naturally nor do they develop casually. As Slick (1997) observes, "Training in all aspects of supervision is necessary" (p. 29). However, as mentioned earlier few institutions, including BUU appear to train supervisors.

2.5 Clinical supervision cycle

Supervision quality is also directly related to how SCHS and US prepare for meetings with ST before, during and subsequent to teaching practice. The sequence of pre-lesson conference, observing ST teaching a lesson, and post-lesson conference is known as "the clinical supervision cycle" (Acheson and Gall, 1997, p. 9).

2.5.1 Pre-lesson conference

Stimpson et al. (2000) suggest that, before observing a lesson, supervisors advise ST on their approach to lesson observation and their expectations of ST. The focus of supervision conferences may change during the period of student teaching. Goldhammer (1969) maintains that investing time and energy to meet face-to-face with ST and engage in a well-designed pre-lesson conference will be reflected in fluency, rehearsal, and a contract. A supervisor develops 'fluency' through having a thorough understanding of the intended lesson (becoming 'fluent' in the lesson almost as if it were a language). 'Rehearsal' is the ST 'mentally rehearsing' the upcoming lesson and offering the supervisor an opportunity to anticipate problems, clarify vague elements of the plan, and identify and address concerns before the lesson begins. A 'contract' is negotiated; it clarifies and summarizes expectations of the triad regarding what data will be collected by what means to provide information for discussion.

Nolan and Hoover (2008) suggest that supervisors must employ 'active' listening strategies when conferencing. "Active listening strategies are behaviors that convey to the ST the supervisor's sincere intent to hear and understand what ST is saying… In the absence of the appropriate mindset, active listening strategies are meaningless at best, manipulative at worst" (p. 49). Active listening starts with positive non-verbal feedback, such as a welcoming posture, receptive eye contact,

and statements that demonstrate that supervisors show support, respect, and empathy for feelings and concerns of ST.

2.5.2 Observing ST teaching

While observing teaching, supervisors may collect non-judgmental, descriptive information. Although ST may possess a general sense of what occurred during a lesson, the complexity and rapid pace of classroom interaction mean that they are frequently unaware of some of their own teaching behaviors, or their pupils' actions and reactions. A range of data-recording techniques is available, as described by Acheson and Gall (2003). They include such 'wide-lens techniques' as script-taping, anecdotal notes and video- and audio-recording, selective verbatim note-taking and SCORE – Seating Chart Observational Recording. Analyzing data collected by these objective techniques, in collaboration with a supervisor helps ST to become more thoughtful about their actions rather than functioning on "automatic pilot" (Nolan and Hoover, 2008, p. 34).

2.5.3 The post-lesson conference

After planning and data-collection comes the post-lesson conference. Supervisor and ST discuss the data. Successful post-lesson conferences depend upon inquiry and decision-making based on data interpretation and analysis, ST selectiveness about data and willingness to generate and experiment with alternative approaches, and an emphasis on identifying and reinforcing ST strengths (Nolan and Hoover, 2008).

Fernandez and Erbilgin (2009) conducted a qualitative study of post-lesson conferences with two ST of mathematics, their SCHS, and a US who was a doctoral mathematics candidate with three years' experience as a secondary school mathematics teacher. (She had also taken a student teaching supervision

course, and had previously been university co-supervisor for two mathematics student teachers under the guidance of the first researcher). This US approached supervision from an 'educative' perspective, an approach that invites ST to be active constructors of their knowledge about teaching mathematics. The authors found that 'educative' supervision - based on socio-cultural theory proposed by Blanton, Berenson and Norwood (2001) - supported ST development in ways consistent with the mathematics teacher education program. They claimed that an educative supervisor can mediate the development of ST within his/her zone of proximal development, helping ST own their practice and find alternative approaches to instruction. Blanton et al. (2001) describe how US at times redirected post-lesson communications with ST to focus on mathematics pedagogy because she wanted to influence their teaching practice. When using an educative approach, US used open-ended questioning to engage ST as active constructors of their knowledge about teaching from the experience of the lesson taught. This approach contrasts with 'evaluative' supervision based on supervisor authority (Blanton, Berenson and Norwood, 2001). In this study US was participant-observer, supervisor and researcher. Analysis of communication between supervisors and ST revealed that SCHS and US differed in both type and content of communications. SCHS communications tended to reflect an evaluative supervision stance, lacking a focus on the mathematics of lessons, while US communications tended toward educative supervision, guiding ST to reflect on and learn from their own classroom experiences including the mathematics of their lessons.

Tsui, Lopez-Real, Law, Tang and Shum (2001) claim that effective supervision occurs if there is a three-way relationship between US, SCHS, and ST. They believe that US and SCHS should endeavor to enhance their complementary roles by developing long-term relationships that foster mutual trust and understanding of, and respect for each other's work. Silva and Dana (2001) contend that sharing supervision creates a context in which ST, US and SCHS can collaboratively engage.

2.6 Collaborative supervision

Collaboration through learning networks and partnerships is perceived as essential for effective and meaningful teacher education (Australia Department of Environment and Heritage, 2005; Healsey, 2002; Murphy, 2000). In UK, Furlong (1996) distinguished three models of partnership: 'collaborative', 'Higher Education Institute (HEI)-led' and 'separatist'. In 'collaborative' partnerships, SCHS and US worked together to plan and discuss professional issues with a genuine search for shared understanding and mutual respect. In an 'HEI-led' partnership, HEI plan content and assessment of the placement with, at most, consultation with small groups of SCHS. In the 'separatist' model, each sector is seen to have its own responsibilities without any attempt at dialogue and with ST responsible for integration.

Bullough and Kauchak (1997) argued that US need to spend more time on supervising student teaching than previously realized. One vehicle for doing so in the United States is the 'professional development school' (PDS) (Darling-Hammond, 1994; Fullan, Gulluzzo, Morris and Watson, 1998; Teitel, 2004; Whitford and Metcalf-Turner, 1999). In PDS, school and university staff agree to work together in a combined program of in-service and student teacher development and school-based research. The teacher education program is "jointly planned and taught by university-based and school-based faculty. Cohorts of beginning teachers get a richer, more coherent learning experience when they are organized in teams to study and practice with these faculty" (Darling-Hammond, 1994). As university faculty become involved, there is significant improvement in their approach both to supervision and campus teaching (Teitel, 2004). Beck and Kosnik (2002b) adopted a policy of heavy involvement in supervision by all members of their faculty; they also devised ways of supporting faculty as supervisors. They clustered five or more ST into each school, thus enabling faculty to work with a small number of partner schools with which they developed close relationships and achieved common understandings. Also,

because of consistent involvement over a period of time, working in settings where they were known and felt welcome, faculty was better able to support SCHS. Furthermore, logistically they could see many ST in a single school visit rather than having to commute from school to school. Over four years, studies showed strengthened school-university partnerships, enhancing both student teaching and the campus program, and helping faculty grow in knowledge and understanding of schooling. However, the approach was time-consuming and challenging. If widely adopted, stronger institutional support would be needed.

Khemmanee,Techakoop, Ornnuam and Archariya (2005) see development of learning networks as a key mechanism to change teaching-learning methods of Thai teachers. Reports from a countrywide whole-school reform project showed that external researchers from universities, or other local institutions played a significant part in successful school reforms and also gained practical experience from working and learning with school teachers. Amornwiwat (2002) noted:

"Faculty members of teacher education programs must reach out, linking theory to actual practice in schools and community. By thinking together, working together, sharing and learning together, bringing teachers to university and taking pre-service students out to community, development partners will grow together" (p. 3).

The Thai experience in school reform further reveals that mentoring, amicable supervision, and collaborative research are effective strategies for positive change to teaching-learning practices (Amornwiwat, 2002).

2.6.1 Research into collaborative supervision

Two action research (AR) studies of collaborative partnerships in supervision have been reported in Thailand. Over one year Traimongkolkul, Tunpichai, Srisuantaeng and Ying-Yuad (2007) studied a university-school project to develop

integrated courses and learning activities in agriculture and environment. Participants comprised five faculty from an agricultural and environmental education program at Kasetsart University as principal researchers and student teaching supervisors (US); seven ST worked as practicing researchers in their designated school; and two cooperative teachers, one from each participating school acted as collaborative researcher and field supervisor (SCHS) for their assigned ST. ST had a central role in course development, with support from US and SCHS. ST designed two integrated courses, one each for primary and secondary. ST taught these courses during a one-semester practicum. Subsequently participants exchanged experiences with teachers of 12 local schools. ST reflected positively on their achievement and learning experiences; SCHS were satisfied with the integrated courses and the learning achieved by their pupils, particularly at primary level. Findings were incorporated in development of the five year teacher education program. Researchers recommended decentralization policy with community and local organizations taking an active role in school management and local organizations providing schools with learning resources. At the same time universities specializing in agricultural technology can provide schools with technical support. For their part, schools can serve as field laboratories where ST can teach and research. Such collaborative efforts provide a context in which US, ST, and SCHS, community members, and local development agents may come to work and learn together creating a learning platform for community education in agriculture and environment.

Levin and Rock (2003) reported on five ST and SCHS who engaged collaboratively in planning, implementing, and evaluating AR projects during a semester-long practicum. They reported views of ST/SCHS on costs and benefits, and on how mentor/mentee relationships developed, and offered guidelines for successfully engaging ST and SCHS in collaborative AR. ST improved their understanding of 'self-as-teacher', and of their roles with, and responsibilities for their pupils. The concept of 'self-as-teacher' expressed how participants

visualized themselves. Project writing tasks provided ST with opportunities to explore images of themselves as teachers, clarify their personal teaching philosophies, recognize characteristics of self that they needed to develop, recognize inaccuracies in their prior beliefs and assumptions, and increase their sense of confidence in themselves as teachers. As SCHS focused attention on ST, they gained new insights into their perspectives, increased awareness of their needs and motivations as well as of their progress, abilities, and achievement. These findings and learning outcomes concerning teaching/instruction, suggest that much of what SCHS learned was unique to this study. Five themes reflected costs and benefits of this project:

(1) Time constraints of internship schedule were problematic.

(2) Persistence and commitment were required for successful collaboration.

(3) Depending on another person could be frustrating.

(4) Collaboration could result in additional perspectives, support, and feedback.

(5) Shared dialogue was critical.

Each ST felt that collaboration had been beneficial giving them a new sense of effort and commitment required to develop and maintain such a relationship. They had learned more about themselves as teachers, their pupils, their roles and responsibilities as teachers, and the curriculum (Rock, 1999). SCHS expressed their understanding of costs and benefits in various ways during interviews and conferences with inquiry partners. Their perspectives on AR were:

(1) High dedication to their roles as on-site teacher educators.

(2) Being challenged to experiment with new roles and responsibilities as teachers.

(3) Seeing their main responsibility as being to assist ST in growth as teacher and as university student.

(4) Involvement limited mainly to verbal feedback, discussion, and joint reflection.

(5) Engagement diminished as other responsibilities competed with demands of AR.

Thus SCHS perceived their main purpose as being to assist assigned ST to grow as teachers and as students. Cross-case analysis identified that both ST and SCHS agreed that the project allowed them:

(1) More opportunities to work together, due to the activities they designed.

(2) Means and reasons to understand their partner's pedagogical beliefs.

(3) Occasions to learn to communicate more effectively.

(4) Time for building relationships before the student teaching semester (Levil and Rock, 2003).

In a third study, Melser (2004) investigated 'shared supervision'. Seven SCHS, school principals, and US agreed to change supervision arrangements with entering ST as follows:

(1) SCHS would undertake four of six scheduled observations of ST using university forms, with copies to US, and ST.

(2) US would undertake two observations, one about mid-term, and another toward the end of student teaching (preferably when ST was teaching his/her required teaching unit).

(3) US would undertake three observations when working with new classroom teachers. US who had a ST in the past requested that US complete the initial observation to provide appropriate modeling for newer supervisors.

(4) SCHS secured agreement that US would provide more feedback or participate more in cases where ST experienced difficulties. After determining the parameters

of the shared supervision model, the plan was implemented with follow-up meetings to determine its success. While most SCHS viewed arrangements as successful, some concerns were voiced. SCHS felt they had more opportunities to provide feedback to ST, and that US was better able to provide assistance to the school in other ways. They also felt that ST was aware of supervision process. SCHS also felt more empowered. By allowing more opportunities for supervision, SCHS felt more responsible for their ST (Melser, 2004).

2.7 Conclusion

Chapter 2 has reviewed literature related to ST supervision in western countries and in Thailand. It explained why teaching practice is difficult yet important in teacher training programs and who is involved, even though training is rarely provided for school or university supervisors. It discussed different concepts of supervision and tensions in the relationship that may influence how students experience it and the roles played by supervisors from school and university, including initiatives to promote collaboration between staff in partner institutions and to make teaching practice project-based.

Despite the volume of published research little seems known about how school and university supervisors view teaching practice arrangements in specific contexts, how institutions support triads to work together – collaboratively or otherwise in managing supervision, and how SCHS and US in the same triad manage supervision at various parts of the clinical cycle. This research focuses on these issues by means of AR that seeks first to establish perceptions of teaching practice from the different parties involved, and then to respond to perceived needs. The methodology for the first phase of the investigation is described in the next chapter.

CHAPTER 3

Design of Phase 1

3.0 Introduction

This chapter describes rationale, aims, objectives and methodology of Phase 1 of this action research case study to answer RQ 1. It begins by discussing action research, case study and survey research. Limitations of the study are also addressed.

3.1 Action research (AR)

Masters (1995) showed AR's historical and philosophical foundations in the 'Science in Education' movement, and Dewey's progressive education theories. Lewin (1946) saw AR as a form of experimental inquiry to address social problems: "Basic to Lewin's model is a view of research composed of action cycles including analysis, fact-finding, conceptualization, planning, implementation and evaluation of action" (McKernan 1991, p. 9). In 1950s and early 1960s AR was used to research needs of industry at Massachusetts Institute of Technology, USA, and Tavistock Institute, UK. AR also supported post-World War II school curriculum design. However, "by the end of the 1950s action research was in decline and under attack" (McKernan, 1991, p. 10). The attack reflected growth of 'scientific' educational research, with consequent separation of theory and practice. Stenhouse (1975) led a revival arguing that "all teaching should be based upon research", and that "research and curriculum development were the preserve of teachers" (McKernan, 1991, p.11). Ford Teaching Project and Classroom Action Research Network (CARN) reflect AR in classroom

teaching. AR has also been used to investigate a wide range of issues to do with the management of practice in any setting, including teaching practice.

AR is defined in different ways by different writers with different emphases depending on context. Rapoport (1970, as cited in McKernan, 1991, p.4) stated somewhat vaguely that "action research aims to contribute to the principal concerns of people in an immediate problematic situation". Hopkins (1985, p. 32) and Ebbutt (1985, p. 156) saw AR as a form of disciplined inquiry, in which a personal attempt is made to understand and improve practice. These definitions might be taken to imply that AR is undertaken by an 'outsider' to the practice to be improved. Carr and Kemmis (1986, p. 162) emphasize 'self-reflective enquiry' by participants to improve their understanding of their practices. Kemmis and McTaggart (1992, pp. 21–22) observe that "action research is *not* research done on other people. Action research is research by particular people on their own work, to help them improve what they do, including how they work with and for others." In a classroom teaching context, Mcniff and Whitehead (2010) saw AR as about creating knowledge of practice by practitioners who regard themselves as researchers. These definitions highlight 'participative' AR – 'PAR' or participants as 'insiders' in the practice to be improved, and the collaborative nature of AR by those in the situation itself. Cohen and Manion (1994, p. 186) are neutral with regard to participation. They define AR simply as "a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention".

The rise, fall and revival of AR illustrate its strengths and weaknesses. There is a tension between 'action' which involves responding to specific real world dilemmas and responses, with many options available, and 'research' which points to general conclusions that rarely can be applied to specific situations in a simple-minded way. Kemmis (2010) and Karim (2001) saw a main strength of AR as promoting reform in a local context, generating new practice and empowering participants to improve and enhance practice. It can certainly support

teachers as researchers of their own practice through empowerment and collaboration. But managing action to bring about effective change is problematical because social situations are complex and involve political dimensions that cannot easily be controlled. Perhaps the best that can be said is that AR can stimulate thinking about a management or social problem, and sometimes contribute to its solution.

3.2 The process of AR

AR is cyclical involving a spiral of inter-related actions, as conceptualized by Kemmis and McTaggart (1981) - Figure 3.1.
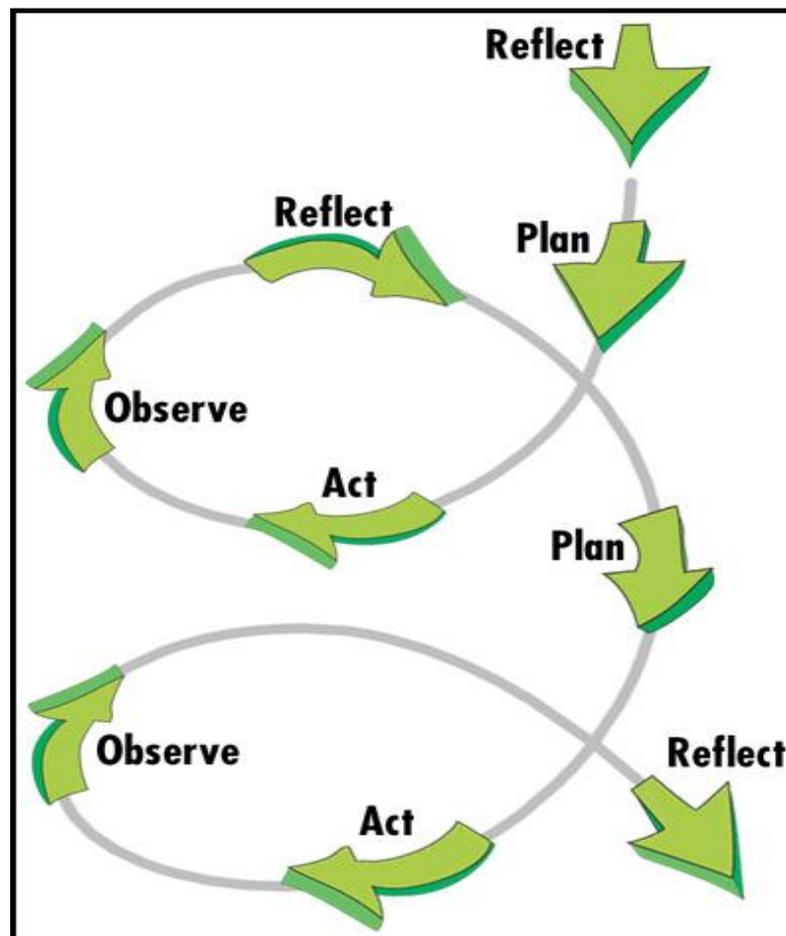
Figure 3.1 Action research spiral

Source: Kemmis and McTaggart, 1988, p. 11

A first cycle may lead into a second cycle or third, depending upon the outcome of the initial intervention, time and resources available. Each cycle comprises a number of phases. Lewin (1946) and Zuber-Skerrit (1992) identified four: planning, acting, observing and reflecting. Cohen & Manion (1994) propose eight. However enumerated, they involve the following phases or steps: recognition of an 'issue' in the real world that needs addressed, 'research' to create knowledge about that real world situation, 'deliberation' on the created knowledge with a view to identifying options for improving that situation, actions i.e. interventions to introduce change that has a prospect of improving the situation and evaluation of the effects of the interventions. Evaluation findings feed evidence and judgments into Cycle 2. This research includes all the above phases, but, for the purposes of this report three are highlighted: Phase 1: survey of participants – knowledge creation - in regard to a recent teaching practice at BUU; Phase 2: deliberation on survey evidence and action planning an intervention; and Phase 3: evaluation of the effectiveness of the intervention. The nature of AR in Phases 2 and 3 will be explained in subsequent chapters.

As mentioned above, participants may be 'outsiders' to the issue being studied, 'insiders' or some combination of insiders and outsiders over the life of a project, or at different stages of a project. Outsiders – like consultants, may have no personal stake in project outcomes, although success in achieving it may have career or business implications; 'insiders' or 'participants' are stakeholders because the issue relates to the quality of their work, satisfaction or other interests and the intervention may have direct impact on these. PAR is AR that involves stakeholders either as researchers or as actors, or both. Projects differ in complexity and scope; some phases may be managed by outsiders, other stages may involve PAR.

The real world issue central to this research is the quality of supervision of teaching practice managed by a Thai Faculty of Education. Phase 1 of the first (and only) cycle of this project involved solely the researcher. The researcher

identified the issue as a problem for investigation for her dissertation by reflecting on her professional experience, and from anecdotal evidence provided by ST. The researcher then decided to gauge the experience of supervision of participants. She did so by designing survey instruments viz. questionnaires to collect views of ST, SCHS and US who had participated in a recent teaching practice and administered the survey as described below.

3.3 Case study

Case study is "an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 1994, p. 13). Case studies may be single or multiple; they may provide evidence across individuals, groups, events or institutions. Single case studies provide data about a specific case which is the unit of analysis that is reported on. Multiple cases – several individual cases, for example lead to several reports and offer opportunities for 'cross-case' analysis. Case studies may also be 'embedded'. An embedded case study is a case within a case. An example is of reports of the functioning of different departments within a single institution. Multiple reports produce multiple units of analysis. Researchers must define the 'boundaries' of a case and the units of analysis. Boundary refers to the scope of a case, including a point in time that marks its beginning and end and its specific focus. A wide range of methods may be used to provide data for a case study, including surveys, observation, interviews, tests and records. Interestingly Yin notes that "surveys can try to deal with phenomena and context, but their ability to investigate the context is extremely limited " (p. 13) - because of the constraints of the method.

Case studies can serve different functions. Yin (2012) distinguishes between *Exploratory*, *Explanatory*, and *Descriptive* functions. *Exploratory or pilot case studies* explore a situation to illuminate issues that need investigation; fieldwork and data collection are undertaken prior to the final definition of study questions.

Explanatory case studies seek answers to questions that attempt to explain apparent causal links between events in complex real-life situations. *Descriptive case studies* describe a phenomenon and the real-life context in which it occurred**.** Colorado State University's Writing Office (2013) refers to *illustrative, cumulative* or *critical instance* case studies. Illustrative case studies provide evidence that opens up an obscure issue, and may be particularly helpful at the beginning of cycle 1 of AR. Cumulative case studies aggregate information from various examples and such evidence may be relevant for beginning cycle 2 of an AR; critical instance case studies examine a situation of unique interest, such as a cause/effect claim and would be relevant for evaluating whether AR interventions had achieved effects claimed.

In this descriptive/illustrative case study the phenomenon of interest – the case - is the quality of teaching practice supervision at BUU. However, embedded within this phenomenon is a real-life context that is studied in Phase 1 viz. perceptions of field experience in 2003-4. These perceptions - from retrospective survey data four months after the experience, illuminate the concerns of three groups of stakeholders viz. ST, SCHS and BUUS. The unit of analysis of this embedded case is each group of stakeholders, individually and as an interest group. Survey data can be summarized to show how each group perceived field experience, and analysis can enable comparisons to be made between groups.

3.4 Survey research methodology

A survey is "perhaps the most commonly used descriptive method of educational research" (Cohen and Manion, 1994, p. 83). It is a tool to gather data from a large number of people on a specific topic in a short period of time. A typical survey instrument is a paper-based questionnaire that recipients – face-to-face, or at a distance are asked to self-complete individually, using pen or pencil and return to the author either personally or by surface mail – a stamped envelope addressed to the researcher is one way of maximizing returns. Questionnaires may also be

administered on-line in electronic, paperless format. Preliminary considerations in their construction include identifying a survey's purpose, the population from whom information will be sought and financial and other resources available to the researcher. All influence design, including structure, length, nature of questions asked, delivery method, response rate and analysis. Population is the group or groups with information that the survey designer wishes to elicit; in situations where an entire population cannot be reached it is necessary to sample. Sampling may be on the basis of probability, ensuring equal representation of those with relevant characteristics of the population - random, systematic or stratified sampling, or non-probability - convenience, quota or purposive sampling. Convenience sampling refers to selecting the nearest or most accessible individuals with relevant information on the issue to be investigated. An assumption is made that, to some extent they are representative of all persons with experience of that issue. Questionnaires may be anonymous, or not – raising ethical considerations, and incorporate a variety of questions. Questionnaire construction involves identifying the range of topics on which information is sought, grouping and sequencing questions in a logical manner, providing clear instructions as to how to respond, and writing questions in a simple and unambiguous manner. Some questions are likely to ask for factual information about background of respondents; Likert-type questions invite respondents to indicate the strength of their agreement or disagreement with a particular statement by circling a number or letter; open-ended questions invite respondents to supply an opinion or comment in their own words, or to add information beyond a list of options already offered. Survey designers have generally no control over how respondents interpret and consequently answer questions, undermining the validity of responses. Securing a reasonable response rate is also a problem – low return rates or imbalance in respondents may further invalidate findings. Devising strategies to follow-up non-respondents, including developing a coding system so that the researcher can differentiate respondents from non-respondents enables targeted follow-up of non-returners.

3.5 Design of Phase 1

3.5.1 Aims

The aims of Phase 1 were to:

(i) Collect views of participants in a recent BUU Faculty of Education teaching practice on suitability of supervision arrangements.

(ii) Analyze views to establish whether they confirmed anecdotal claims about poor quality of supervision or not.

3.5.2 Objectives

The objectives of Phase 1 were to:

(i) Survey ST, SCHS and BUUS on perceptions of management of teaching practice supervision.

(ii) Analyze survey responses to identify views of different groups of stakeholders.

(iii) Deliberate on what actions, if any might improve quality of management of teaching practice supervision.

3.5.3 Research Question 1:

What are perceptions of current student teaching supervision of different interest groups at Burapha University (BUU)? Specifically,

(i) What are perceptions of student teachers (ST)?

(ii) What are perceptions of BUU supervising staff (BUUS)?

(iii) What are perceptions of cooperating school staff (SCHS)?

3.5.4 Methodology

This section describes the rationale for using a survey, its focus and the target population. It then describes how the survey was conducted, participation rates

and related issues, nature of data collected, its management and method of analysis.

As indicated above surveys are a convenient means to obtain views of a large target population on a specific issue in a short time. For this study there were three groups of stakeholders in supervision of teaching practice - ST, BUUS and SCHS - necessitating construction of three separate questionnaires. These were developed as follows. Literature related to student teaching practice and supervision was reviewed. Materials provided by BUU Faculty of Education were consulted viz. The Student Teachers' Handbook, and a document summarizing results, comments, and suggestions on the previous year's student teaching program. Questions were assembled, both Likert-type and open-ended. Draft questionnaires were reviewed by the principal advisor. Subsequent to amendment questionnaires were finalized and translated into Thai language. Validation of translation was undertaken by three Thai native speakers at BUU viz. Dean of Graduate School, Dean of Faculty of Education and Vice-President for International Affairs. Five experts checked content validity of Thai versions (Kitpreedaborisuth, 2000) (see Appendices E, F, and G). Questionnaires were adjusted to reflect experts' comments. (Since experts found the translation acceptable, only a few minor changes in language were required). The questionnaires were then copied in preparation for distribution to the groups targeted.

Each questionnaire comprised four main sections. Section 1 for all questionnaires was personal data. Section 2 asked for views on how BUU Faculty of Education organized different aspects of the student teaching practice program that had just completed. This section comprised nine close-ended questions with three choices, i.e. 'Acceptable', 'Could be improved', and 'Not acceptable'. In addition, one open-ended question asked participants to write the number of items they thought most needed to be developed and to give suggestions for their development.

3.5.4.1 Questionnaire 1 (Appendix A) asked ST in Section 3 for views on working

relationship between ST and supervisors, including motivation and other issues. Section 4 asked for views on the relationship between supervisory style and teaching performance.

3.5.4.2 Questionnaire 2 (Appendix B) for BUUS asked in Section 3 for views on 2003-4 supervision experience; Section 4 invited BUUS to self-evaluate their need to improve their performance as supervisors.

3.5.4.3 Questionnaire 3 (Appendix C) for SCHS asked in Section 3 for views on 2003-4 supervision experience; Section 4 asked SCHS to *s*elf–evaluate their need to improve their performance as supervisors.

3.5.5 Target populations

A target population in a research project is all those individuals who have relevant information for the study. For Phase I, there were three target populations: ST, SCHS, and BUUS who had participated in teaching practice of BUU Faculty of Education in 2003-4 (November-February), the teaching practice closest to the timing of the study. The aim was to survey all members of these three populations to obtain an overall view of the perceived quality of the experience. Population 1 comprised 155 senior year ST majoring in nine subject areas. Population 2 comprised 147 SCHS (a few supervising two to three ST) in 20 participating schools. Population 3 was 56 BUUS. The total number of participants in all three populations was 358.

3.5.6 Administration of surveys

Each set of questionnaires was code-numbered to enable the researcher to identify non-respondents. Envelopes with the researcher's address were included. Questionnaire 1was sent by surface mail on 1 June 2004 to ST, who had by this time graduated from BUU and were dispersed across the country. On the same

date, and by the same method Questionnaire 3 was sent to former school supervisors. Questionnaires included a deadline for return of June 20, 2004. Questionnaire 2 was placed in mailbox of each BUUS in the Faculty of Education office with a return date of 5 July 2004 specified. Follow-up telephone calls were made to ST and SCHS non-responders with a request to return the questionnaire by July 5, 2004; in some cases completed questionnaires were personally collected by the researcher. Similar strategies were pursued with non-responding BUUS. All returned questionnaires were checked. Only those with complete responses were accepted.

3.5.7 Analysis of response rates

Response rates were analyzed by population category and gender to establish the extent to which they reflected populations as a whole. Results are in Table 3.1.

Table 3.1 Number and percentage of target populations providing complete responses to survey questions by gender

Category	Gender	Population		
		(a) Targeted No N	(b) Complete responses N	(c) (b) as % of (a)
1. ST	Men	35	21	60.0
	Women	120	72	60.0
	All	155	93	60.0
2. BUUS	Men	25	13	52.0
	Women	31	27	87.1
	All	56	40	71.4
3. SCHS	Men	28	12	42.9
	Women	119	72	60.5
	All	147	84	57.1
4. Total	Men	88	46	52.3
	Women	270	173	64.1
	All	358	219	61.2

Table 3.1 shows [Category 4, column (a)] that surveys were administered to 358 persons, comprising 88 men and 270 women. A total of 219 persons provided complete, useable responses [Category 4, column (b)], comprising 61.2 percent of those approached including 46 men (52.3 percent) and 173 women (64.1 percent).

Table 3.1 also shows numbers targeted and percentage response rates by population category viz. ST, BUUS and SCHS and by gender. For ST the response rate for both genders was 60 percent; for BUUS 87 percent of women responded – the highest of any group, compared to 52 percent of men; for SCHS women also responded more than men – 60.5 percent compared to 42.9 percent. Thus while ST views reflect identical percentages of respondents, survey data of supervisors represents views of women participants in 2003-4 teaching practice more than men. No attempt was made to contact non-responders to establish reasons for not replying.

3.5.8 Data sets, management and analysis

Three sets of survey data were thus obtained. Responses to rating questions were examined and prepared for analysis using the Statistical Package for the Social Sciences - SPSS (1997) computer program. Analysis produced descriptive statistics viz. percentage, frequency, and mean (Boeree, 2013; Dodge, 2003; and Wikipedia, 2013). Data for open-ended questions were inspected, ordered and summarized.

3.6 Strengths and limitations of surveys

Though all targeted populations were in a sense 'convenience' populations, those surveyed reflected all persons, except students and school directors with actual experience of the most recent teaching practice in 2003-4, though of course not all responded. Response bias may influence the results. In addition, this case study in one Faculty of Education is not likely to produce results that necessarily reflect typical practice in respect of how BUU Faculty of Education normally manages

supervision, nor are they necessarily typical of the management of supervision in Faculties of Education in Thailand more generally or internationally. Consequently survey results are illustrative of practice on only the specific teaching practice chosen rather than generalizable.

As mentioned earlier, survey participants also provided data five months after the end of the 2003 teaching practice. Thus the experience was not 'fresh' in their minds. How this might have affected perceptions and recollections was not investigated.

Personal data collected also did not take account of aspects of supervision practice that may have influenced perceptions of the quality of supervision. For example ST were not asked to provide grades awarded for their teaching; nor were SCHS or BUUS asked for grades that they awarded. Had these variables been incorporated in analyses they might have been shown to correlate with positive or negative perceptions. Nor did the analysis look in detail at issues such as age, gender or supervision load differences. These points illustrate Yin's (1994) comment on the limits of survey data in case study research.

3.7 Conclusion

This chapter has described rationale, aims and objectives of Phase 1 of this AR case study. It has discussed key methodological concepts guiding this research, described how survey instruments were constructed and administered to ST, BUUS and SCHS populations who participated in teaching practice in 2003-4. Questionnaire data enable RQ 1 to be answered. Strengths and limitations of survey data are indicated. Results of Phase 1 are presented in Chapter 4.

CHAPTER 4

Survey Results: Phase 1

4.0 Introduction

This chapter presents results of the surveys undertaken in Phase 1 to enable answering RQ 1:

What are perceptions of current student teaching supervision of different interest groups at Burapha University (BUU)? Specifically,

(i) What are perceptions of student teachers (ST)?

(ii) What are perceptions of BUU supervising staff (BUUS)?

(iii) What are perceptions of cooperating school staff (SCHS)?

Response rates were presented in Chapter 3 (Table 3.1). Results reported in this chapter are for respondents who answered all survey questions. First, results are presented for each population separately to enable answers to be provided to the sub-questions for each population. Second, the main question is answered through combining responses across populations to identify common perceptions relevant for considering how to improve arrangements for teaching practice.

4.1 Section 1: Results for ST respondents

Table 4.1 presents background information on respondents.

Table 4.1 Background information about ST respondents (N = 93)

Item	Description	N	%
1	ST majors:		
	Biology…………………………………	9	9.7
	Chemistry………………………………	3	3.2
	Early Childhood Education………………	16	17.2
	Elementary Education……………………	20	21.5
	English…………………………………	11	11.8
	Mathematics……………………….......	7	7.5
	Physics…………………………………	1	1.1
	Social Studies ..………………………………	14	15.1
	Thai……………………………………..	12	12.9
	Total …………………………………………	93	100
2	Teaching of ST		
	ST teaching major subject	91	97.8
	ST teaching other subject	2	2.2
	Total ………………………………………	93	100
3	ST's teaching load per week on teaching practice:		
	< 8 hours ……………………………………..	7	7.5
	8-12 hours …………………………………...	67	72.1
	13-20 hours ………………………………….	11	11.8
	> 20 hours ……………………………………	8	8.6
	Total ……………………………………..	93	100

Table 4.1 shows, in Item 1, that 50/93 or more than half (53.8 percent) of ST majored in elementary education, early childhood education, and social studies while only a small number 13/93 (14.0 percent) majored in science subjects (physics, chemistry, and biology). Item 2 shows that 91/93 ST (97.8 percent) of

ST were assigned to teach their major subject. Item 3 shows that 67/93 ST (72.1 percent) taught between 8 and12 hours per week.

Table 4.2 shows how ST viewed BUU's organization of teaching practice.

Table 4.2 Perceptions of ST on BUU Faculty of Education organization of teaching practice (N = 93)

Item	Aspect	Acceptable N (%) (a)	Could be improved N (%) (b)	Not acceptable N (%) (c)	No response N (%) (d)	Total N (%) (e)
1	Allocation of students to schools	81 (87.1)	12 (12.9)	0	0	93 (100)
2	Information for student teachers about their roles and responsibility in teaching practice	85 (91.4)	7 (7.5)	1 (1.1)	0	93 (100)
3	Information for students on the roles of school and university supervisors	84 (90.3)	8 (8.6)	1 (1.1)	0	93 (100)
4	Information on the format of lesson plan by Faculty of Education	62 (66.6)	29 (31.2)	2 (2.2)	0	93 (100)
5	Clarity of Student Teachers' Manual	90 (96.7)	2 (2.2)	1 (1.1)	0	93 (100)
6	Student teacher orientation	90 (96.7)	2 (2.2)	1 (1.1)	0	93 (100)

Item	Aspect	Acceptable N (%) (a)	Could be improved N (%) (b)	Not acceptable N (%) (c)	No response N (%) (d)	Total N (%) (e)
7	Organizing the meeting among student teachers, school representatives, and university supervisors prior to teaching practice	75 (80.6)	18 (19.4)	0	0	93 (100)
8	Providing student teacher orientation	75 (80.6)	18 (19.4)	0	0	93 (100)
9	Organizing a seminar for student teachers and university supervisors at the mid of the period of teaching practice	84 (90.3)	9 (9.7)	0	0	93 (100)

Most ST viewed most aspects of the organization of teaching practice as 'Acceptable' [column (a)]. An exception was Item 4 - "Information on format of lesson plan by Faculty of Education" - which only two in three respondents felt was 'Acceptable'.

Answers to an open-ended question suggested the following improvements (numbers indicate frequency):

(1) Reduce teaching load (5). (ST had to write many lesson plans and also to do action research).

(2) Increase practice in different forms of lesson plan writing (4).

(3) Provide appropriate examples of lesson plans in manual (2).

(4) Make agreement with participating schools about lesson plan format for ST (2).

(5) Create a standard BUU lesson plan form (1).

ST were asked to rate their own motivation for the teaching practice, and various aspects of their relationships with their supervisors' as 'Good', 'Fair' and 'Poor'. 'Good' represented a positive feeling, 'Fair' an 'in-between' feeling, and 'Poor' a negative feeling. Ratings are in Table 4.3.

Table 4.3 ST's self ratings on motivation for teaching practice and relationships with supervisors (N = 93)

Item	Aspect	Good N (%) (a)	Fair N (%) (b)	Poor N (%) (c)	No response N (%) (d)	Total N (%) (e)
1	Motivation of ST during the period of teaching practice	75 (80.6)	15 (16.1)	1 (1.1)	2 (2.2)	93 (100)
2	General impression on the overall supervising performance of BUUS	58 (62.4)	33 (35.4)	1 (1.1)	1 (1.1)	93 (100)
3	General impression on the overall supervising performance of SCHS	58 (62.4)	34 (36.5)	1 (1.1)	0	93 (100)
4	ST relation with BUUS	53 (57.0)	38 (40.8)	2 (2.2)	0	93 (100)
5	ST relation with SCHS	61 (65.6)	31 (33.3)	1 (1.1)	0	93 (100)
6	Moral support from BUUS	57 (61.3)	34 (36.5)	2 (2.2)	0	93 (100)
7	Moral support from SCHS	56 (60.2)	36 (38.7)	1 (1.1)	0	93 (100)

More than three in four ST [80.6 percent, Item 1, column (a)] claimed to be self-motivated and positive during student teaching practice. Item 2 shows that 62.4 percent rated performance of BUUS and SCHS positively. Item 5 shows that 65.6 percent claimed to have a 'good' relationship with SCHS and Item 4 that 57.0

percent had a similar level of relationship with BUUS. Percentages rating moral support from BUUS and SCHS [Item 6 and 7, column (a)] were very similar (61.3 percent and 60.2 percent respectively). Only two ST rated moral support from BUUS [Item 6, column (a)] as poor and only one [Item 7, column (a)] took the same view of SCHS moral support.

ST were asked how many suggestions BUUS and SCHS made for writing lesson plans and what feedback they received on the lesson plans they wrote. Four choices were offered – 'A lot', 'Fair', 'Very little', and 'None'. 'A lot' is the equivalent of 'often'; 'Fair' is 'sometimes'; 'Very little' is 'rarely'; and 'None' is 'never'. The result is shown in Table 4.4.

Table 4.4 Perceptions of ST on suggestions and feedback received from supervisors (N = 93)

Item	Aspect	A lot N (%) (a)	Fair N (%) (b)	Very little N (%) (c)	None N (%) (d)	Total N (%) (e)
1	Suggestions in writing a lesson plan from BUUS	40 (43.0)	40 (43.0)	11 (11.8)	2 (2.2)	93 (100)
2	Suggestions in writing a lesson plan from SCHS	39 (41.9)	41 (44.1)	11 (11.8)	2 (2.2)	93 (100)
3	Constructive feedback after classroom teaching observation from BUUS	38 (40.8)	46 (49.5)	9 (9.7)	0	93 (100)
4	Constructive feedback after classroom teaching observation from SCHS	35 (37.6)	41 (44.1)	15 (16.1)	2 (2.2)	93 (100)

Table 4.4 shows that more than half ST [all Items, column (a)] felt that they did not receive 'a lot' of suggestions in writing lesson plans and constructive feedback after classroom teaching from both BUUS and SCHS. Two students claimed to have received no suggestions.

An open-ended question invited ST to give information about major problems and difficulties experienced in working with BUUS/SCHS. Thirty-eight points were raised, as shown in Table 4.5.

Table 4.5 Major problems and difficulties ST experienced in working with BUUS and SCHS

Item	Aspect	Frequency
1	ST didn't know how to do classroom action research and they had a difficulty to meet with BUUS	16
2	ST had difficulty to contact with BUUS	6
3	BUUS never gave suggestion	2
4	ST never met BUUS	1
5	The suggestion of SCHS and BUUS on the format of lesson plan was different	3
6	SCHS had high expectation on ST They expected ST to be able to write good lesson plans; to teach effectively and do every assignment without any suggestion	4
7	SCHS didn't have time to advise ST because he/she had many responsibilities at school	2
8	SCHS let ST teach at the beginning without providing them the opportunity to observe SCHS teaching as suggested in the Student Teacher Manual	2
9	SCHS never gave positive reinforcement, i.e. SCHS blamed ST in front of students and often compared a present ST with a former one in front of colleagues	2

The main difficulties that ST claimed to have encountered with BUUS related to:

Item 1: ST did not know how to do classroom action research (N = 16);

Item 2: ST had difficulty in contacting BUUS (N = 6);

Item 3: ST did not see or get suggestions from BUUS (N = 2).

The main difficulties that ST claimed to have encountered with SCHS related to:

Item 1: SCHS had high expectations of ST.

Item 2: SCHS and BUUS made different suggestions on the format of lesson plans.

Item 3: SCHS had no time to advise ST.

Item 4: SCHS blamed ST in front of colleagues and students.

A few ST suggested how such difficulties/ problems might be resolved:

(1) BUUS and SCHS should agree lesson plan format and inform ST.

(2) BUUS and SCHS should show more respect or goodwill toward ST.

(3) The Faculty should provide ST with more training on doing classroom action research: they perceived a two-day workshop as not providing them with enough opportunity for practice.

ST were asked to rank priorities for attention. Table 4.6 shows that ST perceived that '*Giving me support and guidance in preparation of the writing of their lesson plan'* (Item 7) was most important irrespective of location of supervisors.

Table 4.6 ST ranking of items needed improvement from BUUS and SCHS

Item	Aspect	BUUS		SCHS	
		$\overline{R}$	Rank position	$\overline{R}$	Rank position
1	Require the supervisors to give time and feedback	4.6	6	4.4	6
2	Be available and easy in an approach to discuss my teaching-related problems	4.9	7	5.0	7
3	Maintain close regular meeting on a prearranged schedule	4.2	5	4.1	5
4	Have general expertise in the area of subject that I teach	3.4	3	3.0	3
5	Listen to and respect my existing knowledge and skill	3.6	4	3.4	4
6	Monitor and provide feedback about my performance to ensure adequate progress	2.4	2	2.6	2
7	Give me support and guidance in preparation of my written lesson plan	2.0	1	1.8	1

ST rankings of problems that ST claimed to face are in Table 4.7. Rankings indicate:

Problem 1: insufficient time provided by BUUS (Item 1).

Problem 2: difficulty in contacting BUUS (Item 2).

Problem 3: insufficient knowledge of classroom action research (Item 13).

Problem 4: teaching without suggestions from SCHS (Item 6).

Problem 5: too formal a relationship between BUUS and ST, eroding their confidence in asking for suggestions (Item 3).

 Problem 6: high expectations of SCHS (Item 7).

Table 4.7 Problems identified by ST

Item	Aspect	Frequency
	Problems Concerning BUUS	
1	BUUS did not observe the ST for the whole lesson	18
2	Difficult to contact BUUS because the participating school is far from the university and no means of contact were provided	16
3	The relationship between BUUS and ST was too formal. This made ST lack confidence in asking for suggestions	7
4	BUUS didn't arrive at the school at scheduled time indicated in the Student Teacher's Manual. This means that ST lacked an opportunity to see him/her for consultation with the result that in some cases teaching preparation was postponed.	2
5	BUUS lacked experience in early childhood education area	1
	Problems Concerning SCHS	
6	Provided ST with little or no guidance on how to teach at the beginning of student teaching practice	9
7	SCHS had too high expectations on ST	6
8	SCHS and BUUS gave different and often conflicting suggestions on writing a lesson plan	3
9	SCHS never gave positive reinforcement. When a problem arises, SCHS blames ST immediately no matter where he/she was. ST is compared unfavorably with other student teachers	1
	Unprofessional behavior of the SCHS in sharing ST before colleagues	
10	SCHS talked about his/her student teacher mistake to other teachers all over the school	1

Item	Aspect	Frequency
11	**Unreasonable request** SCHS wanted ST to make a durable instructional media for a long term use without providing budget and suggestions	1
12	Did not have enough knowledge to teach some subject assigned by SCHS. This included Buddhism	3
13	**Criticisms of the courses conducted at BUU** ST did not have enough knowledge to conduct a classroom action research	11
14	Couldn't write a long term lesson plan	1
15	Still weak on writing a working lesson plan	1

4.2 Answering RQ 1 (i)

RQ 1 (i) asked, with regard to teaching practice supervision at BUU in November 2003-February 2004, 'What are perceptions of student teachers (ST)?'

These results indicate that key perceptions of ST on various aspects are as follows:

(1) Most ST viewed most aspects of the organization of teaching practice as 'acceptable'.

(2) More than three in four ST claimed to be self-motivated and positive during student teaching practice.

(3) ST rated supervising performance of BUUS and SCHS very positively (about 99% in 'Good' to 'Fair' categories).

4.3 Section 2: Results for BUUS respondents

Table 4.8 presents general information about BUUS respondents.

Table 4.8 General information about BUUS respondents (N = 40)

Item	Description	N	%
1	Supervision experience:		
	< 2 yrs.	6	15.0
	2-5 yrs. ……………………………..	7	17.5
	6-10 yrs. ……………………………	9	22.5
	11-15 yrs. …………………………	5	12.5
	16-20 yrs. …………………………	5	12.5
	> 20 yrs. …………………………	8	20.5
	Total…………………………………..	40	100
2	Number of student teachers under supervision:		
	1 ……………………………………	5	15.0
	2 ……………………………………	9	22.5
	3 ……………………………………	10	25.0
	4 ……………………………………	11	27.5
	5 …………………………………..	4	10.0
	6 ……………………………………	1	2.5
	Total ………………………………..	40	100
3	University teaching load per week:		
	<6 hours …………………………………	2	5.0
	6-10 hours ………………………………	17	42.5
	11-15 hours …………………………...	16	40.0
	>15 hours …………………………….	3	7.5
	Not indicated …………………………	2	5.0
	Total ………………………………………	40	100
4	Other duties of BUUS (three most frequent):		
	1. Advisor to undergraduate students ………	21	52.5
	2. Advisor to research students ……………...	19	47.5
	3. Administrative duties…………………....	10	25.0

Item 1 shows that 9/40 (22.5 percent) BUUS respondents had between six and ten years of supervision experience while 8/40 (20 percent) had 20+ years; Item 2 shows that 30/40 (75.0 percent) supervised two to four students; Item 3 shows that 17/40 (42.5 percent) had a teaching load at University of six to ten hours/week, while 16/40 (40.0 percent) taught eleven to fifteen hours/week. Item 4 shows that other major duties of BUUS were advising undergraduate and research students and administrative work.

Table 4.9 shows that 75 percent of BUUS perceived that organization of student teaching practice by BUU Faculty of Education was generally 'acceptable' (column a) in term of information about their roles in teaching practice (line 2) and clarity of student teacher's manual (line 5).

Table 4.9 Perceptions of BUUS on organization of BUU student teaching practice program (N = 40)

Item	Aspect	Acceptable N (%) (a)	Could be improved N (%) (b)	Not acceptable N (%) (c)	No response N (%) (d)	Total N (%) (e)
1	Allocation of students to university Supervisors	27 (67.5)	13 (32,5)	0	0	40 (100)
2	Information for university supervisors about their roles in teaching practice	30 (75.0)	10 (25.0)	0	0	40 (100)
3	Allocation of students to schools	20 (70.0)	10 (25.0)	2 (5.0)	0	40 (100)
4	Information for student teachers on the roles of school and university supervisors	26 (65.0)	13 (32.5)	1 (2.5)	0	40 (100)
5	Clarity of Student Teachers' Manual	30 (75.0)	10 (25.0)	0	0	40 (100)
6	Selection of schools for student teachers placement	27 (67.5)	11 (27.5)	2 (5.0)	0	40 (100)

Item	Aspect	Acceptable N (%) (a)	Could be improved N (%) (b)	Not acceptable N (%) (c)	No response N (%) (d)	Total N (%)
7	Organizing the student teaching orientation for student teachers	27 (67.5)	12 30.0)	1 (2.5)	0	40 (100)
8	Shared understanding of university and school supervisors about how to work together	17 (42.5)	21 (52.5)	1 (2.5)	1 (2.5)	40 (100)
9	Information for university supervisors about the format of lesson plan	17 (42.5)	23 (57.5)	0	0	40 (100)
10	Documentation to be completed by university supervisors in respect of supervision	27 (67.5)	11 (27.5)	1 (2.5)	1 (2.5)	40 (100)
11	Organizing a seminar for student teachers and university supervisors at the middle period of the teaching practice	25 (62.5)	13 (32.5)	2 (5.0)	1 (2.5)	40 (100)
12	Review and evaluation of university supervisors' role in teaching practice	18 (45.0)	19 (47.5)	3 (7.5)	0	40 (100)

Three aspects were perceived to be 'in need of improvement' [column (b)]:

1. Item 9: 'Information for university supervisors about the format of lesson plan',

2. Item 8: 'Shared understanding of university supervisor and school supervisors about how to work together'

3. Item 12: 'Review and evaluation of university supervisors' role in teaching practice'

These three items had highest percentage ratings in column (b) at 57.5 %, 52.5 % and 47.5 % respectively.

Answers to an open-ended question suggested desired improvements:

(1) Item 8: 'Shared understanding of university supervisors and school supervisors about how to work together':

Faculty should schedule meetings for ST, BUUS and SCHS to set ground rules and coordinate with schools to follow what had been agreed upon (6).

Faculty should match academic backgrounds of BUUS with ST majors so that supervisors could use their expertise in supervising (7).

Faculty should organize a seminar for SCHS/BUUS supervisors prior to student teaching practice (2).

(2) Item 9: 'Information for university supervisors about the format of lesson plan':

Faculty should discuss with schools and set only one format of lesson plan (3).

Different formats of lesson plans used in schools should be discussed and agreement reached on a standard format (2).

BUUS were asked to rate, on a 3-point scale: number of ST supervised, motivation for supervision, confidence in supervision and work relationship with ST and SCHS. Their responses are shown in Table 4.10. The three choices ('A lot', 'Fair", and 'Very little') are high, moderate and low levels respectively.

Table 4.10 Attitude of BUUS on different aspects of ST supervision (N = 40)

Item	Aspect	A lot N (%) (a)	Fair N (%) (b)	Very little N (%) (c)	Total N (%)
1	Motivation for student teaching supervision	14 (35.0)	23 (57.5)	3 (7.5)	40 (100)
2	Confidence in supervising ST	30 (75.0)	10 (25.0)	0	40 (100)
3	Work relationship with ST	31 (77.5)	9 (22.5)	0	40 (100)
4	Work relationship with SCHS	20 (50.0)	19 (47.5)	1 (2.5)	40 (100)
5	Number of ST supervised	1 (2.5)	38 (95.0)	1 (2.5)	40 (100)

Table 4.10 indicates that:

Item 1 [column (b)]: just over half (57.5 percent) had 'fair' motivation to supervise.

Item 2 [column (a)]: three in four (75.0 percent) had high confidence in supervising ST.

Item 3 [column (a)]: just over three in four (77.5 percent) had high level of work relationship with ST.

Item 4 [column (a)]: half (50.0 percent) had a lot work relationship with SCHS.

Most BUUS [95.0 percent, Item 5, column (b)] felt that they supervised an appropriate number of ST. One who did not was an administrator who viewed it was inappropriate for administrators to supervise.

Open-ended responses indicated that some BUUS felt less motivated to supervise. These included:

(1) A BUUS who supervised at four different schools and who suggested that their ST should be at the same school.

(2) Another – a first year supervisor who supervised four ST in different majors, claimed that his academic background in mathematics and arts subjects was too limited.

(3)Three without cars suggested that the Faculty should provide them with transport.

BUUS were asked to rank five proposals for how BUU Faculty of Education could improve supervision. Results are in Table 4.11.

Table 4.11 BUUS ranking of options to become better supervisors of student teaching

Item	Aspect	$\overline{R}$	Rank Position
1	Provide training to university supervisors on how to supervise	3.3	4
2	Provide training to school supervisors on how to supervise	2.9	3
3	Provide a manual of good practice in supervision for university and school supervisors	1.9	1
4	Provide a seminar to university and school supervisors in how to write an effective lesson plan	2.3	2
5	Evaluate how 'supervision' is currently conducted	3.9	5

Table 4.11 shows the following rankings:

(1) Provision of 'A manual of good practice in supervision for university and school supervisors' (Item 3).

(2) 'Provide a seminar to university and school supervisors on how to write an effective lesson plan' (Item 4).

(3)'Provide training to school supervisors on how to supervise' (Item 2).

BUUS supervisors were also asked to identify problems experienced on supervision. Results are in Table 4.12.

Table 4.12 Problems experienced on supervision identified by BUUS

Item	Aspect	Frequency
1	Problems with travel to participating schools	14
2	We need to look for a new way/new model of student teaching practice and supervision	7
3	Lacking of teamwork efficiency among the triad (not enough meetings)	7
4	A pre-teaching practice meeting for BUUS, SCHS and ST was not provided/provided but impractical, i.e. only one time with fixed schedule on weekday without agenda	7
5	Lack of standard guidelines for supervision	6
6	Lack of a training program to train supervisors	6
7	Time conflict	6
8	The Student Teacher's Manual is not clear and comprehensive	6
9	Lack of information for BUUS on the format of lesson plan including all problems concerning the lesson plan	5
10	Ground rules and specific duties of each triad member were not set together	5
11	Some BUUSs were not trying their best –not motivated	3
12	Lack of mentoring system for new BUUS	3
13	Some STs were inactive	1
14	ST did not utilize experience and expertise of SCHS	1
15	Already have a heavy load (some with administrative work -should not be assigned as a student teaching supervisor)	1

In total, 78 problems were mentioned by BUUS respondents. Table 4.12 shows the top nine problems identified by ranking:

(1) Item 1: Traveling to participating schools (N = 14).

(2) Item 2: Need for a new model of student teaching practice and supervision; Item 3: lack of teamwork; and Item 4: lack of pre-teaching practice meetings for the triad members (N = 7 for each item).

(3)Item 5: Lack of a standard guideline for supervision; Item 6: lack of a training program for supervisors; Item 7: lacking of time management; and Item 8: poor quality Student Teacher's Manual (N = 6 for each item).

4.4 Answering RQ 1 (ii)

RQ 1 (ii) asked, with regard to teaching practice supervision at BUU in November 2003-February 2004, 'What are perceptions of Burapha University Faculty of Education supervisors (BUUS)?'

These results indicate the following.

(1)Three items were perceived to need improvement (Table 4.9) viz. 'Shared understanding of university and school supervisors about how to work together' (Item 8), 'Information for university supervisors about the format of lesson plan' (Item 9), and 'Review and evaluation of university supervisors' role in teaching practice' (Item 12).

(2) Some BUUS felt less motivated to supervise ST.

(3) BUUS felt that they would become a better supervisor if Faculty provided them with a manual of good practice in supervision.

(4) BUUS felt that they should be provided with transport to and from the participating school.

4.5 Section 3: Results for SCHS respondents

General information about SCHS respondents (N = 84) is presented in Table 4.13.

Table 4.13 General information about SCHS respondents (N = 84)

Item	Description	N	%
1	Supervision experience:		
	< 2 yrs. …………………………………......	13	15.5
	2-5 yrs. …………………………………..	43	51.2
	6-10 yrs. …………………………………	10	11.9
	11-15 yrs. ………………………………..	8	9.5
	16-20 yrs. ………………………………..	1	1.2
	> 20 yrs. …………………………………	6	7.1
	Not indicated ………………………….…	3	3.6
	Total	84	100
2	Number of student teachers under supervision:		
	1 ……………………………………….…	70	83.3
	2 …………………………………………...	7	8.3
	3 …………………………………………...	4	4.8
	Not indicated …………………………..	3	3.6
	Total ……………………………………….	84	100
3	Teaching load per week:		
	< 10 hours ……………………………….…	4	4.8
	10-15 hours …………………………….…..	10	11.9
	16-20 hours …………………………….…..	34	40.5
	21-25 hours………………………….……....	26	31.0
	> 25 hours ……………………………….…	8	9.5
	Not indicated ………………………….…	2	2.4
	Total ………………………………………..	84	100
4	Other duties (three most frequent)		
	1. School lunch program …………………….	21	25.0
	2. School co-operatives (Semi-business) ……...	18	21.4
	3. School activities …………………………..	15	17.9

Table 4.13 Item 1 indicates that 43 /84 (51.2 percent) SCHS had between two to
five years of supervision experience. Item 2 shows that the great majority (83.3
percent) supervised one ST. Item 3 illustrates that 40.5 percent taught 16-20 hours
per week. Item 4 points out that in addition to teaching responsibilities, 25 percent
had duties with school lunch program and about 21 percent supervised school
students in the school's Co-operative (semi-business type) Shop.
Table 4.14 asked SCHS for their perceptions of the organization of the teaching
practice program. Responses are in Table 4.14.

Table 4.14 Perceptions of SCHS on organization of BUU student teaching practice program (N = 84)

Item	Aspect	Acceptable N (%) (a)	Could be improved N (%) (b)	Not acceptable N (%) (c)	No response N (%) (d)	Total N (%) (e)
1	Allocation of students to school supervisors by the school	74 (88.1)	10 (11.9)	0	0	84 (100)
2	Information for school supervisors about their role in teaching practice	73 (86.9)	10 (11.9)	1 (1.2)	0	84 (100)
3	Allocation of students to schools	64 (76.2)	17 (20.2)	2 (2.4)	1 (1.2)	84 (100)
4	Information for students on the roles of school and university supervisors	65 (77.4)	16 (19.0)	2 (2.4)	1 (1.2)	84 (100)
5	Information for student teachers about the format of lesson plan	51 (60.7)	31 (36.9)	2 (2.4)	0	84 (100)
6	Clarity of Student Teacher's Manual	78 (92.9)	6 (7.1)	0	0	84 (100)
7	Providing student teacher orientation by the school	60 (71.4)	18 (21.4)	4 (4.9)	2 (2.4)	84 (100)

Item	Aspect	Acceptable N (%) (a)	Could be improved N (%) (b)	Not acceptable N (%) (c)	No response N (%) (d)	Total N (%)
8	Organizing the meeting among student teachers, school representatives, and university supervisors prior to teaching practice	54 (64.3)	28 (33.3)	2 (2.4)	0	84 (100)
9	Documentation to be completed by school supervisors in respect of supervision	70 (83.3)	13 (15.5)	1 (1.2)	0	84 (100)
10	Review and evaluation of school supervisors' role in teaching practice	52 (61.9)	30 (35.7)	2 (2.4)	0	84 (100)
11	Information on useful contact names and numbers at the university	43 (51.2)	29 (34.5)	12 (14.3)	0	84 (100)
12	Mid-semester student teaching seminar at BUU for all student teachers	58 (69.0)	16 (19.1)	10 (11.9)	0	84 (100)

SCHS generally rated organization of student teaching by BUU Faculty of Education as acceptable [column (a)] in all items. However, four items that SCHS felt 'could be improved' [column (b)] were:

(1) Item 5: 'Information for student teachers about the format of lesson plan'.

(2) Item 10: 'Review and evaluation of school supervisors' role in teaching practice'.

(3) Item 11: 'Information on useful contact names and numbers at the university'.

(4) Item 8: 'Organizing the meeting among student teachers, school representatives, and university supervisors prior to teaching practice'.

SCHS was asked to give their opinion on the number of ST supervised, motivation towards student teaching supervision, confidence in supervising ST and work relationship with ST and BUUS. There were four close-ended questions with three choices – 'A lot', 'Fair', and 'Very little'. The results are shown in Table 4.15.

Table 4.15 Attitude of SCHS on different aspects of supervision (N = 84)

Item	Aspect	A lot N (%) (a)	Fair N (% (b))	Very little N (%) (c)	None N (%) (d)	Total N (%) (e)
1	Motivation for student teaching supervision	31 (36.9)	48 (57.1)	4 (4.8)	1 (1.2)	84 (100)
2	Confidence in supervising ST	49 (58.3)	33 (39.3)	0	2 (2.4)	84 (100)
3	Work relationship with ST	51 (60.7)	30 (35.7)	2 (2.4)	1 (1.2)	84 (100)
4	Work relationship with BUUS	21 (25.0)	60 (71.4)	1 (1.2)	2 (2.4)	84 (100)
5	Number of ST supervised	0	77 (91.7)	7 (8.3)	0	84 (100)

Just over half of SCHS [57.1 percent, Item 1, column (a)] claimed to have 'fair' motivation to supervise; over half [58.3 percent, Item 2 and 60.7 percent, Item 3,

column (a)] claimed to have 'a lot of confidence in supervising' ST and work relationships with ST. However, only one in four SCHS [25.0 percent, Item 3, column (a)] claimed to have a high level of work relationship with BUUS. Most SCHS [91.7 percent, Item 5, column (b)] felt that they supervised an appropriate number of ST. Five less motivated [4.8 percent and 1.2 percent, Item 1, column (c) and (d) respectively] SCHS indicated, on the open-end question, that ST did not do what SCHS suggested and did not submit lesson plans prior to teaching.

SCHS were invited to rank five aspects that would assist them to become better supervisors. Results in Table 4.16 show the following rankings:
(1) 'A seminar to university and school supervisors on how to write an effective lesson plan' (Item 4).
(2) 'Provide a manual of good practice in supervision for university and school supervisors' (Item 3).
(3) 'Provide training to school supervisors on how to supervise' (Item 2).

Table 4.16 SCHS ranking of what BUU Faculty of Education could do to improve supervision

Item	Aspect	$\overline{R}$	Rank Position
1	Provide training to university supervisors on how to supervise	4.0	5
2	Provide training to school supervisors on how to supervise	2.7	3
3	Provide a manual of good practice in supervision for university and school supervisors	2.2	2
4	Provide a seminar to university and school supervisors in how to write an effective lesson plan	2.1	1
5	Evaluate how 'supervision' is currently conducted	3.7	4

SCHS were asked to identify problems related to supervision. Their responses are in Table 4.17.

Table 4.17 Problems identified by SCHS

Item	Aspect	Frequency
1	Insufficient / not up-to-date information for student teachers about the format of lesson plan	41
2	Meeting among ST, SCHS, and BUUS prior to teaching practice was not scheduled to clarify all issues including ground rules	27
3	ST did not keep up with the assigned work and did not hand in lesson plans to SCHS before use	10
4	Faculty of Education did not provide enough opportunity for SCHS to professionally develop as a supervisor of ST	10
5	ST were lacking initiative. They did not try their best	8
6	ST were not well trained before entering the teaching practice	5
7	Some ST had disciplinary problems, i.e. leaving school before the time, did not obey school rules, dress codes, etc	5
8	ST did not use instructional media as much as they should -just use chart, word cards, work sheet, etc	5
9	ST had to spend their own to buy materials to make instructional media	3
10	BUUS did not get information about the school for a ST placement	3
11	ST lacked skills in constructing instructional media	2
12	Lack of communication, coordination and sharing between BUUS and SCHS for the main purpose of improvement	2
13	Different expectations and methods of ST's classroom action research between BUUS and SCHS	2
14	Lacking of a guideline for supervision of each specific subject area	2
15	ST were not well prepared before coming to school. Some of them did not even know which type of notebook they need to use to write a lesson plan; where they could get it, etc	1

A total of 126 problems were identified by SCHS respondents. Table 4.17 shows problems ranked most highly by SCHS. The most common were:

(1) Insufficient information on lesson plan format (Item 1, N = 41).

(2) Lack of pre-teaching practice meeting to set ground rules for triad

(Item 2, N = 27).

(3) ST did not hand in lesson plan to SCHS before teaching (Item 3, N = 10).

(4) Faculty of Education did not provide SCHS with opportunity to professionally

develop as a supervisor (Item 4, N = 10).

4.6 Answering RQ 1 (iii)

RQ 1 (iii) asked, with regard to teaching practice supervision at BUU in November 2003-February 2004, 'What are perceptions of school supervisors (SCHS)?'

These results indicate that SCHS had a high level of confidence to supervise ST. They were highly motivated towards their supervisory role, and had good work relationships with BUUS. SCHS wanted a seminar for themselves and BUUS on writing lesson plans with an up-to-date lesson plan format. They also wanted the triad to meet prior to the commencement of teaching practice.

4.7 Cross-population analysis

This section compares responses of respondents across the three populations.

4.7.1 Background

The majority of ST taught from 8 to 12 hours per week. The teaching load of BUUS and SCHS was 6 to 10 and 16 to 20 hours per week respectively. Supervision experience of BUUS varied from one year to over 20, while most SCHS had supervised between 2 and 5 years.

4.7.2 Perceptions of acceptability of teaching practice arrangements

Ratings of teaching practice experience – drawing on data from Tables 4.6, 4.10 and 4.15 - are summarized in Table 4.18 as 'high', 'moderate' or 'low'. Although there are individual differences, on balance, it would appear reasonable to conclude that most ST, BUUS and SCHS viewed arrangements as 'acceptable': Drawing on data from Tables 4.4, 4.9 and 4.14, the aspects on which there was some consensus that improvements were needed were:

(1) Lesson plan format.

(2) Meetings before student teaching practice to discuss related issues and lay ground rules for cooperation.

Table 4.18 Summary of views on different aspects of teaching practice arrangements

Item	Aspect	ST	BUUS	SCHS
1	Self-motivation during student teaching period	High	Moderate	High
2	Work relationship with other triad members	High	Moderate	Moderate
3	Problem on knowledge and skill for doing classroom action research	High	_	_
4	Time provided for ST	_	Less	Moderate
5	Problem on submitting ST's lesson plan	Moderate	_	Moderate

4.7.3 Summary of perceptions of most needed improvement in teaching practice arrangements

Items ranked by ST, BUUS and SCHS as most needed for improving teaching practice arrangements are summarized in Table 4.19 below.

Table 4.19 Summary of aspects of teaching practice most in need of improvement.

ST	BUUS	SCHS
BUUS and SCHS give ST support and guidance in preparation of their written lesson plans	BUU Faculty of Education provides a manual of good practice in supervision and a seminar for BUUS and SCHS in how to write an effective lesson plan	BUU Faculty of Education provides a manual of good practice in supervision and a seminar for BUUS and SCHS in how to write an effective lesson plan

4.7.4 Summary of main problems with teaching practice supervision

The main problems with teaching practice supervision identified by all three groups are summarized in Table 4.20 below.

Table 4.20 Main student teaching supervision problems identified from Tables 4.7, 4.12 and 4.17

Problems related to		
ST	**BUUS**	**SCHS**
1. Did not have enough knowledge to conduct a classroom action research (Item 13, Table 4.7)	1. Lack of meeting among ST, BUUS and SCHS prior to teaching practice to set ground rules (Item 2, Table 4.17)	1. Insufficient / not up-to-date information for student teachers about the format of lesson plan (Item 1, Table 4.17)
2. Did not hand in weekly lesson plans before use (Item 3, Table 4,17)	2. ST have difficulty to contact with BUU (Item 2, Table 4.7; Item 4, Table 4.17)	2. Lack of meeting among ST, BUUS and SCHS prior to teaching practice to set ground rules (Item 2, Table 4.17)
3. Lack of initiation (Item 5, Table 4.17)	3. BUUS did not observe the ST for the whole lesson (Item 1, Table 4.7)	3. Did not provide guidance on how to teach at the beginning of student teaching practice (Item 6, Table 4.7)
	4. Inconvenience in traveling (Item 1, Table 4.12)	
	5. Too formal relationship with ST. This made ST lack confidence in asking for suggestions. (Item 3, Table 4.7)	
	6. Lack of teamwork among the triad. (Item 3, Table 4.12)	
	7. Time conflict. (Item 7, Table 4.12)	

4.7.5 Problems arising in teaching practice related to BUU Faculty of Education

The problems arising in teaching practice related to BUU Faculty of Education were as follows:

(1) No supervisor training. (Item 4, Table 4.17; Item 6, Table 4.12)

(2) No standard guidelines for supervision. (Item 5, Table 4.12)

(3) Inadequate Student Teaching Supervision Manual. (Item 8, Table 4.12)

(4) Insufficient information on lesson plan format. (Item 1, Table 4.17)

4.8 Conclusion

This chapter reported results for RQ 1: 'What are perceptions of current student teaching supervision of different interest groups at Burapha University (BUU)?' The results suggest that while ST, BUUS and SCHS view current teaching practice arrangements favorably, they see room for improvement and offer many suggestions for so doing. These include:

(1) Providing a manual of good practice in supervision to supervisors.

(2) Establishing a standard guideline for supervision.

(3) Analyzing the format of lesson plans used in all participating schools and making ST familiar with them prior student teaching.

(4) Making supervision more informal since current practice creates stress for ST.

(5) Holding regular formal or informal meetings pre- and post-teaching for discussions and to provide feedback to ST.

(6) Developing strategies to motivate supervisors.

(7) Finding ways to improve teamwork among supervisors (both BUUS and SCHS).

(8) Developing an up-to-date model for supervision.

(9) Holding more workshops on classroom AR prior to the commencement of teaching practice to equip ST with relevant knowledge and skills.

(10) Providing a compulsory workshop for supervisors to promote uniformity and enhance quality of supervision.

(11) Having the Student Teaching Committee, BUU Faculty of Education develop a teamwork approach that aims for excellence in student teaching.

(12) Having BUU Faculty of Education study the possibility of providing transport and honoraria to BUUS.

(13) Having BUU Faculty of Education offer mentoring and coaching support to untrained BUUS and SCHS.

Chapter 5 describes how items in this agenda for development were taken forward by the researcher.

CHAPTER 5

Participatory Action Research (PAR) to Develop Supervision Practice: Phase 2

5.0 Introduction

As the rationale in Chapter 1 of this report indicated, my experience as a supervisor alerted me to a range of issues that influenced the quality of teaching practice at BUU. The survey findings in Chapter 4 indicated some consensus amongst supervisor respondents on lack of guidance for managing teaching practice, indicating a need for better documentation and orientation of supervisors, and, amongst ST for consistency in advice on lesson planning. This chapter reports how the researcher identified and implemented a strategy to address these issues. It exemplifies, and illuminates the 'deliberative and enabling' phase of an action research project. It is also a case study in its own right, illustrating how a researcher integrates personal experience and research findings, recruits stakeholders as participants in AR, raises awareness of issues involved and secures their cooperation in planning a course of action whose outcome is the development of a resource with potential to enable improvement of the management of supervision in teaching practice.

5.1 Aim of Phase 2

The aim of Phase 2 was to:

(a) Identify with stakeholders a strategy for action to improve management of teaching practice supervision at BUU.

5.2 Objectives of Phase 2

The objectives of Phase 2 were to

(a) Review findings from Phase 1

(b) Identify options for improving management of teaching practice within constraints of a dissertation timetable.

(c) Identify stakeholders who could contribute to development.

(d) Secure their agreement to participate as volunteers.

(e) Involve volunteers in a process that would lead to a strategy to improve management of supervision of teaching practice.

5.3 Research Question 2

RQ 2 asked: 'What actions would volunteers support to develop arrangements for teaching practice supervision at BUU?'

5.4 Methodology

Phase 2 is participative AR within a case study context. As indicated in Chapter 3 PAR is a common strategy in AR where the researcher seeks involvement of stakeholders in addressing issues of concern. Their involvement is crucial for addressing workplace issues because it recognizes their ownership of the problem and potential contribution to shaping the attempted solution. Normally, with ownership comes commitment; in the event of non-success of an intervention participation may enhance motivation to try again. A challenge for the researcher is to establish a co-operative and open relationship with stakeholders to enable them to work together successfully. At the same time the researcher must retain responsibility for managing the project, maintaining its momentum and steering it in a direction that will be productive in a time-bound context. Consequently ownership is a dilemma for the researcher, as reflected in the need to balance giving direction, allowing stakeholders the right to shape the agenda and maintaining harmony and a sense of purpose at all times.

Phase 2 also illustrates an exploratory case study embedded within the larger AR project. The case exemplifies how a researcher integrates empirical evidence –

survey findings with personal experience to identify options to improve a situation. It also illustrates how stakeholders become volunteers in participatory action research (PAR) by describing how they were recruited and briefed to work together and co-operate with the researcher. The time boundary of the case is from July 2004 when survey report was compiled to September 2004 when the development work with volunteer supervisors was complete and the project was ready to move into its third and final phase. This report of the case represents the researcher's perspective on the unfolding of events. No attempt was made to have it validated by other participants.

5.5 Activities

Phase 2 involved the following activities:

(1) Deliberation on survey findings by the researcher.

(2) Recruitment of stakeholders as volunteers to assist researcher in deliberating on actions to take.

(3) Recruitment of experts on professional issues related to improving supervision and teaching practice experience to guide researcher and volunteer stakeholders.

(4) Planning of workshops to introduce volunteers to ideas for improving management of teaching practice supervision.

(5) Conduct of workshops.

(6) Documenting workshop outcomes.

Each activity is discussed below.

(1) Deliberating on survey findings

As mentioned above, the researcher was aware that documentation provided by BUU Faculty of Education was extremely limited in scope. The *Handbook for Student Teaching*, for example comprises principally requirements of student teaching, timetable, ST calendar and duties of ST including 'Carrying yourself through the period of student teaching', instructions, principles and methods of

evaluating ST's performance and various forms for evaluating ST's performance. It includes nothing about roles of supervisors.

Survey findings confirmed literature review supervision quality impacted ST learning. Moreover, SCHS and BUUS had little or no opportunity to discuss issues, strengths and weaknesses of ST, or to offer critical feedback. Some SCHS and BUUS helped ST to internalize dispositions and skills to study their teaching but some did not. In addition, BUU student teaching assessment mainly focused on student teaching preparation (lesson plans), actual teaching, and student teaching characteristics (see Appendix D).

These factors led the researcher to view developing better written documentation as an objective for Phase 2. Improving documentation on lesson planning and management of supervision would fill a gap and contribute a resource that might be trialed to establish if it enhanced teaching practice. Involving stakeholders in such a development was an obvious necessity in light of the research literature on PAR. How to do so was not immediately obvious; nor was it clear what role they should play, and how they might be supported to contribute to the development. After discussion with Dean, Faculty of Education, her adviser and others, she decided that a reasonable way to proceed would be to organize a 3-day workshop on improving teaching practice arrangements with expert input on these issues and to build on that subsequently.

(2) Recruiting stakeholders as volunteers
The researcher saw PAR as an important means to achieve her aims: if she was to influence supervision practice it must be through capturing the interest of actual supervisors – both BUUS and SCHS, and persuading them, and management of the need for change. Identifying how many supervisors to involve, from which stages of education, and with which majors were challenges as was deciding how best to reach them. Though ST participation was also desirable, the researcher

regarded this as too difficult as participants in 2003-4 teaching practice had now graduated and many were in post in schools across Thailand. On-course teacher education students were in year 4 of the program and had not yet set foot in a school. Accordingly she decided reluctantly not to involve ST in this phase of the project.

In regard to academic background and major of supervisors the researcher considered whether a representative sample be targeted, or a more select group. A representative sample seemed too ambitious, so that choice was narrowed to one or at most a few majors. One factor in managing recruitment was the researcher's international doctoral degree; more important, however was the researcher's major – English, and her interest in supervising trainees in that subject. Accordingly she decided to restrict the scope of volunteers to supervisors with an English major. She mailed an invitation to each BUUS and SCHS English major who had provided complete responses to survey questions to participate in the follow-up [Letter in Appendix H (3)]. She then met with each supervisor individually to explain that participation committed them to attending all-day workshops at BUU over three consecutive Saturdays. The eight SCHS who were approached volunteered to participate, but only three of five BUUS, the others citing lack of time. Thus eleven supervisors (three BUUS and eight SCHS) participated in Phase 2.

Table 5.1 Personal data and workshop attendance of volunteers

No	Components	3 BUUS			8 SCHS							
		1	**2**	**3**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
1	Sex: Female (F) Male (M)	F	F	M	F	F	F	F	F	F	F	M
2	Age (years)	27	47	37	45	40	26	46	49	52	45	25
3	Educational level	M.Ed.	Ph.D.	Ph.D	M.A.	B.Ed.	B.Ed.	M.A.	M.A.	B.Ed.	B.A.	B.Ed.
4	Years of teaching experience	3	2	2	20	9	1	25	27	32	18	2
5	Years of student teaching supervision	3	2	2	8	2	1	8	4	4	2	2
6	Workshop attendance (Total = 3 days)	3	3	3	1	3	2	3	3	3	3	3
7	Level of teaching: Primary level (P) Secondary level (S)	P	P	S	S	S	S	P	P	P	P	S

Source: This table and all subsequent tables were prepared by the researcher.

Table 5.1 shows that there were two men and nine women volunteers. The average age of the volunteers was thirty-two years. Two BUUS volunteers held a doctorate and one a master. Three SCHS had a master degree; four SCHS held a B. Ed. degree while one held a B.A. degree. Teaching experience of the volunteers ranged from one to thirty-two years. Their supervision experience ranged from one to eight years. All BUUS and most SCHS participated in three-day workshops. Four SCHS participants taught at primary and four taught at secondary levels.

(3) Recruitment of experts

To develop ideas on student teaching supervision, two eminent guest speakers were invited to present at the workshops. The first, Mr. Burachai Sirimahanakorn lectured on: 'Writing an Effective Lesson Plan' – a topic he had published on. The researcher provided him in advance with lesson plans of former BUU ST and videotapes of their lessons to analyze and discuss in his presentation (with signed consent forms).

The second speaker was Dr. Pratoom Muongmee, Dean of Graduate School and a Ph.D. in Exercise Physiology. His topic was 'Mentoring and Coaching: From Sport to Student Teaching Supervision'.

(4) Planning of workshops

Aim of workshops

The aim of workshops was to:

(a) Provide volunteers with a forum where they could join with the researcher to deliberate on options for developing management of teaching practice supervision in the light of survey findings.

Objectives of workshops

The objectives of workshops were to:

(a) Address issues identified from survey findings that would improve management of teaching practice supervision.

(b) Provide volunteers with ideas on writing effective lesson plans, mentoring and coaching as aspects of 'amicable' supervision.

(c) Devise a strategy that might enable improvement in the management of student teaching supervision.

Three whole-day workshops were scheduled at BUU Faculty of Education on Saturday 28 August, 4 and 11 September, 2004. The researcher was facilitator.

Facilitation involved identifying a venue, planning a programme, including identifying suitable speakers and topics for them to address, liaising with participants, budgeting, preparing documentation, arranging refreshments and transportation for participants and speakers, introducing sessions and speakers, taking notes of proceedings, summarizing discussions and writing reports.

In addition to the BUU Student Handbook mentioned above, the researcher provided the following documentation:

(1) Objectives and Process of Professional Experience in Teaching (1993), prepared by representatives of Faculties of Education of all public universities in Thailand.

(2) Smith, T. (1998), 'A Mentoring Strategy for Cooperating Teachers', *Journal of Physical Education and Dance,* Vol. 69, No. 5, pp. 55-58.

(3) Lesson plans of ST who had since qualified (with signed consent forms).

(4) Ministry of Education (1997), *Thai National Curriculum of Foreign Language Learning*, Ministry of Education, Bangkok, Thailand.

(5) Conduct of workshops

Workshops were in Thai language. Workshop scheduling allowed time for discussion of points raised by speakers as well as for group discussion, brainstorming and other activities. The researcher's summary of each day's events is provided as a narrative below. For a fuller account see Appendix H.

Day One – Saturday 28, August 2004

09.00 – 16.00

(1) Registration and introductions.

(2) Welcome by Dean, Faculty of Education, BUU, Associate Professor Dr. Chalong Tubsree, and principal advisor of the researcher, Professor Dr. John Wilson.

(3) Team-building task: the researcher asked participants to complete exercises on behavioral learning objectives and to self-check answers against a key provided. The aim of this exercise was to build a comfortable and secure atmosphere and to motivate participants to work together. Time: 15-20 minutes.

(4) Guest speaker, Mr. Burachai Sirimahanakorn, spoke on: 'Writing an Effective Lesson Plan'. Participants commented and shared ideas. Planning was agreed to be key to effective teaching, but plans must be written before, not after teaching. A lesson plan was like a 'road map' for a teacher. One participant referred to educational reformers in Thailand since 1999 advocating child-centered learning, learning how to learn, and integrated lesson plans. However few ST appeared to know how to write such lesson plans. Moreover, they claimed that they had not learned how to format the new style of lesson planning when on teaching practice. Instead of using the school format, they insisted on using format taught by the university.

Mr. Burachai distributed a book - *Writing Lesson Plan Based on Child-centered Approach* (2002) – that he had authored. He used it for an exercise. More information on writing lesson plans followed, including discussion of the lesson plan of a former ST and an assessment of her teaching performance (from a video-tape).

Day Two – September 4, 2004
09.00-12.00
Guest speaker, Associate Professor Dr. Pratoom Muongmee lectured on:
'Mentoring and Coaching: From Sport to Student Teaching Supervision'.
His aim was to have participants realize the nature, significance, tasks and similarity of mentoring and coaching in sport and student teaching supervision. Dr Pratoom supported his lecture with a handout. He discussed the meaning of mentoring and coaching, compared coaches and supervisors, and spoke of tasks of coaching in sport and supervising ST.

13.00-16.00

Brainstorming and Discussion to Develop Management of Teaching Practice Supervision

The researcher invited volunteers to identify questions that needed to be addressed to improve supervision. Participants elected one person to lead brainstorming with researcher as note taker. Two questions emerged:

(1) What objectives has BUU for student teaching?

(2) What are the roles of BUUS and SCHS, and how do they work in a team?

Participants studied '*Faculty of Education Handbook for Student Teaching*' (BUU, 2003). To their amazement they found no clear statement of specific objectives. They considered that a document was needed – a 'guideline' for all those involved in teaching practice that addressed such questions as:

- What are learning objectives of teaching practice?

- What are main duties of supervisors?

- What preparations are required by SCHS before arrival of a ST?

- What format for lesson plans should be agreed by BUUS and SCHS?

- How could SCHS and BUUS supervise as a team?

- How to provide effective feedback to ST?

The guideline should address these questions. The researcher summarized discussion in a report.

Day Three- September 11, 2004

09.00-16.00

The report of Day 2 was circulated at the beginning of this session. Brainstorming and discussion to develop a guideline followed. A first draft was prepared. It comprised general objectives, learning objectives of supervision, main duties of BUUS and SCHS, problems in student teaching supervision, guidelines for BUUS and SCHS, and a plan for the supervision process.

The idea of 'amicable supervision' - 'Kalayanamitta Supervision' in Thai, was introduced and agreed to as the model of supervision. Amicable supervision consists of four components: 1. Supporting colleagues. 2. Co-operation. 3. Mutual determination. 4. Willingness to improve. Sincerity and friendliness are key for connecting effort and achievements (Amornwiwat, 2003).

(6) Documenting workshop outcomes

Subsequent to workshop 3 the researcher developed a draft guideline and circulated it to volunteers for comment. They accepted the guideline. One addition was a 'road map' for supervisors.

5.6 Outcome of Phase 2

A guideline (Appendix I) was ready for use. It was a 33-page document, entitled "Guidelines for Student Teaching Supervision". Its contents comprised: amicable supervision, duties of university and school supervisors, problems of student teaching supervision, supervision guidelines for university and school supervisors and roadmap for student teaching supervision.

An obvious next step was to trial Guidelines to see if it could enable improved management of teaching practice supervision. The next BUU teaching practice was imminent - November 2004-February 2005. The researcher met and discussed participation in a trial with each volunteer, except for two SCHS who did not attend all workshop sessions and were not followed up. She secured their agreement. However, only three BUUS and three SCHS actually participated in the trial. This was because three SCHS had no ST English major for that teaching practice. The remaining six supervisors – three SCHS and three BUUS were requested to fill out Participant Consent Forms. Letters were sent to directors of participating schools and BUU Dean of Faculty of Education requesting permission to collect data in the school/institution during the trial. Permission was agreed.

5.7 Conclusion

This chapter has described Phase 2 of this AR project. It has shown how the researcher integrated her experience as a supervisor with evidence from surveys to decide on a PAR strategy. She identified stakeholders to address issues that survey data had shown to be problematical with the aim of enabling improvement to the management of teaching practice supervision at BUU. She recruited as volunteers school and university supervisors with majors in English who had completed surveys. ST were not involved in Phase 2. She arranged workshops where experts extended the ideas of these volunteers on lesson planning and coaching and mentoring in supervision. Volunteers examined current BUU documentation on supervision. Judging it to be inadequate, they identified the need for a document that addressed their concerns. They drafted the document that the researcher finalized. The documented outcome of Phase 2 was a 'guideline' for supervisors, a tool with potential to enable improvement in the management of teaching practice supervision. It was important to explore its potential through trialing. Six supervisors who had contributed to its development, and who were supervisors in the BUU teaching practice of November 2004 to February 2005, volunteered to participate in the trial. BUU and schools agreed to participate. Chapter 6 describes the design of the trial, the data collected and its analysis.

CHAPTER 6

Designing Guideline Trial: Phase 3

6.0 Introduction

Chapter 5 described the development of a guideline for supervisors on management of teaching practice. Supervisors who had participated in its development, all majors in English agreed to trial the guideline on BUU managed teaching practice between November 2004 and February 2005. The purpose of the trial was to find out whether the guideline would enable improvement in the management of supervision during teaching practice. This chapter describes the design of this trial.

First a rationale is provided. It discusses the role of researcher in this phase of AR, and the theoretical basis for its embedded case studies. Aims, objectives and research question addressed in the chapter are then presented. Data-collection techniques are introduced next, and their use described in data-collecting with nine participants – three ST, SCHS and BUUS comprising a 'triad' in three schools participating in the teaching practice. A summary is provided of data collected. Principles guiding preliminary and main data analysis are described and illustrative strategies outlined. The chapter ends with a Conclusion. Results of the trial follow in Chapter 7.

6.1 Rationale

Phase 3 of this study may be conceptualized as embedded evaluative case study within the larger AR project. The role of researcher is to evaluate use of guideline in a teaching practice context. To do so is challenging. Expectations of solid 'proof' of guideline value may be unrealistic; in a study of this scope the best that may be hoped for is 'illuminative' evidence that indicates how supervisors used

the instrument and their perceptions of its strengths and weaknesses and needed developments.

Evaluation is the process of collecting and judging evidence on some object, event or relationships, with a view to establishing worth or value. The object of this Phase 3 evaluation is the 'guideline in use'; the evaluation process is managed by the researcher. Although she created the situation in which the guideline was developed, including producing the final version following Workshop 3, the researcher is not 'owner' of the product. Ownership belongs to guideline authors. The researcher is an independent evaluator – an 'outsider' to a resource whose development she facilitated and whose trial she suggested, with a view to enabling improvement in quality of management of teaching practice supervision. The researcher's purpose in conducting the evaluation is first to establish evidence on use of guideline by supervisors. A key consideration is 'fidelity' - is advice set out in guideline understood and followed by supervisors, and to what extent? Clearly if advice is not understood, or little adhered to by author/users the guideline serves little or no purpose, and reasons for this require investigation. However, if advice is followed a second question for the evaluation emerges: what aspects of advice in the guideline are acted on and why does this happen? The answer to this question points to 'utility' as a second criterion for judging the worth of the guideline. A draft guideline may be expected to be useful in some respects, but also to need improvement in others. In this respect this evaluation may be regarded as 'formative': should further AR be planned the evaluation report provided in chapter 7 would be a key document for Cycle 2, Phase 1.

A third question is whether implementing guideline advice is perceived to improve the experience of supervision for all parties involved, and especially of course for ST. Hidden within this question is a further issue for the evaluation, especially at the 'judgment' stage - the unit of analysis. Although each participant in supervision – ST, SCHS and BUUS may be treated as a separate 'unit of analysis', these three constitute a triad that is something more than each member

individually. The question arises: what evidence may be collected that would reflect the experience of the triad as a whole?

Ideally, trialing would involve creating control and experimental groups to enable comparison of ST and supervisor experience in schools using and not using the guideline. However, given that sufficient supervisors were willing to trial the guideline at three sites, a case study approach seemed reasonable, especially within the time constraints of a dissertation timetable.

Phase 3 of this research therefore exemplifies further embedded case studies within the larger case study of management of teaching practice at BUU. Trial of guideline is at three sites – schools where both the SCHS and the BUUS supervisor had participated in guideline writing. Each site is a case embedded within the larger case of management of student teaching at BUU. Each site is however different in terms of staff characteristics, including gender, teaching and supervision experience and provides different conditions for trialing. Despite these differences the cases are 'replicative' (Yin, 1994, p. 36), in that the same guideline is being trialed under similar, but slightly different real world conditions. Evidence elicited from participants on each site certainly provides some validation of the worth of the guideline; cumulatively, however – added together – the case study evidence provides for stronger validation and may point to a more general conclusion about how far supervisors with some commitment to improving supervisory practice use them for that purpose. The ST perspective is also important.

6.2 Aims of Phase 3

The aims of Phase 3 were to:

(a) Establish the extent to which supervisors who had authored a guideline acted on its advice for improving supervision of teaching practice.

(b) Provide evidence for improving quality of guideline.

6.3 Objectives of Phase 3

The objectives of Phase 3 were to:

(a) Trial the guideline with supervisors who had participated in its development.

(b) Observe these supervisors in action to see how far they followed guideline advice.

(c) Examine lesson plans of ST to establish how far they used guideline advice on lesson planning.

(d) Interview participants for their perceptions on guideline utility.

6.4 Research Question 3

RQ 3 asked: 'How far do actions taken (by volunteers) result in improved perceptions of supervision of teaching practice at BUU?' Specifically, in regard to a selected teaching practice:

(i) What are perceptions of volunteer ST on actions taken?

(ii)What are perceptions of volunteer BUUS on actions taken?

(iii) What are perceptions of volunteer SCHS on actions taken?

The 'actions taken' in RQ 3 above refer, of course in part to the work undertaken in Phase 2 that led to drafting the guideline; they also refer to the guideline trial described here and to its results reported in Chapter 7.

6.5 Methodology

This section provides characteristics of each case study site and participants in the trial. It also introduces data collection instruments used in the evaluation, explains how they were used and how data were analyzed.

6.6 Participants

Participants in Phase 3 were the researcher, six English major supervisors – three BUUS and three SCHS - from Phase II who agreed to trial the guideline at the school of the SCHS, and one English major ST allocated to each trial school for teaching practice. Consequently there were 10 participants in Phase 3 on three school sites.

A priority for the researcher was to explain the trial to ST allocated to each school and to reassure them that participating would have no adverse consequences for them. Once that was achieved, she planned to visit each school to establish through observation how far guideline advice was followed in the following respects:

(1) Pre-teaching discussions between the triad.
(2) Lesson planning, including which plans ST were using – school or university format.
(3) Supervisors' attendance at ST lesson teaching.
(4) Post-lesson discussion.

She also planned to interview triad members of all three schools individually at the end of the trial about their overall experience with the guideline.

ST were assigned to do student teaching practice at the schools of supervisors who had agreed to trial the guideline. The researcher met with each ST individually prior to teaching practice commencing to inform them that a trial was

planned with a purpose of improving quality of supervision. She also explained her role as evaluator and that she would be observing them in the following situations: pre-lesson discussions with supervisors, observed teaching under supervision and post-teaching conferences with supervisors. She clarified for ST that the purpose of observations was to observe supervisors, not the students themselves. She also explained her interest in the format of lesson plans. She answered questions from ST and addressed their concerns, including about their assessment as teachers. ST were assured that their identities would not be revealed in reporting the trial. Each agreed to participate and signed a standard 'informed consent' form.

For reasons of confidentiality the three research sites are referred to in this report as Schools A, B and C. Each participant is identified by the letter that signified the school and a number i.e. ST-A1, SCHS-A2, BUUS-A3, ST-B1 etc. At each site the three persons involved are referred to as a 'triad'.

Information about participants and their schools is in Table 6.1.

Table 6.1 provides information about schools and participants. Two schools – A and C - were public, primary schools, while B, by far the largest in terms of number of students and teachers (lines 5 and 6), was a private secondary. Class sizes (line 7) were normal by Thai standards, but large compared to school systems in developed countries. Line 2 shows that there were two female ST and one male. Schools A and B had mixed gender triads while in School C the triad was female. Line 3 shows that the school teaching experience of both supervisors in School A was three years; in School B SCHS had six years' teaching experience compared to three for BUUS, while in School C SCHS had taught for 32 years compared to two by BUUS. The teaching load of SCHS was the same, and heavier than that of BUUS (line 4).

Table 6.1 Schools and participants trialing the guideline

Participant Description	Trial Schools								
	A **Public K-12**			**B** **Private K-9**			**C** **Public K-6**		
	ST	**SCHS**	**BUUS**	**ST**	**SCHS**	**BUUS**	**ST**	**SCHS**	**BUUS**
1. Code	A1	A2	A3	B1	B2	B3	C1	C2	C3
2. Gender	F	M	F	M	F	M	F	F	F
3. School teaching experience (years)	-	3	3	-	6	2	-	32	2
4. Teaching load (hours/ week)	8	20	15	10	20	16	10	20	12
5. Number of students	2,700			1,200			4,030		
6. Number of teachers	140			73			250		
7. Average number of students per class	38			50			46		

6.7 Data collection techniques

Three data-collection techniques were employed in Phase 3: observations, document analysis, and focused interviews. Each is introduced below.

6.7.1 Observations

In this study the researcher aimed to observe at each of the sites in three situations: (a) pre-lesson conference, (b) lessons by ST observed by SCHS and BUUS, and (c) post- lesson discussions on observed teaching between ST, SCHS and BUUS. Time constraints limited to one the number of times that she could observe at each site. The total number of observations to be undertaken was, therefore nine – 3 x 3 at each site. These observations had two purposes: to record what happened and to establish to what extent guideline advice was followed.

There is a large research literature on observation methodology, including the role of the observer and the focus of observation (Cohen and Manion, 1994). An observer may be participant or non-participant. In the former role the observer takes part in the situation as one of the participants; in the latter the observer maintains a distance from participants. As the researcher's role was to evaluate, she adopted a non-participant role and whilst observing she did not contribute to discussions or offer advice to ST. With regard to focus, the researcher saw the necessity of maintaining a record of what transpired in these nine different situations to enable her to construct an account of each that would enable analysis and comparison between sites. Within this account a matter of special interest would be noting evidence of supervisors acting on advice of the guideline.

Acheson and Gall (2003) describe three recording techniques: wide-lens, selective verbatim, and visual diagramming. Wide-lens techniques record a holistic or global picture of the overall lesson. They include script-taping, anecdotal notes, and videotaping. Script-taping yields a detailed written record and timeline of verbal interactions that occur, but requires mastery of abbreviation or shorthand. Anecdotal notes are a scaled down version of scripting and can be used to record descriptively matters of interest to the observer (Nolan and Hoover, 2008, p. 37). A third technique to capture events is video and audio recording which can provide a complete, objective record of what transpired, at the cost of disrupting lessons and necessitating time spent viewing and reviewing materials. Selective verbatim techniques involve the observer making a verbatim transcript of selected interchanges of particular interest for the purposes of the study. Seating chart observational recording (SCORE) can provide visual information on the contributions of individual pupils (such as type of verbal interactions or engagement) or on the class as a whole. The SCORE chart is easily adapted for any room arrangement. Moreover, a large amount of data can be condensed on a single page.

After considering these options the researcher decided that a combination of anecdotal note-taking and selective verbatim techniques would be appropriate for her purposes. Anecdotal notes would enable compilation of a 'running record' of each situation observed, with questions and other key language recorded verbatim as required.

6.7.1.1 Data Collection

The researcher maintained contact with SCHS about the progress of ST on the placement. She identified when lesson observation was scheduled. She arrived at each school well ahead of time to observe pre-lesson conferences, as advocated in the guideline between ST, BUUS and SCHS.

(1) Pre-lesson conferences: No pre-lesson conferences took place. BUUS were unable to reach schools in time due to other commitments. This aspect of the study was aborted.

(2) Lesson observations: The researcher observed ST teaching, along with SCHS and BUUS, though some BUUS arrived after the commencement of the lesson. She obtained a copy of the lesson plan of ST prior to commencement of the lesson. During lesson observations, the researcher was a non-participant observer. She positioned herself at the back, or at the side of the classroom. She noted classroom environment, including student numbers, how the lesson plan was realized, including use of instructional media. She prepared reports on each of the three lessons she observed.

(3) Post-lesson discussion: The researcher was a non-participant observer who noted the topic of discussion, feedback given, ways suggested for improving future teaching performance, and the atmosphere that pervaded the discussion.

Thus of nine planned situations for data-collection only six were realized. The

schedule of observations is in Table 6.2.

Table 6.2 Observation timetable

1. Observation time	2. Source of data Day/Month/Year	3. Student teaching observation	4. Post-lesson discussion observation
9.30-10.30	03/12/04	A1 School A	A1 + A2 + A3 ST/SCHS/BUUS
13.00-14.00	11/01/05	C1 School C	C1 + C2 + C3 ST/SCHS/BUUS
13.00-14.00	04/02/05	B1 School B	B1 + B2 + B3 ST/SCHS/BUUS

6.7.2 Documentation

A document is normally a written record of some activity. Much documentation was collected for this study, including materials related to the management of teaching practice by BUU and notably the guideline developed by the researcher subsequent to workshops of Phase 2. For Phase 3 the documents of special interest were lesson plans of ST. As indicated above the researcher obtained from each ST the plan of the lesson she observed with supervisors, a total of three lesson plans. Her main interest was the format of lesson plans – school or university, and this involved simple inspection.

6.7.3 Focused interviews

Cohen and Manion (1994) see the research interview as a 'two-person conversation' to obtain research-relevant information. Interviews may be one-on-one, or a researcher with a group of two or more persons, face-to-face, or at a distance, using telephone, Skype or other media. Interviews may be tape-or video-recorded. Interviewees, and sometimes interviewers may be more or less aware of the true purpose of the interview and decide on that basis what they are prepared to reveal or conceal, but conduct of interviews is crucial for obtaining

quality information. Conduct includes establishing rapport, note-taking either by hand, or subsequently from a recording of what was said, although non-verbal information in interviews adds another dimension to the literal meaning of words themselves. Several types of interview format have been identified - structured, semi-structured, un-structured and focused, for example. All interviews involve the researcher thinking through and preparing questions in advance, but the extent to which a plan is followed varies. With structured interviews question sequence is predetermined and allowed for a range of fixed responses that the interviewer notes on the interview schedule, rather like a survey; semi-structured interviews are less formally planned with more exploratory questions, while un-structured interviews follow a path largely determined by the interviewee. Interviewers differ in the extent to which they may wish to control an interview. In focused interviews the researcher is clear as to which aspects of the respondent's experience they wish to explore. The researcher accordingly prepares questions to obtain the subject's perspective on the issues of interest. The interviewee in turn is of course aware of the purpose of the interview, and that may be a key factor in securing their cooperation in giving honest answers to the questions asked.

Interviews in Phase 3 had two purposes. First to obtain views from SCHS and BUUS on the utility of the guideline developed in Phase 2 in the actual supervision situation. Second, to obtain a perspective from ST as to whether the issue of the format of lesson plans had been resolved, and whether they perceived that supervisors were working cooperatively in the way they dealt with them. The researcher prepared for interviews by identifying a list of open-ended questions and loosely sequencing them in two interview guides, one for ST and the other for supervisors as shown in Table 6.3.

Table 6.3 Interview questions used for focused interviews

Interview Guide 1: Supervisors
1. Are the guidelines used?
2. Have the guidelines been implemented as planned?
How are they used?
Which parts are used?
Are they used appropriately?
3. What are perceived to be students' strengths?
What are perceived to be students' weaknesses?
4. How is implementation now compared with a month ago?
5. Have you seen ST lesson preparation improve? Tell me about it in detail.
6. Tell me about your ST improvement in teaching performance.
7. Did it seem to you that your ST is satisfied with the way you mentor him/ her? Tell me about it in detail.
8. How is your relationship with your mentee?
9. How do you know that ST has met your goal?
10. What additional skill or knowledge did you gain from using the guidelines?
Interview Guide 2: ST
1. Do you generally feel comfortable when your supervisor is around you?
2. In what ways did your supervisors help you most in student teaching?
3. Could you tell me the weaknesses and strengths of your supervisor on mentoring you to learn to teach? Tell me about it in detail.
4. In what ways did your supervisors help you improve preparation of a lesson plan?
5. How did your supervisors induct you in post-lesson discussion?
6. In what ways did your supervisors assist you to gain more skills on classroom management?
7. Are you satisfied with your supervisor on his/her supervision? Tell me about it in details.
8. Did you gain more teaching skill? Compare your teaching at the beginning and now.
9. When you have a problem concerning writing a lesson plan, whom do you feel free to ask for help? Why?
10. How do you assess the supervision of both of your supervisors?
Are their roles different?
To what extent do you need more advice?

6.7.3.1 Data collection

The researcher interviewed all nine participants. Interviews took place at participating schools, offices, and in a conference room at BUU. Each interview lasted between thirty minutes and one hour; participants agreed to be audio-taped and tape-recordings were transcribed. The researcher also took notes. The interview schedule is in Table 6.4.

Table 6.4 Focused interview timetable

Interview time	Day/ Month/ Year	ST	Gender	SCHS	Gender	BUUS	Gender
14.00 - 14.40	12 Jan. 05	-	-	C2	F	-	-
10.00 - 11.00 & 14.00 - 14.40	14 Jan. 05	C1 -	F -	- -	- -	- C3	- F
10.00 - 12.00 & 17.00 – 18.00	19 Jan. 05	- -	- -	A2 -	M -	- A3	- F
10.00 – 11.00	22 Jan. 05	A1	F	-	-	-	-
14.00 – 14.30 & 16.20 – 17.00	4 Feb. 05	- -	- -	B2 -	F -	- B3	- M
10.00 – 10.40	9 Feb. 05	B1	M	-	-	-	-

6.8 Data set from Phase 3

The data set from Phase 3 comprised:

(1) Lesson plans: 3.

(2) Record of observations of ST teaching: 3.

(3) Record of observations of post-lesson discussions: 3.

(4) Interview transcripts: 9.

6.9 Data analysis

6.9.1 Preliminary analysis

Preliminary analysis of the data set revealed that information collected differed in its centrality to answering RQ 3. Lesson plans had been collected to establish what format ST followed and whether confusion had been resolved – one aim of the guideline. No progress had been made on this issue. Lesson plans were accordingly not analyzed as the study was concerned simply about format rather than wider issues.

With regard to observations of teaching, the researcher had prepared a 'running record' of each lesson. Her main purpose was to be clear about the topic of the lesson, and how it had unfolded to enable her to relate it to her record of the post-lesson discussion, and to provide a context for interviews. She decided that these reports were not relevant for answering RQ 3, and that they were too lengthy to be included in the main text of the dissertation report. However, as they may be of interest to international scholars as examples of lessons taught by qualifying Thai teachers of English they are included in Appendix J, K, and L.

Similar issues apply to running records compiled on post-lesson discussions. Summaries of these are included in the text of Chapter 7 as 'Results'. Their purpose is to provide readers with insight into the content of such discussions and the manner in which they are conducted in Thailand, including the role played by supervisors from school and university. No attempt was made to analyze these reports or to make cross-case comparison as this was not relevant to answer RQ 3.

Consequently, the data analyzed to answer RQ 3 is that from the nine sets of focused interview data and relates to supervisors' use of and perceptions of guidelines, and ST perceptions of their supervisors. These data related to three triads, of course on three different sites, each replicating the study. Consequently initial analysis of interview data was by site resulting in individual reports,

leading to an overall report on guideline utilization by each triad, with cumulative cross-case analysis across sites subsequently.

6.9.2 Main analysis

Wolcott (1994) advocates a three-step approach to data analysis: description, analysis, and interpretation and this advice was followed.

6.9.2.1 Description

The description phase is a "rendering of what is going on here including respondents' words" (Miles and Huberman, 1994, p.10). The transcribed interviews and notes taken during interviews produced a veritable mountain of data. Its analysis is detailed in the following section.

6.9.2.2 Analysis

Creswell (2003, p. 190) notes: "the process of qualitative data analysis involves making sense out of text or image data and there is no single or best way in qualitative data analysis". However, it appears that in general, the de-contextualization (decoding) – re-contextualization (recoding) method is widely used (Marshall &Rossman, 1990; Tesch, 1990). Creswell (2003, pp. 191- 194) suggests the following steps in analysis:

Step 1. Organize and prepare data – arranging data into different types depending on sources of information.

Step 2. Read through all data to obtain a general sense of the information and to reflect on its overall meaning.

Step 3. Begin detailed analysis with coding-decoding-recoding process (this is similar to putting pieces of puzzle together in a proper position). Tesch (1990, pp. 142-145) further provides a useful analysis of the coding-decoding-recoding process in eight steps as follows:

(1) Get a sense of the whole. Read through all of the transcriptions carefully. Perhaps jot down some ideas as they come to mind.

(2) Pick one document (one interview) – the most interesting, the shortest, the one on the top of the pile. Go through it, asking yourself, what is this about? Do not think about the "substance" of the information, but rather its underlying meaning. Write thoughts in the margin.

(3) When you have completed this task for several informants, make a list of all topics. Cluster together similar topics. Form these topics into columns that might be arrayed as major topics, unique topics, and leftovers.

(4) Now take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try out this preliminary organizing scheme to see whether new categories and codes emerge.

(5) Find the most descriptive wording for your topics and turn them into categories. Look for reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show interrelationship.

(6) Make a final decision on the abbreviation for each category in one place and perform a preliminary analysis.

(7) Assemble the data material belonging to each category in one place and perform a preliminary analysis.

(8) If necessary, recode your existing data.

Step 4. Use the process in Step 3 to generate a description of the setting. Description involves a detailed rendering of information about people, places, or events in a setting.

Step 5. Advance how the description will be represented in the qualitative narrative.

Step 6. Make interpretation or meaning of the data.

6.9.3 Interpretation

Miles & Huberman (1994) state: "Making sense of meanings in context 'what's to be made of it all? is the purpose of the final phase of analysis" (p.10) . As Tesch (1990) notes, "The result of the analysis is some type of higher-level synthesis" (p. 97). By bringing together and integrating the many bits of data from interviews, the researcher was able to produce not only a 'description of patterns and themes' but also a 'composite summary'. After all, as Tesch (1990) notes, "while much work in the analysis process consists of 'taking apart' (for instance, into smaller pieces), the final goal is the emergence of a larger, consolidated picture" (p. 97).

6.10 Conclusion

This chapter presented the design of Phase 3 of this action research project. It described rationale, aims, objectives and methodology to enable collection of data to answer RQ 3: 'How far do actions taken (viz. the development of a guideline) result in improved perceptions of supervision practice?' It has described techniques of data collection, procedures followed, data sets collected and preliminary and main data analysis. The results of the trial are presented in Chapter 7.

CHAPTER 7

Results of Guideline Trial: Phase 3

7.0 Introduction

This chapter presents results from trial of guideline at school sites A, B and C during teaching practice managed by BUU Faculty of Education between November 2004 and February 2005. Results are presented for each site separately in alphabetical order. Each site report has three sections:

(1) Post-lesson conference report.

(2) Reports of individual focused interviews with ST, BUUS and SCHS.

(3) Conclusion.

(4) A cross-site comparison follows. RQ 3 is then answered.

7.1 Trialing guideline at School A

School A is Kindergarten to Grade 12 (K-12), about 2 kilometers from BUU. Triad is ST-A1 (female), SCHS-A2 (male), and BUUS-A3 (female).

7.1.1 Post-lesson conference report

ST-A1 taught an English lesson to a Grade 4 co-educational class of 37 students on: "What do you want?" Class time was 50 minutes (Appendix J). The post-lesson conference began after ST-A1 finished teaching. It was held in a quiet room with both supervisors present from beginning to end, around 40 minutes. SCHS-A2 started by praising lesson preparation of ST-A1, teaching step by step as planned but speaking

Thai all the time. He suggested that ST-A1 should speak more English in class especially sentences of command e.g. "Show me …" or "Give me …." ST-A1 replied that when she speaks more in English students keep asking for the meaning, making a loud noise, and seeming not to focus on the lesson. However, she agreed to do so. BUUS-A3 used questions to motivate ST-A1 to discuss, giving ideas to improve, for example: "How did you feel since there were more people observing you teaching instead of only your SCHS?"; "Don't you think that if you show the picture and word cards longer, the students especially a slow learner could follow what you try to teach better?"; "Do you have any idea why the students can't follow the tape very well and how are you going to improve it?" In addition, BUUS-A3 allowed ST-A1 to express her feelings, to evaluate her own teaching and to give some ideas for improving weaknesses of learning activity without interruption. She praised ST-A1 for good preparation and presentation that encouraged students to participate in learning activities as well as providing instructional media. At conference end, she supported SCHS-A2 about speaking more English at an appropriate pace.

7.1.2 Individual focused interview reports

This section reports interviews with ST-A1, SCHS-A2, and BUUS-A3.

7.1.2.1 Report on interview of ST-A1

The interview with ST-A1 was on January 22, 2005 at 10.00-11.00 a.m. at BUU Non-formal Education Department meeting room. In order to make the atmosphere safe and comfortable for ST, I started with general questions: "What is your teaching load? Are you satisfied with number of classes allocated and other school task responsibilities?" Then I followed interview schedule questions described in Chapter 6. The report has six sections:

Section 1: Teaching load and extra school tasks.

Section 2: Relationship between ST and supervisors.

Section 3: Supervisors' suggestions for improving written lesson plans and teaching.

Section 1: Teaching load and extra school tasks

ST-A1 taught Classes 4/1 and 4/2 for eight hours per week. She was not responsible for extra school tasks, but she helped SCHS-A2 make a list of absentee students. She also supervised students' attendance at school cafeteria for lunch.

Section 2: Relationship between ST and supervisors

(1) ST-A1's relationship with SCHS-A2

ST-A1 anticipated SCHS-A2 was old and serious ("big schools have many aging teachers and some are fussy and conservative."). However, she found her SCHS was nice and friendly, and the only person at school she often asked for ideas about her future career. He was also the one that she was brave enough to ask to leave her alone with students. So her relationship with SCHS was better than with other school teachers.

(2) Relationship with BUUS-A3

ST-A1 said she had four occasions to talk with BUUS-A3, and only during visits to school for observation and post-lesson conference. However, BUUS-A3 was kind and had loaned ST-A1 '*Writing Lesson Plans Based on Student- Centered Learning*' to assist her lesson planning. BUUS-A3 allowed phone contact but she had not done so.

Section 3: Supervisors' suggestions for improving written lesson plans and teaching

ST stated that BUUS-A3 did not actually suggest how to improve her written lesson plans, but SCHS-A2 did by: 1) giving examples of written lesson plans to study before the student teaching period; 2) being around when she wrote the first lesson plan at school and giving her some suggestions; 3) correcting the language

of lesson plans; 4) giving her moral support by telling her that most beginning student teachers made similar mistakes; 5) returning a weekly lesson plan to ST-A1 before using it; and 6) asking for explanation when he was not clear about the lesson plan and giving some advice.

Section 4: Strengths and weaknesses of supervisors

ST-A1 liked the idea of the triad setting things to do together at the beginning of teaching practice. This was one strength of supervision. She knew exactly what or when things should be done. Post-lesson conferences were also a strength because it brought SCHS-A2 and BUUS-A3 as well as herself to discuss and share opinions. She felt warm and safe. This had encouraged her to try her best.

Section 5: Knowledge and skills ST gained from supervision

ST-A1 had gradually gained more skills in lesson planning, managing teaching time and communicating with students and staff in a positive way. She knew more about learning resources, teaching strategies and ground rule setting for a team to work together.

Section 6: Roles of school and university supervisors

ST-A1 saw SCHS-A2 like a mentor - friend, brother, facilitator and counselor. BUUS-A3 was like an inspector and evaluator because her role was to observe ST-A1 teaching and organize the post-lesson conference.

Summary of interview with ST-A1

The interview is summarized in Table 7.1.

Table 7.1 Summary of interview with ST-A1

Item	Category	Description
1	Teaching load	1.1 Eight hours per week
2	Class level of teaching	2.1 Grade 4
3	Number of classes assigned	3.1 Two classes
4	Extra school tasks	4.1 Recording student attendance 4.2 Walking students to lunch
5	ST-A1's relationship with SCHS-A2	5.1 Met SCHS-A2 every day 5.2 Felt free to discuss academic and career issues with SCHS-A2 5.3 Felt safe talking with SCHS-A2 5.4 Close-knit 5.5 Trust
6	ST-A1 relationship with BUUS-A3	6.1 Met with BUUS-A3 during student teaching period 6.2 Rarely consulted with BUUS-A3 since SCHS-A2 could help
7	Means used by SCHS-A2 in induct ST-A1 to improve writing of lesson plans	7.1 Giving ST examples of written lesson plans to study 7.2 Being around when ST wrote a first lesson plan and giving some advice 7.3 Examining and correcting ST's lesson plans 7.4 Giving suggestions on specific items of lesson plans 7.5 Giving moral support 7.6 Returning lesson plans to ST in time for use 7.7 Asking ST to explain what SCHS-A2 did not understand 7.8 Helpful and friendly person

Item	Category	Description
8	Means used by BUUS-A3 in induct ST-A1 to improve writing lesson plans	8.1 Loaning book based on student-centered learning lesson planning 8.2 Asking questions to motivate ST to review her own teaching performance 8.3 Encouraging ST to share her ideas on improving her teaching
9	Strengths of supervision	9.1 Setting ground rules for ST, SCHS, and BUUS 9.2 Promoting two-way communication between ST and SCHS 9.3 Promoting three-way communication at post-lesson triad conferences 9.4 Friendly, supportive, and constructive comments 9.5 Safe atmosphere 9.6 SCHS-A2 majoring in English
10	Weaknesses of supervision	10.1 None
11.	Knowledge and skills ST gained from supervision	11.1 Setting ground rules for triad to establish team work 11.2 Safe atmosphere affected ST-A1's self - confidence so that she tried her best 11.4 Learning resources
12	Roles of supervisors	12.1 SCHS-A2 was friend, brother, facilitator, counselor, mentor and coach 12.2 BUUS-A3 was inspector and evaluator

7.1.2.2 Report on interview with SCHS-A2

I interviewed SCHS-A2 on January 19, 2005 between 11.00-12.00 a.m. at the school library. I gave 'guided questions' to SCHS-A2 at the beginning of the interview. The report is in five sections:

Section 1: How had guideline been implemented?

Section 2: Strengths and weaknesses of guideline.

Section 3: Benefit of guideline in developing ST to prepare for teaching and to teach.

Section 4: Relationship between SCHS and ST.

Section 5: Knowledge and skills gained from use of guideline.

Section 1: How had guideline been implemented?

SCHS-A2 used guideline as follows: (1) Pre teaching period: Gathering samples of written lesson plan used in school; contacting BUUS-A3 and providing information about orientation activities for ST organized by the school; sending a copy of school's teaching plan format to BUUS-A3; consulting with teacher responsible for school building to provide space and work table for ST. (2) On orientation day: Preparing a room for triad conference; attending ST orientation session organized by school; collaborating in setting triad ground rules; taking ST-A1 to allocated room; introducing ST-A1 to teachers with work tables in the same general office area; taking ST-A1 to meet pupils whom ST-A1 would teach (two classes); having lunch with ST-A1 and other ST at school cafeteria. (3) Supervision process: In the first week SCHS-A2 brought ST-A1 to observe his teaching, emphasizing teaching methods and class management, with a post-teaching conference. At the end of week 1 and in each succeeding week, SCHS-A2 encouraged ST-A1 to write a lesson plan for her own class that he looked through and made suggestions for improvement.

Section 2: Strengths and weaknesses of guideline

SCHS-A2 said that he followed guideline suggestions on observations, except for 'script-taping'. His reason was the time involved and perhaps creating anxiety for ST-A1. He thought guideline provided a direction for supervision and saw no weakness.

Section 3: The benefit of guideline for teaching preparation and for teaching

SCHS-A2 indicated that guideline stimulated him to set time to meet, discuss, and cooperate in supervision with BUUS-A3. Ground rules had proved to be an excellent way of working together. It reduced confusion, frustration, and waste of time. The amicable atmosphere had made ST-A1 less nervous during discussion with supervisors. ST-A1 always submitted lesson plans on time.

Section 4: Relationship between SCHS and ST-A1

SCHS-A2 said, "I think ST-A1 has lots of trust in me. She often consults me on various aspects of teaching and even her future career, continuing her study, working in the U.S.A. after graduation, etc. To my surprise, she came to me one day and asked if she could teach a lesson without me in the class. She wanted to be by herself. I responded positively to her request and nothing went wrong."

Section 5: Knowledge and skills SCHS-A2 gained from using guideline

SCHS-A2 gained knowledge and skills mainly from attending workshops. Guideline usage gave him knowledge of such things as being prepared for ST, cooperative in setting triad ground rules and three-way communication at post-lesson conference, building a safe atmosphere, questioning to encourage or motivate ST-A1 to share her ideas and self-evaluate, and building trust of supervisors. In addition, using guideline had brought ST-A1, SCHS-A2, and BUUS-A3 to work as a team in professional development.

Summary of interview with SCHS-A2

The summary of report of interview with SCHS-A2 is in Table 7.2.

Table 7.2 Summary of interview with SCHS-A2

Item	Category	Description
1	Reason for using/not using guideline	1.1 SCHS-A2 used guideline because it was like a roadmap or a compass in supervision
2	How has guideline been implemented?	SCHS-A2 used guideline in three ways: 2.1 Pre-student teaching preparation: - Providing ST samples of lesson plans used by school - Arranging work table and space for ST - Contacting and informing BUUS-A3 about ST orientation at school and lesson plan format used by school 2.2 On orientation day and first week at school of ST - Arranging room for triad meeting - Taking ST to meet students in her classes - Having ST in classes as teaching assistant 2.3 The teaching period: - Being around while ST-A1 teaches - Checking lesson plan and returning it - Observing ST-A1 teaching along with BUUS-A3 and having a post-teaching triad conference
3	Strengths of guideline	3.1 Providing direction for student teaching supervision 3.2 Influencing supervisors to collaboratively plan ground rules and three-way communication at post-teaching conference 3.3 Using 'amicable approach' created a safe environment for triad
4	Weaknesses of guideline	None

Item	Category	Description
5	Developing ST's ability to prepare to teach and to teach	5.1 Ground rules (basic rules for triad to follow) were "just great". "One of the best things to have in working together with others"
6	Relationship between SCHS-A2 and ST-A1	6.1 ST-A1 trusted and respected SCHS-A2 6.2 Good working relationship between ST-A1 and SCHS-A2
7	Knowledge and skills gained from using guideline	7.1 Preparation to be an effective supervisor and setting triad ground rules made things run smoothly 7.2 Supervision style of BUUS-A3 viz. giving feedback by questioning motivated ST to share ideas 7.3 Amicable supervision provided a moral support and safe environment for ST 7.4 Guidelines made triad work systematically and as a team

7.1.2.3 Report of interview with BUUS-A3

I interviewed university supervisor (BUUS-A3) on January 19, 2005 from 17.00 –
18.00 p.m. at her office. I gave her guided questions. The report is in five sections:

Section 1: How had guideline been implemented?

Section 2: Strengths and weaknesses of guideline.

Section 3: Benefit of guideline in developing ST to plan lessons and teach.

Section 4: Relationship between BUUS and ST.

Section 5: Knowledge and skills BUUS-A3 gained from use of guideline.

Section 1: How had guideline been implemented?

BUUS-A3 used guideline as a compass because it indicated what and when things needed to be done. Guideline kept triad together, setting dates for a meeting on the day ST-A1 reported to school. Guideline gave a very good start to triad, asking them to meet and discuss various issues after observation of a lesson. BUUS-A3 agreed and planned to do these things. She found "script- taping" a good technique when observing teaching and used it because it helped understand interaction between teacher and students and stimulated questions to motivate ST. Furthermore, amicable atmosphere of post-teaching conference had proved to be of great benefit. It promoted sharing, supporting and listening by both supervisors of ST experiences in class control, facing an unexpected situation and motivating pupils. It appeared to make ST feel that supervisors were not trying to fault her teaching, but to give ideas. This kind of post- teaching conference made ST feel safe and encouraged.

Section 2: Strengths and weaknesses of guideline

A strength was to set a 'ground rule' that both supervisors be present to observe teaching performance and to participate in post-teaching conference. These activities promoted supervision for professional development. The ground rules minimized conflicts that used to happen in the past. ST was a responsible person who respected time and undertakings, both aspects of a good teacher. However, one suggestion that was difficult to follow was for BUUS to monitor ST so that they finished their classroom action research report on time (end of week 15). ST was required to be at school until end of semester while BUUS stopped visiting after her third observation. SCHS was left as lone consultant to ST for classroom action research while BUUS examined the research report.

Section 3: Benefit of guideline in developing ST for preparing to teach and for teaching

BUUS-A3 again emphasized the value of ground rules, highlighting ST-A1's motivation to provide a lesson plan to supervisors each week. ST-A1 appeared to

be a person of 'high battery', continuously motivated and not afraid to ask for suggestions to improve herself. Also the post-teaching conference had great impact on ST-A1's teaching performance since the triad were in a classroom situation at the same time and shared ideas, giving ST-A1 ideas to improve and gain more confidence.

Section 4: The relationship between BUUS and ST

BUUS-A3 saw no relationship problem within the triad since members were more committed, felt free to contact each other, were close together and knew each other's job well. Things ran smoother than before. The relationship between SCHS-A2 and BUUS-A3 was better and more cooperative with everyone appearing to be more open and comfortable in working together. Discussion of issues in an amicable atmosphere always had a constructive ending.

Section 5: Knowledge and skills BUUS-A3 gained from use of guideline

BUUS-3 believed that setting 'ground rules' collaboratively, punctuality and doing what had been agreed upon were excellent ways of working together. When people are constructive and comfortable in working together, good results could be expected, providing motivation for improvement. Following 'ground rules' is the way to maintain good relationships with others in working as a team. The guideline also stimulated triad to assess their own performance as reflected by ST-A1 showing good self-assessment, and not being afraid to be assessed and criticized by supervisors, showing that ST-A1 felt more comfortable and secure with supervisors.

Summary of interview with BUUS-A3

Summary of interview report is in Table 7.3.

Table 7.3 Summary of interview with BUUS-A3

Item	Category	Description
1	Reason for using/not using guideline	1.1 BUUS-A3 used guideline as compass for working together as a team. It tells what, when and how things needed to be done
2	How had guideline been implemented	2.1 BUUS-A3 did pre-planning with SCHS-A2 for first meeting of triad 2.2 BUUS-A3 initiated a post-teaching conference of triad as suggested in guideline 2.3 Encouraged telephone contact 2.4 'Script- taping' was used as a method of recording teacher-student interaction when observing classroom teaching
3	Strengths of guideline	3.1 Suggesting ground rules for triad in amicable approach 3.2 Illustrating the observation process viz. pre-observation conference, observation and data collection, and post-teaching conference
4	Weaknesses of guideline	4. Advice that BUUS-A3 monitor classroom action research report of ST to enable completion by week 15, reflecting conflicting task requirements of school and BUUS
5	Developing ST ability to plan for teaching and teach	5. Having three post-teaching conferences of triad

Item	Category	Description
6	Relationship between supervisors and ST-A1	6.1 ST-A1 appeared to be more confident and secure with supervisors 6.2 Triad was closer, more open-minded and more cooperative 6.3 BUUS-A3 and SCHS-A2 felt at ease with one another 6.4 Discussion of any issue, under amicable atmosphere, always had a constructive outcome
7	Knowledge and skills gained from using guideline	7.1 In working together, setting basic rules for triad should be done first thing 7.2 Keeping members in close contact enables progress towards working as a team 7.3 A good technique for giving feedback is to ask ST to talk about students and to evaluate her own teaching 7.4 'Respect' what had been agreed upon, treat people as individuals, and giving them time were essential in working with people 7.5 'Amicable atmosphere' is irreplaceable when working with people. It makes people around you feel comfortable and secure

7.1.3 Conclusion on trialing guideline at School A

At School A, supervisors SCHS-A2 (male) and BUUS-A3 (female) used guideline in two main periods:

(1) Arrival of ST at school: BUUS-A3 and SCHS-A2 met with ST-A1 on ST orientation day, exchanging phone numbers, setting ground rules, agreeing on lesson plan format and schedule of BUUS-A3's teaching observation including post-teaching conferences.

(2) Supervision: SCHS-A2 worked cooperatively with BUUS-A3 in planning, observing ST-A1 teaching and attending post-teaching conference as scheduled. BUUS-A3 worked cooperatively with SCHS-A2 in supervision. She initiated triad post-teaching conferences whenever she was at school to observe ST teaching. The supervision process emphasized sharing, accepting, supporting and suggesting in an amicable atmosphere. BUUS-A3 based questions on 'script-taping' to motivate ST-A1 to share her ideas and self-evaluate her teaching performance. Supervisors appeared to regard guideline positively, motivating them to work collaboratively as partners to help ST-A1 learn to teach effectively and happily. But the recommendation that BUUS monitor action research of ST was impossible for BUUS-A3 to implement. ST-A1 worked closely with SCHS-A2, especially in relation to developing lesson plans according to the school format and informal feedback on her teaching. She had a positive view of relationships between supervisors and between supervisors and herself, especially appreciating their assistance on first arriving at school and at frequent post-lesson conferences attended by both supervisors. However she perceived them as having contrasting roles with SCHS-A2 as friend and mentor, and BUUS-A3 as inspector and evaluator.

7.2 Trialing guideline at School B

School B, a private school about six kilometers from BUU, provides education from kindergarten to Grade 9 (K-9). The triad comprised ST-B1 (male), SCHS-B2 (female) and BUUS-B3 (male), all majors in English. The lesson of ST-B1 was 'The Biography of Ricky Martin'. The class was 46 Grade 9 students and lasted 50 minutes. It was Week 14 of the school session.

7.2.1 Post-lesson conference report
The post-lesson conference started after ST-B1 finished teaching. It lasted approximately 20 minutes in a room next to lesson classroom. BUUS-B3 praised

ST-B1 for good presentation and asking pupils to share ideas. Pupils were active learners. Using a yellow card for not focusing on the assignment, like in a football game was also excellent. In response to a question about what a yellow card meant ST-B1 explained that it was a warning to a pupil who misbehaved. If such behavior happened again, he would get a red card which meant that his name would be reported to school's Vice-Principal for Academic Affairs. Pupils knew this regulation. BUUS-B3 praised ST-B1 for promoting pupil participation, suggesting that he should encourage them to speak in English. ST-B1 agreed, adding that many pupils did not like to study English because they found memorizing vocabulary and grammar structures difficult and did not see any benefit from English. However, they were good pupils, some helping in translation and playing a game. Games made learning enjoyable. SCHS-B2 stated that ST-B1always put much effort into planning and making instructional media to motivate pupils. He was also ready to implement the lesson plan.

7.2.2 Individual focused interview reports

Interviews with ST-B1, SCHS-B2, and BUUS-B3 were at different dates and times.

7.2.2.1 Report on interview with ST-B1

The interview with ST-B1 was from 10.00-10.40 a.m. on February 9, 2005 in School B's library. I enquired about teaching load and responsibilities before moving on to other questions. The report is in six sections:

Section 1: Teaching load and extra school tasks.

Section 2: Relationship between ST and supervisors.

Section 3: Supervisors' suggestions to improve ST- B1's lesson planning and teaching.

Section 4: Strengths and weaknesses of supervisors.

Section 5: Knowledge and skills ST-B1 gained from supervision by SCHS-B2 and BUUS-B3.

Section 6: Roles of school and university supervisors.

Section 1: Teaching load and extra school tasks

ST-B1 led the six ST undertaking teaching practice at School B. He was responsible for organizing a meeting of ST every Friday to share experiences. He also was ST liaison with school and university. He taught two Grade 9 classes 10 hours a week. He was also responsible for the school English club's *'Love of Reading Program'*, and the school cafeteria during lunch time.

Section 2: Relationship between ST-B1 and supervisors

ST-B1 trusted SCHS-B2 very much because SCHS-B2 was the only person who looked after, spent time, mentored and coached him from beginning to end of teaching practice. As ST leader, he worked closely with SCHS-B2 and the school committee as well as with ST group. "My SCHS - B2 is friendly and a good mentor. She encourages and allows me to use different teaching methods that I propose. She respects me as a teacher. She praises and gives me choices to improve my teaching. She escorts me when I am assigned to do any school activity. So I feel safe to talk and ask for her opinion or suggestions. My relationship with SCHS-B2 is good so far." ST-B1 did not feel close to BUUS-B3 because he just visited school to evaluate his teaching performance.

Section 3: Supervisors' suggestions to improve lesson plan writing and teaching

ST-B1 said, "My school supervisor stays close to me on two occasions while I and my friend - SCHS-B2 supervised two ST - are beginning to write a lesson plan. She makes suggestions to write content in steps from easy to complicated, use short phrases, take care in using appropriate words in explanations and check spelling before submitting to SCHS-B2. In addition, SCHS-B2 sometimes gives me suggestions on instructional media, teaching methods and learning resources." BUUS-B3 suggested that ST-B1 should write a lesson plan from introduction to conclusion within a period (50 minutes). "BUUS-B3 first observed me teaching a lesson which had two consecutive periods (100 min.), and I suspect he didn't know

about that. After he observed me teaching the lesson for 50 minutes (half-way), he left to observe another ST teaching. Then he requested me to write a complete lesson plan for a period (50 minutes) so that he can stay from the beginning of the lesson to the end of the lesson plan. BUUS-B3 observes two student teachers teaching each time he visits the school".

Section 4: Strengths and weaknesses of supervisors

ST-B1 reported as follows:

Strengths: SCHS-B2 was friendly, taking good care, checking lesson plans and providing suggestions and always checking and returning them on time. BUUS-B3 gave ST a copy of 'BUU Assessment Form' and asked him to review each criterion, saying that he would assess teaching on these criteria. He provided a telephone contact number.

Weaknesses: One issue causing a big headache to all ST at School B was the school lesson plan format (see Appendix K) that they had never seen before. ST-B1 expected BUUS-B3 to comment on it but he did not.

Section 5: Knowledge and skills ST-B1 gained from supervision

ST-B1 said that he gained much skill about classroom and time management. He learned that pupils pay more attention when starting with games that encouraged them to participate in finding the answer.

Section 6: Roles of school and university supervisors

ST-B1 saw SCHS-B2 not only as supervisor but also as mentor and coach; he saw BUUS-B3 as an evaluator.

Summary of interview with ST-B1

Summary of ST-B1 interview report is in Table 7.4.

Table 7.4 Summary of interview with ST-B1

Item	Category	Description
1	Teaching load	1.1 Ten hours a week
2	Class level of teaching	2.1 Grade 9
3	Number of classes assigned	3.1 Two
4	Extra school tasks	4.1 Leader of ST group 4.2 Coordinator between ST and school as well as university 4.3 The school cafeteria work (for a day) at lunch time
5	ST-B1's relationship with supervisors	5.1 Close-knit and trust on SCHS-B2 5.2 Good relationship with BUUS-B3 but not as much as with SCHS
6	Means used to induce ST-B1 to improve writing of lesson plans	SCHS-B2 assisted ST-B1 as follows: 6.1 Giving examples of previous SCHS-B2 written lesson plans to study 6.2 Being around while ST-B1 wrote first lesson plan 6.3 Giving suggestions 6.4 Clarifying and giving examples on items of school lesson plan format that are unclear to ST-B1 6.5 Examining ST-B1's lesson plan each week and discussing with ST-B1 unclear parts 6.6 BUUS-B3 did not induce ST-B1 to improve lesson plans

Item	Category	Description
7	Strengths of supervision	7.1 Setting ground rules before teaching practice 7.2 Strengths of supervision mainly came from SCHS-B2 as follows: - Available and easy to find her at the school - Helpful (not only in teaching job but also in other tasks assigned by the school) - Spending time around and ready to give comments and suggestions when ST submits the first draft of lesson plan - Supporting the ST's ability to self-reflect productively about his own teaching experience 7.3. BUUS-B3 told criteria of BUU student-teaching assessment prior to ST teaching and provided his schedule of student teaching observation
8	Weaknesses of supervision	8.1 There were two formats of lesson plan, i.e. school and university 8.2 BUUS-B3 did not mention anything about ST written lesson plan
9	Knowledge and skills ST-B1 gained from supervisors	9.1 Gained more class and time management skills 9.2 Students paid more attention when a game was used in the learning activity
10	Roles of supervisors	10.1 SCHS-B2 was mentor, coach, and supervisor 10.2 BUUS-B3 was evaluator

7.2.2.2 Report on interview with SCHS-B2

I interviewed SCHS-B2 on February 4th, 2005 at 14.00-14.30 p.m. at school meeting room. I gave SCHS-B2 guided questions to read for five minutes. Then I asked whether questions were clear. I asked questions that were related to how she

supervised her two ST as well as her work relationship with BUUS-B3. The interview report is in five sections:

Section1: How had guideline been implemented?
Section 2: Strengths and weaknesses of guideline.
Section 3: Benefit of guideline in developing ST to prepare lessons and to teach.
Section 4: Relationship between SCHS-B2 and ST-B1.
Section 5: Knowledge and skills supervisors gained from use of guideline.

Section 1: How had guideline been implemented?
SCHS-B2 used guideline like a compass to guide her to pre-plan supervision. Guideline suggested supervisors focus on three phases: pre-planning before arrival of ST, orientation of ST at school, and supervising process. She implemented guideline as follows:
(1) Pre-planning: SCHS-B2 prepared a sample written lesson plan in school lesson plan format as well as English textbooks used at the school. She gave ST her telephone number and offered to see them at any time. She arranged working space (with tables and chairs) for ST to sit in proximity to her in the same room.

(2) Orientation of ST: SCHS-B2 took her two ST to the staff room and introduced them to staff, showed them their working space, took them to meet with pupils in the class they were going to teach, visited the school library and the English Lab Room. She set ground rules such as dates for submitting and returning weekly lesson plans, times for ST to observe her teaching, scheduling when she would observe their teaching, general procedure on absence, and booking system for English Lab Room. During the first week of teaching practice, ST observed her teaching. SCHS-B2 invited ideas and comments at a post-teaching conference. She stayed close while ST was writing first lesson plans. ST-B1 preferred lesson plans using school format; as one ST was frustrated by it she allowed her to follow university format.

(3) Supervising process: Guideline suggested giving responsibility for teaching to ST gradually. SCHS-B2 followed that suggestion. She provided opportunities for ST to assist her instruction and discussed her observations in the first few weeks. When ST started teaching based on his/her lesson plan she remained in class as his/her assistant. She allowed ST (if time was available) to observe each other teaching and participate in a post-teaching conference. She found that ST discussed critically and gained more confidence in planning and teaching.

SCHS-B2 started to formally observe ST in week 3. (BUU required SCHS to observe ST 10 times during teaching practice). After observing, she requested ST to meet for post-teaching conference. Since ST had opportunities to share ideas and solve problems, they made progress in planning for teaching.

Section 2: Strengths and weaknesses of guideline
SCHS-B2 said: "The strength of the guideline is to provide a roadmap. The roadmap is easy, short and clear. The roadmap gives direction to supervisors and suggests tasks supervisors should do each week. In addition the guideline has clear learning objectives and duties that need to be done before arrival of the ST" (see p.10 of Appendix I). A weakness was the suggestion of having triad conferences before and after student teaching. This was impossible unless BUUS-B3 planned to have such conferences on every occasion he observed ST teaching.

Section 3: Benefit of guideline in developing ST in preparing to teach and to teach
SCHS-B2 saw benefits in that ST showed enthusiasm not only in submitting lesson plans on time, but also in being well-prepared with instructional materials, progressing their teaching, and paying attention to finding ways to help pupils learn better.

Section 4: Relationship between SCHS-B2 and ST-B1
SCHS-B2 had a good working relationship and had never heard ST talk bad about

her. Her ST reported friends complaining about lack of feedback from their supervisors in the mid-semester seminar that reviewed teaching practice at BUU.

Section 5: Knowledge and skill SCHS-B2 gained from use of guideline

SCHS-B2 stated that guideline gave her new ideas for what to do for ST and helped her plan. Setting ground rules reduced difficulties for both ST and supervisor. Guideline suggested supervisors encourage ST to evaluate their own performance. This, for one thing, allowed ST to be fair, objective, take active role in what they were doing, be more motivated, brave to admit their weakness and find ways to improve. SCHS-B2 also witnessed behavior of ST in non-threatening situations; she noted that ST was more active, objective, creative, and positive in work. "Amicable supervision expands my knowledge about my student teachers and my supervision style. Since ST feels safe, they like to share their ideas and find a better way to help their students learn better and understand a lesson."

Summary of interview with SCHS-B2

Summary of the interview report is in Table 7.5.

Table 7.5 Summary of interview with SCHS-B2

Item	Category	Description
1	Reason for use/non-use of guideline	SCHS-B2 often reviewed guideline to know what to pre-plan for student teaching supervision. It was a roadmap for supervision
2	How guideline had been implemented	SCHS-B2 followed guideline in three steps: **Step 1.** Preplanning before arrival of ST **Step 2.** Orientation for ST **Step 3.** Supervising process - gradually giving ST responsibility till he/she could teach alone, self-evaluate their teaching performance, and emphasizing amicable supervision

Item	Category	Description
3	Strengths of guideline	3.1 A road map section tells what should be done each week 3.2 Providing a new look at supervision practice 3.3 Reducing difficulties in process of supervision when setting ground rules and having post-lesson discussion between ST and SCHS
4	Weaknesses of guideline	The pre- and post-teacher triad observation conference as suggested was hard to accomplish unless university supervisor planned to participate
5	Benefit of guideline in developing ST in teaching preparation and teaching	5.1 ST showed enthusiasm in work 5.2 ST submitted weekly lesson plan in time 5.3 ST prepared instructional materials well 5.4 ST actively worked on assigned responsibility
6	Relationship between SCHS-B2 and ST	6.1 Close-knit and good working relationship
7	Knowledge and skills gained from using guideline	7.1 SCHS-B2 knew direction and what to do for ST each week by reviewing "roadmap" 7.2 Non-threatening atmosphere, setting of ground rules, and amicable supervision developed ST to be: fair, objective, creative, active in participation, motivated, and work systematically

7.2.2.3 Report of interview with BUUS-B3

I interviewed BUUS-B3 on February 4th, 2005 at his office at BUU from 16.20-17.00 p.m. I gave him guided questions. The report is in five sections:

Section 1: How had guideline been implemented?

Section 2: Strengths and weaknesses of guideline.

Section 3: Benefit of guideline in developing ST in preparing to teach and to teach.

Section 4: Relationship between BUUS-B3 and ST-B1.

Section 5: Knowledge and skills BUUS-B3 gained from use of guideline.

Section 1: How had guideline been implemented?

BUUS-B3 gained knowledge and skills of student teaching supervision from workshops. He used guideline as a compass to tell him when and what to do with ST and or school supervisors as shown in roadmap. He followed two guideline suggestions. First was to initiate a meeting among triad to set ground rules. At the meeting, he reviewed and clarified each criterion of the BUU Student Teaching Assessment Form (Appendix D). He informed them that he was going to evaluate ST based on all items in the assessment form relating to teaching performance. In addition, he would consult with SCHS on criteria such as ST characteristics as a good teacher. Second, he would hold a post-teaching conference with ST and/or SCHS (if she was available) immediately after ST finished teaching.

Section 2: Strengths and weaknesses of guideline

Strengths of guideline were building positive supportive, and informal atmosphere (amicable approach), setting ground rules among triad at beginning of teaching practice, having post-teaching conference, and having roadmap. Weakness might be having too many triad conferences. BUUS-B3 explained that the teaching schedule of his four ST and his college teaching schedule overlapped. In addition, he did not have his own car. This was inconvenient. Buses took time. These factors prevented him arranging a pre-lesson conference with ST. It was hard for him to arrange meetings of triad at pre- and post-lesson conferences since he also had sixteen hours of college teaching and other community service.

Section 3: Benefit of guideline in developing ST to prepare to teach and to teach

BUUS-B3 accepted that SCHS-B2 was closer to ST and that they had more time together at the workplace. ST appeared to be more self-motivated and overall to perform better. "We (triad) work better as a team after we set the ground rules together. I gave all this credit to the guideline, SCHS-B2, and ST."

Section 4: Relationship between BUUS-B3 and ST-B1

BUUS-B3 admitted that his relationship with ST-B1 was not close since he visited

on only four occasions. However, he offered ST opportunities to see him any Thursday and Saturday afternoon at university. BUUS-B3 considered that he had a good relationship with both ST and school supervisors.

Section 5: Knowledge and skills BUUS-B3 gained from using guideline BUUS-B3 learned more from workshops but saw great value in setting ground rules that led to cooperative work, reduction of confusion, and more systematic work.

Summary of interview with BUUS-B3

Summary of interview report of BUUS-B3 is in Table 7.6.

Table 7.6 Summary of interview with BUUS-B3

Item	Category	Description
1	Reason for use/non-use of guideline	1. BUUS-B3 used guideline as a compass in supervision
2	How had guideline been implemented?	2.1 BUUS-B3 used two parts of guideline: 1) setting ground rules with triad. He initiated review of criteria of BUU student teaching assessment in first meeting and 2) giving feedback to triad 2.2 Used telephone for better communication and cooperative work
3	Strengths of guideline	3.1 Providing a roadmap 3.2 Setting ground rules for triad at beginning of student teaching period 3.3 Giving feedback after observation 3.4 SCHS-B2 played more active role in supervision

Item	Category	Description
4	Weaknesses of guideline.	4.1 Asking a little too much (in his opinion) in expecting triad conferences due to time constraints and overlapping schedules
5	Benefit of guideline in developing ST to prepare for teaching and to teach	5.1 Discussing BUU student teaching assessment criteria with triad made ST and SCHS more cooperative so that they tried harder to meet criteria
6	Relationship between BUUS-B3 and ST-B1	6.1 Good relationship but not close-knit
7	Knowledge and skills gained from using guideline	7.1 Setting ground rules for triad was best way to make them work cooperatively as a team 7.2 Giving simultaneous feedback to ST and SCHS could reduce confusion and conflict 7.3 Telephone was a convenient and effective tool for communication and maintenance of good relationships amongst triad

7.2.3 Conclusion on trialing guideline at School B

Case B reveals that at site 2 both SCHS-B2 (female) and BUUS-B3 (male) collaboratively used guideline for setting initial 'ground rules', thus reducing difficulties for ST (male) caused by lack of team work, conflicting expectations and poor triad relationships. However, only once did both supervisors together observe ST teaching and hold a post-lesson conference – the session attended by the researcher. SCHS-B2 paid more attention to, and spent more time with her two ST than did BUUS-B3. She followed all guideline suggestions, i.e. pre-planning before ST arrival, orientation of ST, providing opportunities for ST to observe her teaching, including pre-and post-teaching conferences with ST in amicable atmosphere, and providing ST with advice. BUUS-B3 had in part acted on guideline advice to review BUU criteria for assessing student teaching with

others in the triad, but his schedule at university and teaching practice supervision load made him unable to attend pre- and post-lesson conferences, except the single post-lesson conference referred to above. ST-B1 had leadership and liaison commitments at school in addition to learning teaching. He had a good relationship with SCHS-B2, describing her as his mentor. He valued her support in using school lesson plan format and in developing his teaching skills. By contrast he had received no advice on lesson planning from BUUS-B3 whom he regarded as simply an evaluator.

7.3 Trialing guideline at School C

School C is a public school about 17 kilometers from BUU that provides education from kindergarten to Grade 6 (K-6). The triad at School C – all females - comprised student teacher (ST-C1), school supervisor (SCHS-C2) and university supervisor (BUUS-C3). ST-C1 taught a lesson on 'The Flag' to a Grade 6 class of 49 students. The lesson lasted 50 minutes.

7.3.1 Post-lesson conference report

The 20 minute post-lesson conference in the school English lab room was held immediately after the lesson with both supervisors present.

BUUS-C3 praised ST-C1 on good teaching preparation and being tolerant of noise from a game pupils were playing. BUUS-C3 suggested two options to decrease the noise: putting a finger to lips as a sign to be quiet; or stopping speaking for a moment. BUUS-C3 suggested that the teacher is a powerful role model for students. ST-C1 should pronounce English words or sentences with the right accent. "Try your best to speak English like or close to a native speaker". She also suggested making more use of the whiteboard to ensure that every student could see vocabulary and sentences, since "better learning results from using a variety of senses and in this case hearing and seeing". ST-C1 appeared receptive to these

suggestions. BUUS-C3 asked ST-C1 to evaluate her own teaching performance. ST-C1 accepted that the game took more time than planned and created loud noise, but gave students fun. She was satisfied with students' responses in practice and doing assignments. SCHS-C2 added that this class comprised many intelligent students. They learned quickly and liked to show off.

7.3.2 Individual focused interview reports

Interviews with ST-C1, SCHS-C2, and BUUS-C3 were held at different dates and times.

7.3.2.1 Report of interview with ST-C1

I interviewed student teacher C1 (ST-C1) from 10.00-11.00 a.m. on January 14, 2005 at BUU Non-formal Education Department meeting room.

The report is in six sections:

Section 1: ST-C1 teaching load and extra school tasks.

Section 2: Relationships between ST and supervisors.

Section 3: Supervisors' suggestions for improving ST skills in learning to prepare to teach and teaching.

Section 4: Strengths and weaknesses of supervision.

Section 5: Knowledge and skills ST gained from supervision.

Section 6: Roles of school and university supervisors.

Section 1: ST-C1 teaching load and extra school tasks

ST-C1 taught Grade 6 students. Her teaching load was ten hours per week. Grade 6 students were in ten sections. ST-C1 assisted SCHS-C2 on regular classroom duties. ST-C1 said, "I am assigned to teach all ten sections of Grade 6 students. That is too many classes for me. I can't remember all the names of the students. I meet each class once a week. I face many students who often interrupt and give me a hard time in teaching. The school won't allow any teacher to punish a student or

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even carry a piece of stick to force students to do things. Many times, my SCHS is around me as an assistant."

Section 2: Relationships of ST-C1 and supervisors

ST-C1 indicated that she felt closer and better acquainted with SCHS-C2 than BUUS-C3. However she respected BUUS-C3 as a university educator. ST-C1 felt that SCHS-C2 and BUUS-C3 talked or worked as a team. ST-C1 said, "I think SCHS-C2 and BUUS-C3 are friends. It seems to me that they pre-plan together prior to meeting with me or other ST. BUUS-C3 requested a meeting of the triad (BUUS-C3, ST, and SCHS) at school when she made her first visit at the beginning of second week of teaching practice to discuss, share ideas, and agree ground rules. This encourages us to follow the rules. In addition, I feel comfortable to talk about anything to SCHS-C2. She is nice, gives me time, and often eats lunch with me. She makes me feel free to sit in the class while she is teaching. She listens to me, sharing her ideas, and correcting language in my lesson plan."

Section 3: Supervisors' suggestions for improving lesson plans and teaching

SCHS-C2 shared a good book on strategies of lesson plan writing based on a student-centered approach. "She reads my weekly lesson plan thoroughly, correcting the language, and giving suggestions in writing and I have to resubmit it. This makes me to be careful on writing a lesson plan before I submit it to her. She allows me to share ideas with her both concerning lesson plan suggestions and post-teaching conference. She accepts what I say and encourages me to try. She asks her teacher friend to escort me while I teach a class that is not under her control. She makes me pre-teach without students before actual teaching. This makes my friend look on me as a serious person. She wonders why I am so serious about it. She tells me that her SCHS just signs her name on her lesson plan without any correction or comments".

Section 4: Strengths and weaknesses of supervision

ST-C1said that setting basic things such as lesson-plan format, time of submitting and returning lesson-plans, times when BUUS visits school and observes ST, time and room for triad feedback and discussion, and having triad's cell-phone numbers (all called 'ground rules') were good to know early. Teaching tasks were gradually increased by SCHS-C2 decreasing stress. Friendly and two-way communication between ST-C1 and SCHS-C2 increased her confidence to share her ideas. ST-C1 added that if BUUS-C3 spent more time with her and gave her feedback on her lesson-plans, she could learn more about it.

Section 5: Knowledge and skills ST-C1 gained from supervision

ST-C1 gained knowledge and skills on how to make an appropriate lesson plan, techniques of controlling students, sequencing of teaching and teaching techniques. In addition, she learned to use body language to stop students' misbehavior.

Section 6: Roles of school and university supervisors

ST-C1 said, "I think SCHS-C2 works as a mentor, counselor, and coach while BUUS-C3 works as an evaluator and coordinator."

Summary of interview with ST-C1

Summary of interview with ST-C1 is in Table 7.7.

Table 7.7 Summary of interview with ST-C1

Item	Category	Description
1	Teaching load	1.1 Ten hours a week
2	Class taught	2.1 Grade 6
3	Number of class assigned	3.1 Ten classes
4	Extra school tasks	4.1 Managing students at morning national flag raising ceremony 4.2 Students roll calls and homeroom 4.3 Joining projects including games, Mother's Day and Language Day
5	ST-C1's relationship with supervisors	5.1 Trust and close relationship with SCHS-C2 5.2 Respectful relationship with BUUS-C3
6	Means to introduce ST-C1 to improve lesson plan writing	6.1 Setting ground rules for triad (BUUS-C3) 6.2 Giving ST-C1 an example of written lesson plan (based on school lesson plan format) - (SCHS-C2) 6.3 Spending time with ST-C1 while ST-C1 is making first lesson plan (SCHS-C2) 6.4 Continuously examining ST-C1 lesson plans and returning them to ST very soon afterwards (SCHS-C2) 6.5 Discussing with ST-C1 before and after implementation of a lesson plan (SCHS-C2) 6.6 Giving feedback after observation of student teaching (BUUS-C3)
7	Strengths of supervision	7.1 Setting ground rules for triad 7.2 Planning a schedule with ST-C1 to slowly increase responsibilities - (SCHS-C2) 7.3 Continuously examining and discussing lesson plan of ST - (SCHS-C2) 7.4 Creating amicable atmosphere (SCHS-C2 and BUUS-C3)

Item	Category	Description
8	Weaknesses of supervision	8.1 BUUS-C3 did not comment on lesson plans
9	Knowledge and skills ST-C1 gained from supervision	9.1 Setting ground rules is good way for triad to cooperate 9.2 Amicable communication between supervisors develops trust in ST-C1 9.3 Gaining knowledge and skills on some school tasks 9.4 Developing lesson planning and teaching skills including sequencing of teaching and classroom management
10	Role of supervisors	10.1 SCHS-C2 is mentor, counselor, and coach 10.2 BUUS-C3 is evaluator and coordinator

7.3.2.2 Reports of interview with SCHS-C2

The researcher interviewed SCHS-C2 on January 12, 2005 from 14.00 to 14.40 p.m. at the school's English Lab Room. The report is in five sections:

Section 1: How had guideline been implemented?

Section 2: Strengths and weaknesses of guideline.

Section 3: Benefit of guideline in develop preparing ST to teach and for teaching.

Section 4: Relationship between SCHS and ST.

Section 5: Knowledge and skills supervisor gained from use of guideline.

Section 1: How had guideline been implemented?

SCHS-C2 stated that Saturday workshops made her think to use guidelines. It was the first workshop to bring SCHS and BUUS together to discuss and share knowledge about student teaching supervision. SCHS-C2 used guideline to prepare i.e. listing things to do on welcoming ST-C1, providing a work space, arranging first visit of BUUS-C3 to meet triad members, planning assistance in writing lesson plans and scheduling teaching observations and post-teaching conferences. She also prepared

her own notebook for 'script-taping'. She believed that amicable supervision promotes a good triad relationship and this influenced the attitude of ST.

Section 2: Strengths and weaknesses of guideline

SCHS-C2 identified six good points: 1) amicable supervision; 2) identifying things to prepare to welcome ST; 3) setting ground rules for triad; 4) examining and giving feedback using two or three means of continuous communication; 5) 'Script- taping'; and 6) progressive extension of ST responsibility for classroom duties and other school activities.

A guideline weakness was silence on rating ST performance on criteria of the BUU Student Teaching Assessment form. Supervisors might have different perspectives on evaluation. If guideline addressed this issue it could promote uniformity in evaluating ST performance.

Section 3: Benefit of guideline in develop preparing ST to teach and for teaching

SCHS-C2 stated that following guideline influenced ST to put effort into meeting requirements. She was happy to continuously improve herself on lesson planning and presentation. It was likely that positive attitudes, trust, and close relationship between supervisors was also gradually established with ST. ST ability to write appropriate lesson plans and prepare for teaching had improved and she was more sociable with other staff, perhaps reflecting the amicable atmosphere created by supervisors.

Section 4: Relationship between SCHS and ST

SCHS-C2 accepted that the triad got along very well. A mobile phone "made long distance short". "I would say that my relationship with ST and BUUS is good. It is positive and creative. No one is dragging down".

Section 5: Knowledge and skills supervisor gained from use of guideline

SCHS-C2 noted that: (1) Guideline worked like her lesson plan for student

teaching supervision, providing direction and tasks to do before and during supervision. (2) Setting ground rules for triad helped them to understand each other better and to respect agreements, schedules, and expectations. (3) 'Script-taping' was a good method of data collection when observing teaching. (4) Discussion on issues arising from 'script-taping' motivated ST to self- evaluate, made her happy to share ideas to improve her teaching performance and build a good relationship with SCHS-C2. (5) Amicable supervision increased morale of ST, making her willing to improve her teaching.

Summary of interview with SCHS-C2

The summary of interview report is in Table 7.8.

Table 7.8 Summary of interview with SCHS-C2

Item	Category	Description
1	Reason for using/not using guideline	1.1 SCHS-C2 used guideline as her "lesson plan" for ST supervision due to attending workshops
2	How guideline had been implemented	SCHS-C2 used guideline in: 2.1 Preparing herself before ST first reported for work at School C 2.2'Script-taping' to collect data in each learning-teaching situation and using it as evidence in discussion with ST at post-teaching conference 2.3 Establishing an amicable atmosphere through supervision

Item	Category	Description
3	Strengths of guideline	3.1 Emphasizing amicable supervision
		3.2 Suggesting things to prepare to welcome ST at school and to provide direction for each week of teaching practice viz. "Road Map"
		3.3 Setting ground rules
		3.4 Continuously examining lesson plans and going over them together
		3.5 Two-way conference at post-teaching between ST and supervisors
		3.6 Gradually adding classroom duties and other school responsibilities to ST
4	Weaknesses of guideline	4.1 Lack of indicators to rate each criterion of BUU student teaching assessment
5	Development of ST in planning and teaching lessons	5.1 Staying with ST in making a long lesson plan
		5.2 Examining, correcting and discussing weekly written lesson plan
		5.3 Post-teaching conference with two-way communication
6	Relationship between SCHS-C2 and ST-C1	6.1 Positive, trust and close relationship
7	Knowledge and skill gained from using guideline	7.1 Guideline became 'lesson plan' for SCHS-C2.
		7.2 Setting ground rules is triad commitment to working as a team
		7.3 Script-taping is a good method of collecting data of student teaching and can be used in post-teaching conference discussions
		7.4 Amicable and developmental supervision enables ST to try harder

7.3.2.3 Report of interview with BUUS-C3

The researcher interviewed BUUS-C3 on January 14, 2005 from 14.00 to 14.40 p.m. at BUU Non-formal Education Department meeting room. The interview report is in five sections:

Section 1: How had guideline been implemented?
Section 2: Strengths and weaknesses of guideline.
Section 3: Benefit of guideline in developing ST to prepare to teach and to teach.
Section 4: Relationship between SCHS and ST.
Section 5: Knowledge and skills gained from guideline.

Section 1: How had guideline been implemented?
BUUS-C3 admitted that she did not look at guideline closely. However, she remembered developing it and suggesting that triads should meet and define expectations for ST. She encouraged supervisors to provide feedback after observing ST teaching. BUUS-C3 claimed mainly to follow three aspects:
(1) Pre-teaching meeting of triad at school to set such ground rules as lesson plan format (follow school's format) and SCHS responsibility for assisting and checking lesson plans that ST submitted every Monday one week before use. BUUS visited to observe ST teaching once every three weeks. Any change from teaching schedule would be reported by telephone. (2) Post-teaching feedback would be provided to ST immediately after an observation, and (3) an 'amicable approach' would be followed in working together.

Section 2: Strengths and weaknesses of guideline
BUUS-C3 identified strengths as having a meeting of triad to establish ground rules, emphasis on amicable supervision and giving post-observation feedback immediately after teaching. A weakness was suggesting that BUUS organize a post-teaching conference of triad since this was difficult due to limited time and conflicting schedules. (She had five ST to supervise while SCHS had one.)

Section 3: Benefit of guideline in developing ST for planning for teaching and teaching

BUUS-C3 agreed that she did not help ST much in developing skill in preparing to teach and in teaching because her main responsibility, according to BUU Student Teaching Manual (2004) was to observe and assess - on at least three occasions. However, she noted: "SCHS-C2 is a good supervisor. She stays with ST-C1 each time I made observation. If SCHS-C2 cannot join me to observe teaching, she arranges for a representative teacher to be with me in the classroom and at post-teaching discussion." This might be a benefit of using guideline.

Section 4: Relationship between BUUS and ST

BUUS-C3 said, "I consider that ST-C1 respects me as an instructor. She keeps distant from me. She contacted me only once about postponing submitting her proposal for classroom action research. I have had a good and closer relation with SCHS than ST."

Section 5: Knowledge and skills gained from use of guideline

BUUS-C3 stated that she gained more from workshops, since topics such as mentoring and coaching were new to her. (Her field was curriculum and instructional supervision). However, setting ground rules for triad resulted in collaborative work.

Summary of interview with BUUS-C3

The summary of interview report is in Table 7.9.

Table 7.9 Summary of interview with BUUS-C3

Item	Category	Description
1	Reason for using/not using guideline	1.1 BUUS-C3 used some parts of guideline e.g. initiating a meeting of triad at beginning of student teaching practice to set ground rules, collaboratively working with SCHS-C2 as a team in observation of ST-C1 teaching, and post-teaching discussion as agreed at workshop
2	How guideline had been implemented	2.1 BUUS-C3 telephoned SCHS-C2 to set up first meeting of triad at school to set ground rules 2.2 Having two post-lesson conferences of triad 2.3 BUUS-C3 phoned SCHS-C2 if she needed more information about ST teaching performance. 2.4 BUUS-C3 believed that amicable supervision would build a good atmosphere in triad and increase ST confidence
3	Strengths of guideline	3.1 Setting ground rules and giving feedback under amicable supervision
4	Weaknesses of guideline	4.1 Hard to organize pre- and post-teaching conference of triad due to time constraints
5	Developing of ST as planner and teacher	5.1 Feedback at post-teaching conference
6	Relationships between supervisors and ST-C1	6.1 BUUS-C3 considered that ST-C1 respects her as an instructor 6.2 BUUS-C3 accepted that she had a good and closer relation with SCHS-C2 than with ST
7	Knowledge and skills gained from using guideline	7.1 As BUUS-C3 gained more knowledge and skills from attending workshops she referred little to guideline 7.2 Setting ground rules for triad created a collaborating team.

7.3.3 Conclusion on Trialing Guideline at School C

School C had an all-female triad. SCHS-C2, a veteran with 32 years teaching experience followed all aspects of guideline in planning student teaching supervision. She saw strengths in guideline suggestions for pre-planning for the arrival of ST, setting ground rules and following a supervising process with steps of pre-teaching, observation, and post-teaching conference in an amicable atmosphere. She saw a weakness as lack of suggestions about how to interpret BUU criteria for evaluating ST teaching performance. BUUS-C3 had found workshops useful for giving her new ideas about coaching and mentoring, but she did not refer to guideline much. Since she had several ST to supervise she considered scheduling pre-and post-teaching triad conferences was too difficult due to limited time and conflicting schedules. However, she agreed that 'setting ground rules' encouraged the triad to work purposefully, helped ST feel safe, encouraged, and positive about working with supervisors who provided friendly, supportive guidance. ST had a good relationship with SCHS-C2 and valued the advice she gave her to master the school lesson plan format in contrast with BUUS-C3 who did not discuss it with her. She saw SCHS-B2 as her mentor and BUUS-C3 as an evaluator and coordinator.

7.4 Cross-site (School) comparison

After the practicum, the researcher invited supervisors to a meeting on 19 March 2009 at BUU to review their experience of trialing the guideline. The meeting clarified issues that emerged during trialing as reported below, identified aspects of guideline that needed further development, and raised wider questions about the objectives and management of teaching practice. This section also compares use of guideline across sites.

Each site had different characteristics with different implications for managing supervision of teaching practice. Sites A and B were K-12 and K-9 schools, while Site C was K-6. Sites A and C were public schools, the former large and the latter very large in terms of enrolments; Site B was private and relatively small. Sites

were at different distances from BUU main campus: two (A), six (B) and seventeen (C) kilometers. At Sites A and B participants were a mix of genders; at site C all were female. Their role as majors in English was to supervise ST learning to teach that subject. SCHS-C2 had taught for 32 years. She was by far the most experienced professional followed by another lady - SCHS-B2; the remaining school and university supervisors had only two to three years of classroom teaching experience so were 'beginning' teachers and supervisors.

Reported experience at each site indicates the guideline's limited impact on normal practice. At the same time the context of the trial is relevant: the guideline evolved from a research project of a BUU staff member. Accordingly any impact may in part reflect 'halo' effect. A further weakness of these case studies is that no information was collected on 'normal practice' of each supervisor, although interviews elicited how supervisors saw changes in their practice.

At each site the guideline appears to have led SCHS to plan more thoughtfully for the arrival of their ST, and perhaps to provide them with more ongoing support in relation to lesson planning, including using the school planning format – although it did not resolve that issue, as also reported earlier. Schools A and C in fact used similar lesson plan formats, which happened also to be the format taught at BUU, but the format at School B was different. BUU requires ST to write lesson plans in school formats. However, terminology creates problems for ST – and for SCHS and BUUS, since Thai words for 'goal', 'aim', 'objective', 'purpose' etc. are interpreted differently by different authors. There is consequently a need, at the outset of teaching practice to review format and to reach consensus on which format to use and what terms mean. The responsibility for this lies with BUUS. However, according to ST no BUUS discussed the format of their lesson plans; nor did they comment on lesson plans that ST had developed with assistance from SCHS. The confusion is further illustrated by ST-B1 who adopted school format,

while some of his friends were allowed by school supervisors to continue to use the university format. The guideline could clarify this.

At no site were pre-lesson discussions held, as reported earlier. This was due to a misunderstanding, according to supervisors at the meeting on 19 March. They understood a pre-observation meeting to mean establishing ground rules and pre-checking the weekly lesson plans of ST prior to teaching. This they had done. Clearly the concept of pre-observation as used in 'clinical supervision' cycles was not known to them; nor had this been adequately explained in the guideline.

In observations, guideline advice to use 'script-taping' was followed by only two supervisors, both SCHS, indicating their commitment to professional development.

With regard to post-lesson conferences, as reported above the triad met when the researcher was present as observer. However, only at School A did triad meet every time, and that was because BUUS scheduled visits in advance and informed SCHS accordingly. At sites B and C, however this did not happen, for two main reasons. First BUUS believed in 'surprise' visits so that they could observe ST 'normally' prepared, rather than specially prepared for their visit. A second reason was conflicting work schedules. For BUUS supervision and campus-based teaching schedules made staying on for meetings difficult to arrange on a regular basis under current management procedures. SCHS were sometimes redeployed and ST left in charge of the class unsupervised so were also unavailable without prior notice. The guideline sees a goal of post-observation conferences as defining a clear performance standard; the fact that they rarely occurred undermines this goal.

BUUS-B3 and C3 appeared somewhat dismissive of the guideline, however valuing workshops over their product.

Introducing the guideline certainly made no impact on how ST viewed SCHS and BUUS in general. Traditional stereotypes prevailed. They viewed SCHS, with whom they interacted every day as mentor, colleague and friend and BUUS, who visited only three or four times over four months to assess their teaching, with criteria undiscussed and then normally departed after only token discussion, as inspector and evaluator.

7.5 Answering RQ 3

RQ 3 asked: 'How far do actions taken (i.e. development and trial of a guideline) result in improved perceptions of supervision of teaching practice at BUU?' Specifically, in regard to a selected teaching practice

(i) What are perceptions of volunteer ST on actions taken?
(ii) What are perceptions of volunteer SCHS on actions taken?
(iii) What are perceptions of volunteer BUUS on actions taken?

With regard to RQ 3 (i) it may be said that volunteer ST were receptive and saw the value of 'setting ground rules' at the beginning of teaching practice since this created an 'amicable atmosphere' for working together, especially with SCHS. ST saw SCHS and BUUS in traditional roles, however with the former as a mentor and coach and the latter as evaluator.

With regard to RQ 3 (ii) it may be said that all volunteer SCHS used guideline as roadmap and compass, perceiving 'ground rules' to be helpful for working systematically as a team with ST and BUUS. The guideline created a good work relationship with ST, though it did not provide them with advice on BUU's criteria for rating student teaching performance.

With regard to RQ 3 (iii) all three BUUS viewed the guideline in a way similar to SCHS - as a roadmap that helped them set 'ground rules' that resulted in good

teamwork and created a basis for 'amicable' supervision. It had helped them to develop good working relationships and better communication, including by telephone creating feelings of greater security.

In the light of the above, RQ 3 may be answered as follows: the action of developing and introducing a guideline as a basis for managing supervision of student teaching practice generally resulted in supervisors managing teaching practice in a more thoughtful way than before. At the same time several informants drew attention to aspects that were unrealistic to implement, and needed further consideration, or to important issues that had not been addressed at all.

7.6 Conclusion

This chapter reported results of Phase 3 of this action research project. It described 'actions' by those who had developed a guideline in Phase 2 of the project, and evaluation of those actions by the researcher who had facilitated that development. The action in Phase 3 was trialing the developed guideline in a formal teaching practice period at three school sites with triads of ST, SCHS and BUUS. ST were recruited to the project on an 'informed consent' basis, while SCHS and BUUS participated in their previous roles as supervisors. The evaluation has focused on how, at each site supervisors represented their implementation of the guideline and perceived it to impact on quality of supervision. The ST perspective has also been reported. A cross-site comparison highlights that, notwithstanding differences between sites there were common features in guideline implementation. The chapter also answered RQ 3.

Chapter 8 presents the study's theoretical framework, summarizes its design and results, interprets and discusses its findings and makes recommendations to stakeholders in management of teaching practice in teacher education.

CHAPTER 8

Theoretical Framework, Summary, Limitations, Interpretation, Recommendations and Reflections on Professional Learning

8.0 Introduction

This chapter sets the research in a theoretical framework, summarizes findings of Phase 3, explains limitation of study, interprets results, makes recommendations and provides reflections on my professional learning as a teacher educator.

8.1 Theoretical Framework of study

This action research (AR) project is a case study of management of teaching practice embedded within the larger case of the teacher education program of Faculty of Education, Burapha University (BUU), Thailand. The theoretical framework is in Figure 8.1.

As indicated in Chapter 1, the project emanated from the researcher's professional experience of management of teaching practice supervision at her workplace, BUU. Teaching practice is an interface between Faculties of Education, the senior partner vested with the authority to confer teaching qualifications on trainees, and the public and private school systems whose teachers it trains and who are the junior partner, servicing the needs of universities. Teaching practice is a public domain of otherwise largely private institutions. It is also the domain where universities seek the co-operation, with no financial reward of school directors and members of the teaching profession in fulfilling arguably its most important function – developing classroom teaching skills to a level where a trainee can be

certificated as 'fit to teach' in a public school. It is difficult to conceive of any more important aspect of the work of a Faculty of Education than ensuring that its trainees and staff in co-operating schools have a well-managed experience with staff of the university that fulfils this function in a demonstrable way.
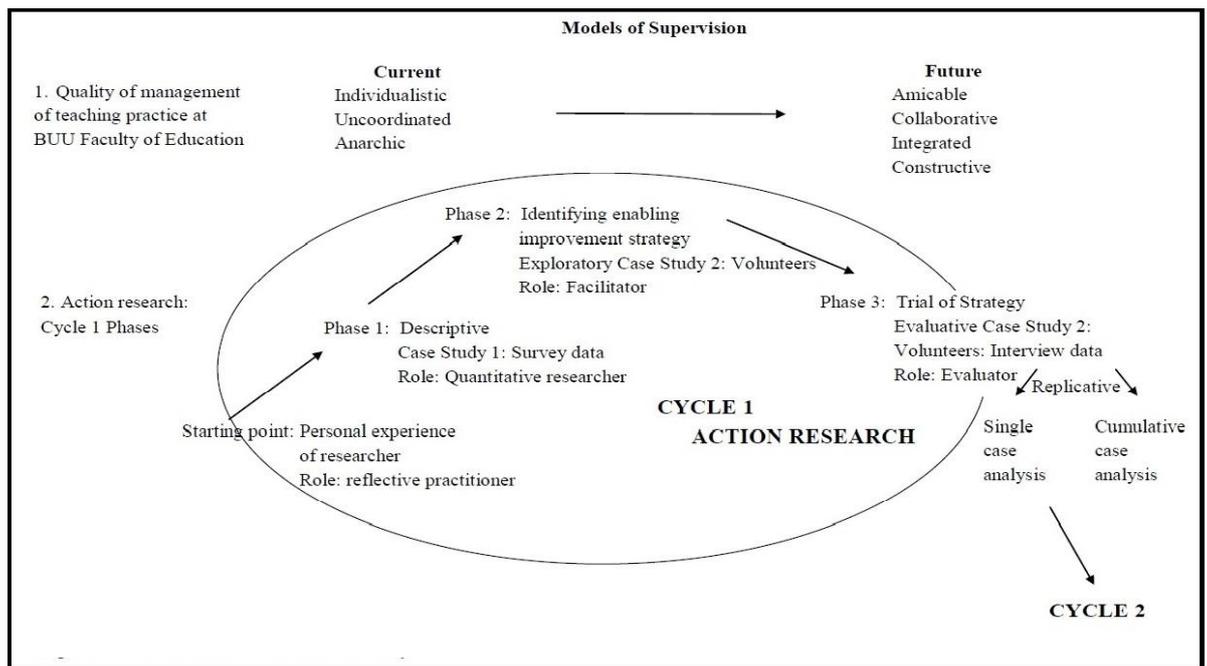
Figure 8.1: Theoretical Framework of study

The starting point for my research, as shown in Figure 8.1 was my reflections on my experiences as a BUU supervisor over many years. Line 1 shows my perception of the existing quality of management of teaching practice at BUU Faculty of Education. I saw it as individualistic, uncoordinated and even anarchic, since staff, especially BUUS seemed to be able to do more or less as they pleased. Anecdotal evidence confirmed complaints about management of teaching practice, including lesson plan format, lack of feedback to ST on their teaching and poor liaison between school and university supervisors. In addition,

management of Faculty of Education appeared unwilling to take these complaints seriously either by acknowledgement, discussing what might be done to address them or, most importantly introducing training for those involved. This at a time when Thai Ministry of Education was actively promoting a concept of 'amicable' supervision that seemed to reflect Thai cultural values that seemed conspicuously lacking at BUU. My vision was to move management of teaching practice at BUU towards that model as shown under 'Future' in line 1, by creating collaborative partnerships that integrated university with school learning through teaching experience, and that helped trainees construct a view of themselves as teachers for the modern world. How I was to do that was initially unclear to me, though I was able to formulate tentative research questions that indicated my thrust and that were accepted in my research proposal.

My literature review, reported in Chapter 2 opened my eyes to issues relating to teaching practice. These included: the complexity of the topic, in particular the range of models of supervision advanced over the past century; conflicting views on underlying assumptions and purposes of teaching practice; assessment for planning developmental experiences for trainees; the meaning of teaching grades; quality supervision, and relationships between school and university supervisors. Teaching practice seemed to me to be a central topic for professional teacher education and development in an Ed. D.

I selected AR as my approach because I believed that not only was it important to learn more about the specific situation at BUU – I could find no studies in the literature that were site-specific in the way that I proposed to develop my study, but also because I wanted my research to 'make a difference' by changing some aspects of practice for the better, a key objective of AR. In addition, my focus was on a specific case, as in most AR and a specific situation that I wished to change for the better viz. management of some aspect of teaching practice at BUU. In fact, as discussed below and as shown in Figure 8.1, line 2 my research may be

conceptualized as a series of case studies of different types and with different functions in the evolving phases of Cycle 1.

From this 'reflective practitioner' starting point, but with no fixed plan of procedure my research developed logically over three phases. Phase 1 was the search for confirmation, or disconfirmation of my impressions of the quality of teaching practice supervision at BUU. Research manuals indicate that the way to collect such information is through surveys that may produce 'descriptive' findings of what those surveyed think about the issue under consideration. As quantitative researcher I collected information from three populations with experience of the phenomenon – the management of supervision of teaching practice by BUU between November 2003 and February 2004. Each population studied – ST, SCHS and BUUS returned sufficient completed questionnaires (N = 271/358) for my purpose, with response rates of 60, 71 and 57 percent respectively, which manuals indicate are reasonable for one-shot postal surveys. These rates-of-return, without extensive prompting on my part may indicate the strength of feeling on this issue, though of course those who did not respond may have had a satisfactory experience. Each set of responses informed development of 'descriptive' case study reports for each population that showed current practice as, on the one hand 'acceptable' to all parties, but at the same time 'in need of improvement'. Respondents concurred on the need for improved documentation to guide all parties on management of supervision, confirming some of my concerns.

This finding encouraged me to proceed into Phase 2 of the AR project on the basis of participatory AR – PAR. Phase 2 was 'exploratory'. It can also be conceptualized as a case study within the larger AR project. It was exploratory because, at its outset I had again no clear idea of what outcome to expect. My principal aim was to involve key stakeholders in thinking about issues identified by survey respondents, to tap their experience and to invite them to suggest ways forward. I succeeded in recruiting a small number of volunteer SCHS and BUUS

with majors in English to deliberate with me on the evidence from Phase 1. Reluctantly I decided not to involve ST; those with the most recent experience of teaching practice had now left university. However, on reflection this was probably a mistake. Their perspective as 'consumers' of teaching practice is very important. My role was facilitator. I arranged for 'expert' input to provide volunteers with a broader perspective on key issues viz. lesson plan format, strategies for use while observing teaching, triad relationships, and coaching and mentoring. I invited volunteers to suggest a strategy for improvement. The guideline that emerged in August 2004 addressed many of these issues. The guideline was an 'intermediate' or 'enabling' objective towards the higher order objective of improving the management of supervision of teaching practice. The guideline was also a physical resource, a 33-page document that provided all parties with advice that clarified roles and procedures, set out expectations and responsibilities and that, if acted on had potential to create an atmosphere of trust, collegiality and co-operation intrinsic to 'amicable' supervision that would improve the quality of management of supervision of teaching practice.

Having created the resource it was desirable to trial it. This involved considerable planning and negotiation on my part, and continuation of my role as facilitator to set up a viable trial situation. There were time pressures, both from dissertation requirements and from the imminent BUU teaching practice that offered a context for trialing, and which commenced in November 2004. Consequently, I was unable to seek views from those not involved in guideline development, such as BUU's Dean of the Faculty of Education and school directors, though I did share it with my supervisor. Nor was there time to introduce it to school or university supervisors involved in that teaching practice. That would have been too ambitious a leap, and contrary to normal AR practice. The immediate priority was to establish its utility. Securing agreement to trial from three SCHS and three BUUS volunteers seemed adequate for establishing this, both in its own right and for the purpose of this dissertation. As contributors to the development process these supervisors were presumably committed to improvement, including acting

on their own advice, so that their participation and their cooperative attitude to working together as supervisor seemed an optimum situation for trialing – though obviously in that respect not a typical one. Fortunately there were sufficient English major trainees to match them to supervisors. One of my most important roles was to secure their co-operation, reassuring them that their confidentiality would be respected and their teaching grade unaffected.

Figure 8.1 shows that Phase 3 of this AR project comprised three 'replicative' case studies. At each site the triad was involved in a supervisory process over the period of the teaching practice, with supervisors informed by recommendations expressed in the guideline. Each site was thus 'replicating' the trial. At the same time each site was inevitably different in a number of respects, notably personnel, their workload and circumstances and site characteristics, such as size and distance from BUU main campus. Each site therefore had a different experience in trialing the guideline. My role was to evaluate that experience from the 'outside', which I did by observations (to some extent), but mainly by focused interviews with each member of each triad. My observations were of course merely 'snapshots' of what occurred on days that I attended each site. However, at the meeting of 19 March supervisors provided a longitudinal perspective on implementation over the teaching practice as a whole. Subsequently I was able to compile a report on the experience of trialing at each school through 'single case analyses'. Such trialing is 'formative' in the sense that it is concerned to find out what 'works' and what does not, and needs further consideration. It also has limited validity: a case is simply a case. However trialing simultaneously across three sites increases validity since evidence is added cumulatively. 'Cumulative case analysis' provides a fuller and more valid picture of the utility of the guideline. What that picture is follows in my summary of the results of Phase 3.

8.2 Summary of use of the guideline

The guideline was trialed at three sites with three triads, all majors in English

between November 2004 and February 2005. Most supervisors (five in six) claimed to use guideline as a compass directing them what to do and when to do it. All agreed that supervision should be "amicable" and collaborative, and that it created an accepting, supporting, and friendly atmosphere and a safe environment that encouraged ST to try their best in teaching and to feel less pressurized in fulfilling other school responsibilities. The guideline's most positive feature was the road-map (pp. 29-32), a kind of checklist with ground rules of what to do and when to do it. Against this, trialing established that the issue of lesson plan format was not resolved, with BUUS providing no feedback to ST; pre-observation meetings did not take place because of a misunderstanding; a recommendation to script-tape lessons while observing was adopted by only two supervisors, one of whom introduced it to his ST; and at only one site, School A were all BUUS lesson observations followed by a triad meeting. Scheduling problems made such meetings unrealistic for both sets of supervisors. Advice was lacking on interpreting criteria of BUU Student Teaching Assessment Form. Advice on BUUS monitoring classroom action research of ST was seen to be inoperable.

8.3 Limitations of study

The study has several limitations. First, it is a case study of practice at only one institution, BUU. Practice at BUU may or may not have been typical of all Thai universities at that time. Second, the guideline was developed by only a small group of volunteers, all of whom were majors in English who also trialed it. Thus the guideline may be relevant only to supervision of English major trainees rather than trainees across all majors. In addition, volunteers' positive attitude to its contents as revealed in trialing is not to be taken at face value since they were essentially self-evaluating their own work. Third, the research was undertaken almost ten years ago. Since then the period of teaching practice has been extended in Thailand by one semester. What changes in arrangements for teaching practice supervision may have been made as results were not investigated.

8.4 Interpretation

The length of teaching practice in Thailand was extended to two semesters in 2008. The extension reflected its perceived importance for ST development. It is an additional cost to taxpayers. It advantages Faculties of Education who can recruit more staff. It adds to the burden on schools and especially on SCHS, more of whom are likely to be involved. An important issue for future research is whether it improves teaching skills of ST. On the model illustrated by this project improvement is highly unlikely.

This study identified two criteria for evaluating the development of a guideline for teaching practice: fidelity and utility. Fidelity refers to whether espoused beliefs and values of supervisors as expressed in the guideline were reflected in their actions to implement it; utility refers to whether acting on those recommendations improved perceptions of the quality of teaching practice experience for all concerned.

With regard to fidelity it may be said that a few recommendations appear to have been fully implemented, others partly and some not at all. The 'road map' and the concept of collaborative, amicable supervision in looking after ST seem to have been largely accepted wholeheartedly and acted on; script-taping observations and post-lesson discussion were implemented only partially, while post-observation meetings were planned for at only one site.

Of course the guideline did not address some important issues as this formative evaluation has clarified. These include: lesson plan format, the underlying concepts of the clinical supervision cycle, and BUU assessment criteria.

With regard to utility, guideline was useful in some respects, such as promoting collaborative relationships between supervisors who trialed it – which may be a product of workshops as much as anything else. What the trial also highlighted is that its advice was in many respects not implementable because of the practicalities of supervising. When looked at in detail it is difficult not to conclude

that these are outcomes of how managers in BUU and schools conceptualize teaching practice. Specifically they reflect that:

1. BUU Faculty of Education senior management does not view supervision of ST on teaching practice as a priority for BUUS as shown by its:

(a) Allocating supervision workloads that make collaborative amicable supervision impossible for many BUUS to realize;

(b) Providing inadequate documentation to BUUS on procedures to be observed at schools in supervising teaching practice, including working collegially with SCHS, checking and providing feedback to ST on lesson plans, observation techniques, supervising skills related to providing feedback, coaching and mentoring, understanding and being able to explain and justify BUU assessment criteria. Of course providing documentation is insufficient in itself; as Slick (1997) observes: "Training in all aspects of supervision is necessary";

(c) Adopting a 'mindless' view of teaching practice, instead of taking a position informed by current debates in the literature. Basically it would appear that BUU subscribes to a traditional view of supervision where school staff 'look after' ST while busy BUUS staff pay a 'flying visit', observe a lesson and make an ex cathedra judgment on its quality in terms of BUU criteria, with little or no explanation to ST or SCHS or justification. This is essentially a 19th century inspection model as described by Sullivan and Ganz (2000). Visits of 'surprise' are a standard feature of this hierarchical model, indicating a lack of trust between inspector and the inspected.

2. BUU Faculty of Education lacks a philosophy of teacher development. The idea of 'clinical supervision' that underlay the recommendation in the guideline to hold pre- and post-lesson discussions seems unfamiliar to both BUUS and to SCHS.

Even the best developed guideline needs to be based on such a philosophy that may be justified on empirical/logical grounds, that is expressed in terms of

practical procedures and processes, that trains staff so that they have a critical understanding of these procedures, and that monitors and evaluates their use. Though amicable supervision reflects a collaborative philosophy of teacher education that reflects Thai cultural values, its apparent weakness is that it lacks a rationale for teacher development. As noted in the literature review (p. 23), such a rationale seems currently best provided by the developmental model. It conceptualizes ST development in stages from ego-centric to child-centered to professional/reflective. As noted by Glickman and Gordon (1987), it aims "to increase every teacher's ability to grow towards higher stages of thought. More reflective, self-directed teachers will be better able to solve their own instructional problems and meet their students' educational needs (p. 64)". The developmental model stresses that the (trainee) teacher is the prime source of their own development. Like all learning, the impetus to develop must come from the individual. Adoption of such a philosophy would have implications for the university-based component of the initial teacher education program. It would require that passive learning from lectures gives way to practical experiences such as mini-teaching tasks to peers and others, self- and externally assessed on criteria that students internalize. It would be a program geared to preparing ST for their role as teachers and would imply a radically different approach to the teaching program that ST undertook in schools.

8.5 Recommendations

The findings of this research have implications for a wide range of parties, including National Teacher Council, BUU Faculty of Education, supervisors of student teachers, directors of schools that accept trainee teachers, and student teachers themselves. The following are recommendations to different parties.

8.5.1 Recommendation to National Teacher Council

As the organization controlling national professional standards for teachers, National Teacher Council should set a national standard (by looking also at other international standards) for student teaching supervision in Thailand.

8.5.2 Recommendations to Faculty of Education

(1) Since Ministry of Education of Thailand has added an extra year to the B. Ed. program, including an additional semester of teaching practice, involving extended supervision, Faculty of Education should provide all school and university supervisors with recurrent in-service training through workshops, seminars, conferences, mentoring, coaching and field experience to give them required knowledge and skills to supervise.

(2) The Faculty should provide a series of compulsory workshops for ST before student teaching begins to ensure that all understand its mission. Topics covered should include lesson plan formats and classroom action research projects.

(3) The Faculty should review work load of university supervisors to enable them to participate fully in supervision on the model adopted by the Faculty. Consideration should be given to providing them with transportation or travel expenses for supervision visits.

(4) Faculty should consider providing incentives to increase motivation levels of BUUS to supervise, such as providing training to empower them with knowledge, understanding and skills for the tasks to be performed.

(5) Faculty should consider providing incentives to school supervisors for participating in supervision. These might include recognition for their work through credit transfer towards a postgraduate qualification, financial support to attend workshops and honorarium for their services.

(6) Faculty should develop guidelines for supervisors that reflect school contexts and a single standard of practice. They should address criteria in the Faculty's Evaluation Form and provide guidance on interpretation.

(7) To minimize disciplinary problems, Faculty should penalize appropriately ST who do not follow rules for teaching practice without good reason, for example not handing in a lesson plan to a school supervisor before teaching.

(8) Faculty should establish a "Student Teaching Committee" to promote excellent standards of student teaching.

8.5.3 Recommendations to triad

(1) Triads should meet before teaching practice commences to lay down 'ground rules'.

(2) University supervisors should assume a greater leadership role in a triad.

(3) University supervisors should pre-plan school visits and inform triad members in advance.

(4) Supervisors should provide feedback and suggestions to ST in writing rather than by words or telephone. Since ST are assessed on three main areas viz. lesson plan, teaching management, and teacher personality, feedback and suggestions should focus mainly on these three aspects.

(5) School supervisors should allow beginning ST a 'comfort period' of a week or two to become familiar with the school environment, acquire necessary information about the school, classroom and students and share expectations and concerns.

(6) Supervisors should encourage ST to play a more active role in preparing for student teaching.

(7) All supervisors should adopt 'amicable' style of supervision in place of a traditional or formal style.

8.5.4 Recommendations to directors of participating schools

Directors should arrange for SCHS to remain in class while ST teaches. The practice that SCHS are allocated to other duties while ST takes the class should be stopped.

8. 5.5 Recommendations for future research

(1) Additional research with more triads should be undertaken to establish whether findings from BUU are confirmed in other Faculties of Education elsewhere in Thailand.

(2) Strategic research on specific issues/problems addressed in these recommendations should be carried out to improve quality of supervision.

(3) Research to develop supervision guidelines should involve Deans of Education and principals of participating schools to maximize awareness of guidelines, utility and a uniform standard for all supervisors.

8.6 Reflections on professional learning

This research has contributed to my professional learning as a teacher educator in various ways.

Firstly, it has developed my research skills immensely. I also learned about the high standard of supervising a graduate student through my principal supervisor.

I learned to appreciate some flexibility of Victoria University regulations that gave consideration to a student with acceptable problems. In my case, with an unexpected serious illness that nearly took away my life, I could not finish this research in the original planned timeline. Without flexibility, I would have withdrawn.

Definitely, I am going to continue to share my experiences, and extend the flexibility and chances with others who deserve it both in the field of education and life in general. To be a good academician, just like a good citizen, one must appreciate the 'scholarly tradition' and hold on to the principle with some flexibility.

Secondly, in conducting this research, I have developed my skill level in being a supervisor of student teaching. I have followed the guideline developed in Phase 2. I am aware of the problems in student teaching supervision; I have developed better practice in supervision. Even now that I am retired from the university because of my age, I can share my knowledge and experience with younger staff of the Faculty and in courses that I still teach at the university. Supervising has been a challenge for me. I have enjoyed the supervision of student teachers. In fact, I received the 'Outstanding Supervisor of Student Teaching of the Year (2010)' Award from BUU's Faculty of Education and the Faculty appointed me to conduct a seminar on 'Supervision of Student Teaching in the Part of BUUS'.

Finally, the research has contributed to a stronger academic base for me to continue to grow during this golden period of my life (in support of lifelong learning concept). It gives me some impetus and motivates me to write articles, chapters, or even a book, and to accept invitations to speak in the future.

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APPENDIX A

QUESTIONNAIRES ON STUDENT TEACHING SUPERVISION:
VIEWS OF STUDENT TEACHERS

Dear Alumnus,

This questionnaire aims to collect views on the difficulties concerning supervision you experienced either from university or school supervisors during your teaching practice. The questionnaire is anonymous.   So no one will be identifiable in any report to be published. Your co-operation is very important in the process of improving student teaching supervision. Please, therefore, take a few moments now to complete the questionnaire and return it to me as soon as possible using the self -addressed envelope or place it in my mailbox at the Faculty of Education Office. **Please return it within June 20, 2004.**

Thank you for your assistance.

Suchinda   Muongmee.

SECTION I: Personal Data

To assist the researcher in making comparison between groups of participants, please provide the following information about yourself.

Mark X (only one) to indicate your answer.

1. Gender: Male____   Female____

2. Indicate your major subject when you studied at Burapha University.

    Early childhood ____   Primary Education____

    Thai ____   English____

    Social study ____   Mathematics ____

    Biology ____   Physics ____

    Chemistry____

3. Indicate whether the subject matter that you were assigned by the school supervisor was the same as your major.

    Yes____   No____

4. Indicate the number of teaching load per week.

    Less than 8 hours. ____

    Between 8-12 hours. ____

    Between 13-20 hours. ____

    20 hours or more.____

SECTION II: Your views on how Burapha University (BUU)
Faculty of Education organizing student teaching practice.

1. The Faculty of Education plan for teaching practice includes the following
    components.
    Please consider each component in turn and indicate whether, in your view,
    it is acceptable, or could be developed.
    Mark X to indicate your answer.
    3 = Acceptable, 2= Could be developed, 1= Not acceptable

For the researcher

Component	3	2	1
(1) Allocation of students to schools.			
(2) Information for student teachers about their roles and responsibility in teaching practice.			
(3) Information for students on the roles of school and university supervisors			
(4) Information on the format of lesson plan by Faculty of Education			
(5) Clarity of Student Teachers' Manual			
(6) Student teacher orientation			
(7) Organizing the meeting among student teachers, school representatives, and university supervisors prior to teaching practice			
(8) Providing student teacher orientation by **the school.**			
(9) Organizing a seminar for student teachers and university supervisors at **the mid** of the period of teaching practice			

(10) Other aspects____. Please specify:
    (10.1) _____
    (10.2) _____			

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2. Now review all the above components and indicate which component, in your opinion, <u>most</u> needed to be developed.

   The component needed most development is **(letter)** ____

   If possible, say what needs to be done to develop this component ____

   _____

SECTION III: Your past experience concerning supervision during the period of teaching practice.

1. What was your general impression on the overall supervision performance of your **university supervisor** ?

   Good ____   Fair ____   Poor ____

   If "Poor", please explain why ? _____

   _____

2. What was your general impression on the overall supervision performance of your **school supervisor** ?

   Good ____   Fair ____   Poor ____

   If "Poor", please explain why? _____

   _____

3. What was your motivation level during the period of teaching practice ?

   High _____   Moderate _____   Low_____

   (i) If you had "Low Motivation", please explain why _____

   _____

   (ii) What would increase your motivation for being a student teacher?

   _____

4. How much suggestion in writing the lesson plan you had received from your **university supervisor?**

   A lot ____   Fair amount ____   Very little____   None____

5. How much suggestion in writing the lesson plan you had gotten from your **school supervisor?**

     A lot ____   Fair amount ____   Very little____   None____

6. How much constructive feedback did you get from your **university supervisor** after his/her classroom teaching observation?

     A lot ____   Fair amount ____   Very little____   None____

7. How much constructive feedback did you get from your **school supervisor** after his/her classroom teaching observation?

     A lot ____   Fair amount ____   Very little____   None____

8. What difficulties, if any, did you encounter in consultation with the **university supervisor**?

(a) I encountered no difficulty. ____

(b) I encountered some minor difficulties. _____

     Please specify_____

(c) I encountered a major difficulty. ____

     Please specify_____

(d) I encountered a several major difficulties. ____

     Please specify_____

If you encountered a difficulty that caused you significant concern. Please do the followings:

(a) Describe the difficulty briefly _____

_____

_____

(b) Say how you think the difficulty might be minimized. _____

_____

_____

9. What difficulties, if any, did you encounter in consultation with the **school supervisor**?

(a) I encountered no difficulty. ____

(b) I encountered some minor difficulties. _____

   Please specify_____

(c) I encountered a major difficulty. _____

   Please specify_____

(d) I encountered a several major difficulties. _____

   Please specify_____

   If you encountered a difficulty that caused you significant concern,

   Please do the followings:

(a) Describe the difficulty briefly _____

   _____

   _____

(b) Say how you think the difficulty might be minimized. _____

   _____

   _____

10. How well did you relate to the **university supervisor**?

   Very well _____   Fair _____   Not very well_____

   If **"not very well"**, please explain why this was_____

   _____

11. How well did you relate to the **school supervisor**?

   Very well _____   Fair _____   Not very well_____

   If **"not very well"**, please explain why this was_____

   _____

12. How much moral support did you get from the **university**

   supervisor?

   Very much _____   Average _____   Very little_____

13. How much moral support did you get from the **school supervisor**?

   Very much _____   Average _____   Very little_____

SECTION IV: The supervisory style that might affect performance of a student teacher.

Please write a number in of each item **to prioritize** the supervisory style that might affect your performance as a student teacher.

1 = the most importance   7 = the least importance

For the researcher

Input number	Input number	

a university supervisor	a school supervisor	Item
		A. Treat me fairly in terms of time and effort. B. Be available and easy to approach to discuss my teaching-related problem C. Maintain close regular meeting on a pre-arranged schedule. D. Have general expertise in the area of subject that I teach. E. Listen to and respect my existing knowledge and skills. F. Monitor and provide feedback about my performance to ensure adequate progress. G. Give me support and guidance in preparation of my written lesson plan H. Other; Please suggest_____ _____

-Thank you for your assistance

APPENDIX B

"QUESTIONNAIRES ON STUDENT TEACHING SUPERVISION:
VIEWS OF UNIVERSITY SUPERVISORS"

Dear Colleague,

This questionnaire aims to collect views on how Burapha University Faculty of Education staffs supervised B.Ed. students on teaching practice. The questionnaire is anonymous. So no one will be identifiable in any published document? It is important for this project, however, that we collect the views of all, or the great majority of staffs who supervise student teacher. Please, therefore, take a few moments now to complete the questionnaire and return it to me as soon as possible in the self- addressed envelope to my mailbox in Faculty of Education office.

Thank you for your assistance.
Suchinda Muongmee.

SECTION I: Personal Data

To assist us to make comparison between groups of staff, please provide the following information about yourself. Mark X to indicate your answer.

1. Gender: Male_____   Female_____

2. For how many years have you supervised student teachers at Burapha University?

    Once: the period of November 2003 – February 2004 was my first year_____

    Between 2 and 5 years _____Between 6 and 10 years _____

    Between 11 and 15 years _____ Between16 and 20 years _____

    Between 21 and 25 years _____ 26 years and more _____

3. Did you supervise B.Ed. students on teaching practice in the period of November 2003-February 2004 ?

    Yes_____   No_____

4. If "Yes" how many student teachers did you supervise?

    One _____ Two_____   Three _____   Four _____

    Five _____   Six _____   More than six_____ (specify)

5. For each student that you supervised, indicate the major teaching area or subject that they specialized in :

    (1) Student 1:

    Kindergarten _____ Primary Education _____ English _____

    Thai _____   Social Studies _____   Mathematics ___

    Biology _____   Physics _____   Chemistry _____

    Industrial Education _____

    (2) Student 2:

    Kindergarten _____ Primary Education _____ English _____

    Thai _____   Social Studies _____   Mathematics ___

    Biology _____   Physics _____   Chemistry _____

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Industrial Education ____

(3) <u>Student 3</u>:

Kindergarten ____ Primary Education ____ English ____

Thai ____   Social Studies ____   Mathematics ___

Biology ____   Physics ____   Chemistry ____

Industrial Education ____

(4) <u>Student 4</u>:

Kindergarten ____ Primary Education ____ English ____

Thai ____   Social Studies ____   Mathematics ___

Biology ____   Physics ____   Chemistry ____

Industrial Education ____

(5) <u>Student 5</u>:

Kindergarten ____ Primary Education ____ English ____

Thai ____   Social Studies ____   Mathematics ___

Biology ____   Physics ____   Chemistry ____

Industrial Education ____

(6) <u>Student 6</u>:

Kindergarten ____ Primary Education ____ English ____

Thai ____   Social Studies ____   Mathematics ___

Biology ____   Physics ____   Chemistry ____

Industrial Education ____

6. In the period of November 2003-February 2004 for how many hours each week did you normally teach full-time students in classes at Burapha University ?

0-10   hours ____   11-20 hours ____

21-30 hours ____   31-40 hours ____

7. List all **administrative positions** that you held in the period of November 2003-February 2004, i.e. positions that involved defined administrative responsibilities.

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Estimate how many hours per week you devoted to each.

Position 1: Title: _____ Hours per week____

Position 2: Title: _____ Hours per week____

Position 3: Title: _____ Hours per week____

SECTION II: Your views on how Burapha University Faculty of Education organizes teaching practice for B.Ed. students.

1. The Faculty of Education plan for teaching practice includes the following components.

   Please consider each component in turn and indicate whether, in your view, it is acceptable, or could be developed.

   Mark X to indicate your answer.

Component	1 Is acceptable	2 Could be developed	3 Don't know.
(a) Allocation of students to university supervisors			
(b) Information for university supervisors about their role in teaching practice.			
(c) Allocation of students to schools			
(d) Information for students on the roles of school and university supervisors			
(e) Student Teachers' Manual			
(f) Selection of schools for student placement			

Component	1 Is acceptable	2 Could be developed	3 Don't know.
(g) Information for university supervisors about school supervisors			
(h) Shared understanding of university supervisors and school supervisors about how to work together.			
(i) Time available to university supervisors for supervision			
(j) Information for university supervisors about the format of lesson plan			
(k) Documentation to be completed by university supervisors in respect of supervision.			
(l) Review and evaluation of university supervisors' role in teaching practice.			
(m) Organizing a seminar for student teachers and university supervisors at the mid of the period of teaching practice.			
(n) Other aspects_____. Please specify: 　(i) _____ 　(ii) _____			

2. Now review all the above components (a)-(n) and indicate which
component, in your opinion, **<u>most</u>** needs to be developed.

The component most needing development is **(letter)** _____

If possible, say what needs to be done to develop this component

_____

SECTION III: Your personal experience of supervising in the period of November 2003- February 2004.

1. How did you feel about the number of students you supervised in
the period of November 2003-February 2004?

(a) Too few _____   (b) About right _____   (c) Too many _____

If you had too many students, how did it affect the way
you supervised ? ___

_____

_____

2. How motivated were you in the session of November 2003-
February 2004?

(a) Very motivated _____

(b) Quite motivated _____

(c) Not very motivated _____

(i) **If you were 'not very motivated',** please explain why_____

_____

_____

(ii) What would increase your motivation for supervising? _____

_____

_____

3. Please indicate what difficulty, if any, you encountered on supervision in the period of November 2003-February 2004.

(a) I encountered no problem. ____

(b) I encountered some minor problems. ____

Please specify_____

_____

_____

(c) I encountered a major problem. _____

Please specify_____

_____

_____

(d) I encountered several major problems. _____

Please specify_____

_____

_____

If you encountered a difficulty that caused a lot of concern, Please do the followings:

(i) Describe the problem briefly _____

_____

_____

(ii) Say how you think the problem might be minimized _____

_____

_____

4. For each student that you supervised in the period of November 2003-February 2004, please provide the following information:

Student 1: Main Subject Area: _____

(a) How confident did you feel when supervising in this student's subject area?

Very confident ____Quite confident ____Not confident____

(b) How well did you relate to this student?

Very well_____   Quite well _____   Not very well_____

(c) What difficulties, if any, did you encounter with this student when acting as a supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

(d) How well did you relate to the school teacher who supervised this student?

Very well _____Quite well _____ Not very well_____

If 'not very well', please explain why _____

_____

_____

(e) What difficulties, if any, did you encounter with this school supervisor when acting as university supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

Student 2: Main Subject Area: _____

(a) How confident did you feel about supervising in this student's subject area?

Very confident ____Quite confident ____Not confident_____

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(b) How well did you relate to this student?

Very well_____   Quite well _____   Not very well_____

(c) What difficulties, if any, did you encounter with this student
when acting as a supervisor?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

(d) How well did you relate to the school teacher who supervised
this student?

Very well _____Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

_____

(e) What difficulties, if any, did you encounter with this school
supervisor when acting as a university supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

Student 3: Main Subject Area: _____

(a) How confident did you feel about supervising in this student's
subject area?

Very confident _____ Quite confident _____ Not confident_____

(b) How well did you relate to this student?

Very well_____   Quite well _____   Not very well_____

(c) What difficulties, if any, did you encounter with this student
when acting as a supervisor?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

(d) How well did you relate to the school teacher who supervised
this student?

Very well _____Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

_____

(e) What difficulties if any, did you encounter with this school
supervisor when acting as a university supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

Student 4: Main Subject Area: _____

(a) How confident did you feel about supervising in this student's

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subject area?

Very confident _____Quite confident _____Not confident_____

(b) How well did you relate to this student?

Very well_____   Quite well _____   Not very well_____

(c) What difficulties, if any, did you encounter with this student
when acting as a supervisor?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

(d) How well did you relate to the school teacher who supervised
this student?

Very well _____Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

_____

(e) What difficulties if any, did you encounter with this school
supervisor when acting as a university supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

Student 5: Main Subject Area: _____

    (a) How confident did you feel about supervising in this student's subject area?

    Very confident _____Quite confident _____ Not confident_____

    (b) How well did you relate to this student?

    Very well_____   Quite well _____   Not very well_____

For the researcher

    (c) What difficulties, if any, did you encounter with this student when acting as a supervisor?

    No difficulty _____

    A few minor difficulties _____

    One or more major difficulties_____

    If you had any difficulties, please say what they were _____

    _____

    _____

    (d) How well did you relate to the school teacher who supervised this student?

    Very well _____Quite well _____ Not very well_____

    If ' not very well', please explain why _____

    _____

    _____

    (e) What difficulties, if any, did you encounter with this school supervisor when acting as a university supervisor ?

    No difficulty _____

    A few minor difficulties _____

    One or more major difficulties_____

    If you had any difficulties, please say what they were _____

    _____

_____

Student 6: Main Subject Area: _____

(a) How confident did you feel about supervising in this student's

subject area?

Very confident _____ Quite confident _____ Not confident_____

(b) How well did you relate to this student?

Very well_____   Quite well _____   Not very well_____

(c) What difficulties, if any, did you encounter with this student

when acting as a supervisor?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

(d) How well did you relate to the school teacher who supervised

this student?

Very well _____ Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

_____

(e) What difficulties, if any, did you encounter with this school

supervisor when acting as a university supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

_____

SECTION IV: Developing Teaching Practice Supervision at Burapha University

1. How do you rate your own performance as a BUU supervisor compared with other supervisors:

    (a) I am amongst the best supervisors. _____

    (b) I am an average supervisor. _____

    (c) I am a rather poor supervisor. _____

    (d) I don't know how I compare to other supervisors. _____

    What assistance would help you to become a better supervisor? __

    _____

    _____

2. How do you rate the current arrangements for supervision made by BUU faculty of education for teaching practice?

    (a) Excellent. _____

    (b) Good. _____

    (c) Average. _____

    (d) Poor._____

3. Which of the following actions by Burapha University Faculty of Education would be more likely to help university staff to become better supervisors?

    Please prioritize the following list by placing the number 1 next to the performance needed the greatest preparation, number 2 next to the performance needed the most, and so on, until all items are ranked.

    (a) Provide training to university staff in how to supervise. _____

    (b) Provide training to school staff in how to supervise. _____

    (c) Provide a manual of good practice in supervision for university and school staff. _____

    (d) Provide a seminar to university and school staff in how to write

an affective lesson plan._____

(e) Evaluate how "supervision" is currently conducted. _____

(f) Other. _____

Please feel free to give any other suggests for improving teaching practice.

_____

_____

4. What, in your view**, most needs to be done to develop the quality in student teaching supervision** by university teachers of the Faculty of Education Burapha University?

_____

_____

-Thank you for your assistance.-

APPENDIX C

"QUESTIONNAIRES ON STUDENT TEACHING SUPERVISION: VIEWS OF SCHOOL SUPERVISORS"

Dear Colleague,

This questionnaire aims to collect views on how school supervisors supervised student teachers from Burapha University Faculty of Education who were on the session of teaching practice. The questionnaire is anonymous. So no one will be identifiable in any document. It is important for this project, however, that we collect the views of all, or the great majority of staffs, who supervise student teachers. Please, therefore, take a few moments now to complete the questionnaire and return it to me as soon as possible in the self- addressed envelope to my mailbox in Faculty of Education office or post it if it is your convenience. **Please return it within June 20, 2004.**

Thank you for your assistance.

Suchinda   Muongmee.

SECTION I: Personal Data

To assist us to make comparison between groups of staff, please provide the following information about yourself.

Mark X to indicate your answer.

1. Gender: Male_____ Female_____

2. For how many years have you supervised student teachers at Burapha University?

   Once: the session of November 2003 – February 2004 was my first year._____

   Between 2 and 5 years _____ Between 6 and 10 years _____

   Between 11 and 15 years _____ Between 16 and 20 years _____

   More than 21 year_____

3. Did you supervise B.Ed. students on teaching practice in the period of November 2003-February 2004 ?

   Yes_____ No_____

4. If "Yes" how many student teachers did you supervise?

   One _____ Two_____ Three _____

5. For each student that you supervised, indicate the major teaching area or subject that they specialized in :

   (2) <u>Student 1</u> :

   Kindergarten _____ Primary Education _____ English _____

   Thai _____ Social Studies _____ Mathematics _____

   Biology _____ Physics _____ Chemistry _____

   Industrial Education _____

   (2) <u>Student 2</u>:

   Kindergarten _____ Primary Education _____ English _____

   Thai _____ Social Studies _____ Mathematics _____

   Biology _____ Physics _____ Chemistry _____

   Industrial Education _____

(3)<u>Student 3</u>:

    Kindergarten ____ Primary Education ____ English ____

    Thai ____   Social Studies ____   Mathematics ____

    Biology ____   Physics ____   Chemistry ____

    Industrial Education ____

6. In the period of November 2003-February 2004 for how many hours each week did you normally teach full-time students in classes at the school?

    0-10   hours ____   11-15 hours ____

    16-20   hours ____   more than 20 hours ____

7. List all other school responsibilities that you held beside classroom Teaching, i.e. school lunch program , school operative shop, etc.

    Estimate how many hours per week you devoted to teach.

    Responsibility 1: Title: _____ Hours per week___

    Responsibility 2: Title: _____ Hours per week___

    Responsibility 3: Title: _____ Hours per week___

SECTION II: Your views on how Burapha University (BUU) Faculty of Education organizes teaching practice for B.Ed. students.

3. The Faculty of Education plan for teaching practice includes the following components.

Please consider each component in turn and indicate whether, in your view, it is acceptable, or could be developed.

Mark X to indicate your answer.

3 = Acceptable, 2= Could be developed, 1= Not acceptable

Component	3	2	1
(1) Allocation of students to school supervisors by the school.			
(2) Information for school supervisors about their role in teaching practice.			
(3) Allocation of students to schools			
(4) Information for students on the roles of school and university supervisors			
(5) Information for student teachers about the format of lesson plan			
(6) Clarity of Student Teachers' Manual			
(7) Providing student teacher orientation by the school			
(8) Organizing the meeting among student teachers, school representatives, and university supervisors prior to teaching practice			
(9) Documentation to be completed by school supervisors in respect of supervision			
(10) Review and evaluation of school supervisors' role in teaching practice			
(11) Information on useful contact names and numbers at the university			
(12) Mid-semester student teaching seminar at BUU for all student teachers			
(13) Other aspects. Please specify: (13.1) _____ (13.2) _____			

4. Now review all the above components and indicate which
    component, in your opinion, **<u>most</u>** needs to be developed.
    (i) The component most needing development is **(letter)** _____
    (ii) If possible, say what needs to be done to develop this component

    _____

**SECTION III: Your personal experience of supervising in the period
of November 2003- February 2004.**

1. How did you feel about the number of students you supervised in the
    period of November 2003-February 2004?
    (a) Too few _____   (b) About right _____   (c) Too many_____
    If you had too many students, how did it affect the way that you
    supervised? _____

    _____

    _____

2. How motivated were' you in the period of November 2003-February
    2004 ?
    (a) Very motivated _____
    (b) Quite motivated _____
    (c) Not very motivated _____
    (i) If you were'not very motivated', please explain why_____

        _____

        _____

    (ii) What would increase your motivation for supervising? _____

        _____

        _____

3. Please indicate what difficulty, if any, you encountered on supervision
    in the period of November 2003-February 2004.

(a) I encountered no problem. ____

(b) I encountered some minor problems. ____

    Please specify_____

(c) I encountered a major problem. ____

    Please specify_____

(d) I encountered several major problems. ____

    Please specify_____

If you encountered a difficulty that caused a lot of concern. Please do the followings:

(a) Describe the problem briefly _____

_____

_____

(b) Say how you think the problem might be minimized _____

_____

_____

4. **For each student that you supervised** in the period of November 2003-February 2004, please provide the following information:

   Student 1: Main Subject Area: _____

   (a) How confident did you feel about supervising in this student's subject area?

   Very confident ____ Quite confident _____Not confident_____

   (b) How well did you relate to this student?

   Very well _____   Quite well _____   Not very well_____

   (c) What difficulties, if any, did you encounter with this student when acting as a supervisor.

   No difficulty _____

   A few minor difficulties _____

   One or more major difficulties_____

   If you had any difficulties, please say what they were _____

   _____

(d) How well did you relate to the university supervisor who supervised this student?

Very well _____ Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

(f) What difficulties ,if any, did you encounter with this university supervisor when acting as a school supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

Student 2: Main Subject Area: _____

(a) How confident did you feel about supervising in this student's subject area?

Very confident _____Quite confident _____Not confident_____

(b) How well did you relate to this student?

Very well _____ Quite well _____ Not very well_____

(c) What difficulties, if any, did you encounter with this student when acting as a supervisor.

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

(d) How well did you relate to the university supervisor who supervised this student?

Very well _____Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

(e) What difficulties ,if any, did you encounter with this university

supervisor when acting as a school supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

Student 3: Main Subject Area: _____

(a) How confident did you feel about supervising in this student's

subject area?

Very confident _____Quite confident _____Not confident_____

(b) How well did you relate to this student?

Very well _____   Quite well _____   Not very well_____

(c) What difficulties, if any, did you encounter with this student

when acting as a supervisor.

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

If you had any difficulties, please say what they were _____

_____

(d) How well did you relate to the university supervisor who

supervised this student?

Very well _____ Quite well _____ Not very well_____

If 'not very well', please explain why this was _____

_____

(e) What difficulties ,if any, did you encounter with this university

supervisor when acting as a school supervisor ?

No difficulty _____

A few minor difficulties _____

One or more major difficulties_____

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If you had any difficulties, please say what they were _____

_____

SECTION IV: Developing Teaching Practice Supervision at Burapha University

1. How do you rate your own performance as a supervisor.

    (a) Excellent. _____

    (b) Good. _____

    (c) Average. _____

    (d) Poor._____

    What assistance would help you to become a better supervisor?

    _____

2. How do you rate the current arrangements for supervision made by Faculty of Education, Burapha University, for teaching practice?

    (a) Excellent. _____

    (b) Good. _____

    (c) Average. _____

    (d) Poor._____

3. Which of the following actions by Buraha University Faculty of Education would be more likely to help school supervisors to become better supervisors?

    Please prioritize the following list by placing the number 1 next to the performance needed the greatest preparation, number 2 next to the performance needed the most, and so on, until all items are ranked.

    (a) Provide training to university staff in how to supervise. _____

    (b) Provide training to school staff in how to supervise. _____

(c) Provide a manual of good practice in supervision for university
   and school staff._____

(d) Provide a seminar to university and school staff in how to write
   an effective lesson plan._____

(e) Evaluate how "supervision" is currently conducted. _____

(f) Other. _____, please suggest _____   For the researcher

4. What, in your view, most needs to be done to develop the quality in
    student teaching supervision by school supervisors of the BUU
    Faculty of Education?

    _____

    _____

-Thank you for your assistance.-

APPENDIX D

BUU Student Teaching Assessment Form

ASSESMENT NO……………………..

STUDENT TEACHING ASSESSMENT FORM
(FOR BUU SUPERVISOR)

NAME………………………………MAJOR…………………MINOR……………
SCHOOL………………………………………...ACADEMIC YEAR……………………………………………
DATE………..MONTH………………………...YEAR……….…….TIME……………
GRADE……………...SUBJECT………………………………...TOPIC………….……

CRITERIA	ASSESSMENT RESULT (SCORE)				
	EXELLENT (5)	GOOD (4)	FAIR (3)	POOR (2)	VERY POOR (1)
TEACHING PREPARATION (LESSON PLAN BOOK) 1. LEARNING OBJECTIVES 2. TEACHING METHOD IN RELATION TO TOPIC, LEARNERS, TIME, AND CONDITION. 3. THE USE OF INSTRUCTIONAL MEDIA 4. EVALUATION METHOD FITS IN WITH LEARNING OBJECTIVES					
THE ACTUAL TEACHING 5. ACTIVITY LEADING TO THE MAIN CONTENT 6. COHESIVENESS AND CONTINUITY OF CONTENT PRESENTATION 7. THE USE OF QUESTIONS TO STIMULATE STUDENT THINKING 8. STEPWISE PROGRESSION OF INSTRUCTION 9. STUDENT CENTERED ACTIVITIES 10. ABILITY TO USE OF INSTRUCTIONAL MEDIA 11. ABILITY TO SUMMARIZE CONTENTS 12. LANGUAGE AND SPEECH ABILITY 13. SELF-CONFIDENT AND ABILITY TO COPE WITH A PROBLEM 14. PERSONALITY & CLASS MANAGEMENT 15. EVALUATION METHODS AND TOOLS 16. PROMOTING STUDENTS TO USE KNOWLEDGE IN DAILY LIVING					
DISPLAYING TEACHER CHARACTERS *(INTERVIEW/TALK WITH SCHOOL UPERVISORS, TEACHING RELATING DOCUMENTS, AND OTHERS)* 17. HONESTY 18. BEING GOOD ROLE MODEL 19. HUMAN RELATION SKILLS 20. RESPONSIBILITY					
TOTAL SCORE					

ASSESSMENT NO………………………………… TOTAL SCORE………………………

SIGNED…………………………………………
(FULL NAME…………………………………)
UNIVERSITY/ SCHOOL SUPERVISOR
DATE ………..MONTH………………YEAR……

APPENDIX E
Item Average of Score Based upon Experts' Opinion on Content Validity
of the Questionnaires for ST

The Questionnaire's Content validity					
Section 2		Section 3		Section 4	
Item	$\bar{x}$	Item	$\bar{x}$	Item	$\bar{x}$
1	0.6	1	1	1	1
2	1	2	1	2	1
3	1	3	1	3	1
4	1	3.1	1	4	1
5	0.8	3.2	1	5	1
6	1	4	1	6	1
7	1	5	1	7	1
8	1	6	1	8	1
9	1	7	1		
10	1	8	1		
2.1	1	8.1	1		
2.2	1	8.2	1		
		9	1		
		9.1	1		
		9.2	1		
		10	1		
		11	1		
		12	1		
		13	1		

Ramark: 1. Score for each item ranges from-1 (not agree), 0 (average), and 1 (agree).

2. $\bar{x}$ of each item ≥ 0.6 indicating content validity was acceptable.

APPENDIX F

Item Average of Score Based upon Experts' Opinion on Content Validity of the Questionnaires for BUUS

The Questionnaire's Content validity					
Section 2		Section 3		Section 4	
Item	$\overline{x}$	Item	$\overline{x}$	Item	$\overline{x}$
1	0.6	1	1	1	1
2	1	2.1	1	2	1
3	1	2.2	1	3.1	1
4	1	3	1	3.2	1
5	0.8	3.1	1	3.3	1
6	0.8	3.2	1	3.4	1
7	1	4.1(1)	1	3.5	1
8	1	4.2(1)	1	3.6	1
9	1	4.3(1)	1	4	1
10	1	4.4(1)	1		
11	1	4.5(1)	1		
12	1	4.1(2)	1		
13	1	4.2(2)	1		
2.1	1	4.3(2)	1		
2.2	1	4.4(2)	1		
		4.5(2)	1		
		4.1(3)	1		
		4.2(3)	1		
		4.3(3)	1		
		4.4(3)	1		
		4.5(3)	1		

Ramark: 1. Score for each item ranges from-1 (not agree), 0 (average), and 1 (agree).

2. $\overline{x}$ of each item $\geq$ 0.6 indicating content validity was acceptable.

APPENDIX G
Item Average of Score Based upon Experts' Opinion on Content Validity of the Questionnaires for SCHS

The Questionnaire's Content validity					
Section 2		Section 3		Section 4	
Item	$\overline{x}$	Item	$\overline{x}$	Item	$\overline{x}$
1	0.5	1	1	1	0.8
2	1	2.1	1	2	0.8
3	0.8	2.2	1	3.1	0.8
4	1	3	1	3.2	0.8
5	1	3.1	1	3.3	1
6	0.8	3.2	1	3.4	1
7	1	4.1(1)	1	3.5	1
8	1	4.2(1)	1	3.6	1
9	1	4.3(1)	1	4	1
10	1	4.4(1)	1		
11	0.8	4.5(1)	1		
12	0.8	4.1(2)	1		
13	1	4.2(2)	1		
14	1	4.3(2)	1		
15	1	4.4(2)	1		
16	1	4.5(2)	1		
2.1	1	4.1(3)	1		
2.2	1	4.2(3)	1		
		4.3(3)	1		
		4.4(3)	1		
		4.5(3)	1		

Ramark: 1. Score for each item ranges from-1 (not agree), 0 (average), and 1 (agree).

2. $\overline{x}$ of each item $\geq$ 0.6 indicating content validity was acceptable.

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Documents Related to the Workshop Program in Phase II of Research

1. Workshop Program

1.1 Background & Rationale

Student teaching is one of the most integral parts of a teacher preparation program. It provide an opportunity for a student teacher to put theory into practice; to search for more truth of teaching profession in real setting; to polish knowledge and skill acquired through years of classroom and self-directed learning. Educators agree that "student teaching" is an indicator of success in any teacher education program.

Teacher education program at Burapha Univesity (BUU) Faculty of Education requires a fourth year student to spend a full semester doing teaching practice in a school. The faculty appoints 2 supervisors to supervise teach student, i.e. a university supervisor and a school supervisor (as recommended by a participating school).

The student and two supervisors thus form a triad or become a triad member. The two supervisors play key roles in student teaching practice. The success of the program lays heavily on them. In review of literature related to student teaching practice in the U.S.A. and Europe as well as in Asia, there is an indication that the effectiveness and efficiency supervisors affect student teacher's development to become a successful teacher and such quality of the supervisor depends on their training background and their ability to demonstrate good role model in planning, providing feedback, managing a classroom, teaching teacher's ethics, and evaluating a student progress, etc. as well as how well the two supervisors work as a team.

With that in mind, the seminar is to be conducted for the participating supervisors in an attempt to improve their effectiveness and efficiency in supervision of a student teacher.

1.2 Objectives

1. To provide information on supervision problems identified through previous pilot study.

2. To learn principle concepts and theories of effective lesson plan.

3. Sharing of supervision experiences among participating supervisors.

4. To cooperatively develop supervision guideline to be used in upcoming season of BUU student teaching practice.

1.3 Seminar Format

1. Presentation of data on supervision problems identified through previous pilot study.

2. Special lecture by an invited well known guest speakers on the topic "The Writing of a Good Lesson Plan" and "Coaching and Mentoring from Sport to Student Teaching Supervision"

3. Discussion: Sharing of supervision experience among supervisors and invited guest speakers.

4. Brainstorming on how to overcome supervision problems and developing supervision guideline.

Dates (Workshop held at BUU Queen Sirikit Building I, Room 307)

Date Program	First Saturday (Aug. 28, 2004)	Second Saturday (Sept. 4, 2004)	Third Saturday (Sept. 11, 2004)
1. Presentation of Data from the Pilot Study 2. Special Lecture I	9.00-16.00 น.		
3. Special Lecture II and sharing of supervision experience		9.00-16.00 น.	
4. Brain Storming Developing Supervision Guidelines			9.00-16.00 น.

1.4 Project Coordinator

Asst. Prof. Suchinda Muongmee

Department of Nonformal Education

Faculty of Education

Burapha University

Chonburi 20131

Phone (01) 861-4797 / (038) 745-900 ext. 2020/2066

1.5 Participants

1. BUUS   3

2. School supervisors

   - BUU Demonstration School   2
   - Prapatsorn Wittaya School   2
   - Watt Don thong School   2

- Anubal Chon Buri School   1
- Wat Talluam School   1

1.6 Budget (Personal budget)

(1) Honorarium	10,000.00 Bath
(2) Meals & Coffee breaks (3 days)	3,500.00 Bath
(3) Travel expenses for all participants	3,600.00 Bath
(4) Documents & Labor	12,000.00 Bath
(5) Supplies and Miscellaneous	500.00 Bath

Total   29,600.00 Bath

1.7 Program Evaluation
(1) Satisfaction of participants

(2) Active Participation of participants

(3) Developing a supervision guideline

1.8 Expected Output
(1) Uniform understanding on the roles and duties of supervisors.

(2) Uniform format Supervision to be used among participating
supervisions in the upcoming student teaching practice

(3) The supervisors get acquainted thus lay a strong basis for working
as a team in supervision.

(4) A document: "Guidelines for Student Teaching Supervision" is
developed for all participating supervisors to use during 2004 BUU
Student Teaching practice.

2. The Permission letter of Dean of BUU Faculty of Education

FACULTY OF EDUCATION

BURAPHA UNIVERSITY

Bangsaen Chonburi 20131

Tel.(038) 745-90Ext.2010

Fax. (038) 391-043

Date: July 15, 2003

To: Suchinda Muongmee

         Associate Dean for International Affairs

Subject: Permission to Conduct Research

Dear Suchinda Muongmee

This is in response to your letter dated July 11, 2003. The Faculty of Education sees your research as a way to improve our student teaching practice program and thus I am please to inform you that the Faculty of Education grants all permission you have requested. With connection to the supervisor workshop when schedule is finalized, please contact the secretary of the faculty directly for any assistance you may require. Upon the completion of your research, the Faculty of Education requests for a copy research-report from you for our reference and possible further action.

We wish you success in your endeavor.

Sincerely yours,

(Assoc.Prof. Chalong Tubsree)

Dean, Faculty of Education

3. The letter asking for permission to conduct research in school

**FACULTY OF EDUCATION
BURAPHA UNIVERSITY
Bangsaen Chonburi 20131 Thailand**
Tel. (038) 745-900 Ext. 2010-11
Tel., Fax. (038) 391-043

Date: November 18, 2003.
To: Director
Subject: Permission to Conduct Research in School

Dear Director,

I am a faculty member of Burapha University Faculty of Education and at the same time I am a doctoral student in education of the off-shore program of Victoria University, Australia at Burapha University. I am at the stage of doing my dissertation titled: Investigating Student Teaching Supervision: A Case Study of Faculty of Education, Burapha University. The aims of this research is basically to improve supervision of student teaching during their practicum. The research will be carried out in 3 phases as follows:

Phase I will be the gathering of data on major problems facing previous year student teachers, school and university supervisors.

Phase II is to conduct a workshop for both supervisors for 3 days. The workshop will be emphasized on the use of collaborative mentoring in supervision and developing a supervision guideline.

Phase III is to implement the supervision guideline developed in Phase II in actual student teaching practicum to see the effectiveness of supervisor workshop in Phase II on supervision performance as perceived by the triad members.

Since the research involves your school, I would like to request for your permission and cooperation as follows:

(1) Permit the research to be conducted involving student teaching in your school, your students and school supervisors from the period of November 2004-February 2005.

(2) Allow school supervisors from your school who volunteer to participate in this study to attend the 3-day supervisor workshop Scheduled on August 28, September 4, and 11, 2004 at Faculty of Education, Burapha University.

(3) Allow the participating school supervisors to participate in the in-depth interview during BUU student teaching practicum period - November 2004-February 2005.

I will be happy to answer any questions you may have.

I look forward to your response at your earliest convenience.

Sincerely yours,

(Suchinda Muongmee)
Associate Dean for International Affairs.

APPENDIX I

The Guideline for student teaching supervisors

GUIDELINES FOR STUDENT TEACHING SUPERVISION
(Developed by a group of university and school supervisors)

Faculty of Education, Burapha University
October, 2004

CONTENTS

About This Document

This document had been cooperatively developed, by the group of university and school supervisors attending a workshop for supervisors, to be a guideline for student teaching supervision of university and school supervisors. The supervision guideline was developed on the basis of "Amicable Supervision" which is called in Thai "Kalyanamitta Supervision". The guideline aims to clarify the roles and functions of a supervisor as a teacher, coach, and facilitator of a student teacher. The "Amicable supervision" is a supervision of constructive and respect others who are a part of student teaching program. The document includes some key concepts of supervision, supervision guidelines for the supervisors, suggested progressive teaching takeover plan, the coaching process and the roadmap for student teaching supervision. It is a hope that student teaching program at Burapha Univerrsity (BUU) Faculty of Education which is the heart of preparing new teachers would be up to a higher standard for practice.

Suchinda Muongmee
Facilitator of the Workshop

Amicable Supervision

(Kalyanamitta Supervision)

The term "Amicable Supervision" was first introduced in Thailand in 2003 by Professor Dr. Sumon Amornviwat. The term is thus relatively new. The author explained that "Amicable Supervision" consists of 4 components, i.e. giving "**Faith**" to those who work with you, **cooperation**, **mutual determination**, and be **ready for improvement**. The concept of "Amicable supervision" contains essential keywords in English as constructive, supportive, facilitative, friendly, respect, and reflective. Thus the "Amicable supervision" which this guideline is based upon should offer one of the best practice for preparation of a new teacher.

GUIDELINES FOR STUDENT TEACHING SUPERVISION

The BUU Faculty of Education's teacher preparation program requires students to spend a whole semester (about 16 weeks), during the second semester of their senior year, teaching in school. During the student teaching practicum, two supervisors, one from the university and another from the participating school, are assigned to supervise the student teacher. The university supervisor is the permanent teaching staff at BUU Faculty of Education white the school supervisor (mentor teacher) is appointed, upon recommendation of the participating school, by BUU Faculty of Education.

Duties of University and School Supervisors

It must be admitted that the specific duties of university and school supervisors at BUU Faculty of Education have not sectional and clearly defined or stated for years. However, extracting from the 2004 Student Teaching Handbook (pp10-21) provided by BUU Faculty of Education in the sections titled "**Time Table for Student Teaching Practicum**", "**Suggested Schedule of Activities During Teaching Practicum**", and "**Instruction on Principles and Methods for Evaluating Student Teacher Performance**", the duties of the two groups of supervisors can be summarized as follows:

Table 1 Main Duties of University and School Supervisors

A University Supervisor	A School Supervisor
1. Visit the student teacher at school	1. Provide suggestions to the student teacher on assigned jobs.
2. Provide supervision as necessary.	2. Provide the student opportunity to observe classroom teaching of the school supervisor at least 3 times.
3. Observe student classroom teaching at least 3 times and give suggestions on writing a lesson plan and instruction.	3. Provide suggestion on the writing of a lesson plan.
4. Check the student's classroom action research project.	4. Check the student teacher's lesson plans and provide pertinent suggestion.
5. Evaluate student teaching performance and student teacher's classroom action research report.	5. Observe the student classroom teaching performance around 8-10 times.
6. Mediate and solve problem in case there is a conflict of expectation /interest between the student and the school or any disciplinary problem on student part.	6. Assist in solving problems.
	7. Examine student's teaching performance.
	8. Keep eyes on ethical aspects of being a good teacher of the student.

Problem in Student Teaching Supervision

From a survey conducted earlier on problems concerning student teaching supervision as perceived by former (2003) student teachers, university and school supervisors focusing on 3 aspects, i.e. , pre-practicum preparation carried out by "Teaching Practicum Committee", motivation of supervisors and work relationship among the triad members - a student teacher(ST), School supervisor (SCHS), and university supervisor (BUUS) , and necessary tools and activities to provide best practice for student teaching supervision among supervisors plus data from the interview of the triad members, the problems could be summarized as follows.

1) **Problems concerning pre-practicum preparation**
   - Lacking of information and uniform guideline on format of "lesson plan".
   - Lacking of opportunities for the triad members to meet and discuss on various issues concerning the practicum. (It was suggested that all supervisors should be required to attend the seminar conducted by BUU Faculty of Education at the pre-practicum period.)
   - The one day "Mid-Practicum Seminar" for student teachers created problems. The SCHS were not well informed. A delay in announcing the specific date made the meeting impractical especially for student teachers who had to travel many hours back to the university.
   - Lacking a review of the roles of university and school supervisor in an attempt to find the best practice method.

2) **Motivation of supervisors and work relationship among the triad members**

- Lacking of an opportunity to meet and discuss issues or problems among the triad members. Some students even reported that there was no meeting at all.
- "Time" is the major problem of university supervisors due to heavy teaching load and meeting. They didn't have much time to spend with the student teachers at the school.
- Transportation problem to schools in remote area.
- Lacking of uniformity in idea on format of writing a lesson plan among the triad members.
- A few school supervisors complained that they never saw their university supervisors during the practicum period.
- Some student teachers never had opportunity to discuss issues and problems with the university supervisor.
- Some students had to teach classes of a sick regular teacher for a long time or being a substitute teacher.
- Students needed suggestion on how to write a long-term lesson plan.
- Feedback after a classroom teaching observation was not provided by some university supervisors.
- Objectives of student teaching practicum was not clearly defined in the "Student Teaching Handbook".
- University supervisors read student's lesson plan at the same time with observation.
- Some of the university supervisors did not pay attention to student's lesson plan book.
- Absenteeism was a problem of some students.
- Some student teachers did not hand in their lesson plan books to the school supervisor prior to teaching.
- Students did not use variety of teaching methods. They hold on to only giving worksheet and asked student to do all assignments on it.

3) Necessary tools and activities for improvement of supervision among university and school supervisors

1. Provide a handbook of good practice in supervision for university and school supervisors.
2. Provide a seminar to university and school staffs on how to write an effective lesson plan.
3. Provide training to school teaching staffs on how to supervise a student teacher.
4. Evaluate how "Supervision" is currently conducted.

4) The supervisory styles that might affect performance of a student teacher (asked only the student teachers)

1. A supervisor should listen to and respect the student teacher's existing knowledge and skills.
2. A supervisor should treat the student teacher fairly in terms of time and effort.
3. A supervisor should give the student teacher support and guidance in preparing his/her written lesson plan.

From the problems identified, it is evident that the supervisory process was somehow ineffective. To alleviate this serious problem, we must first work on the supervisors of both university and school since they play a pivotal role in the success of student teaching practicum.

Research indicates that the effectiveness of student teaching is related to the help and guidance provided by the school and university supervisors (Glickman and Bey, 1990). While the supervisory responsibility is shared with the school supervisor, the influence that the school supervisor has on the student teacher is often profound because the school supervisor is the closet contact that the student teacher will have with the profession. When the responsibilities of any one of two key supervisors are not carried out as they should, the full potential of student teacher likely will not reach fruition. The

schooling of children and youth is of prime importance, and to ensure that the quality of education is maintained and enhanced during student teaching, all involved must carried out their role effectively and responsibly. Guidelines for student teachers and their significant others are needed in order to ensure the student teacher every opportunity for professional growth. BUU Faculty of Education has provided the student teachers guideline but not for the supervisors. Therefore, arranging a workshop on effective student teaching supervision is necessary for the supervisors. With the hope of establishing the professional growth of the student teachers and reducing some problems of student teaching supervision mentioned, the supervisors who participated in the workshop (August 28, September 4 and 11, 2004 at BUU Faculty of Education) collaboratively developed the guideline for themselves to be implemented in the coming student teaching practicum (November 2004-February 2005).

Again, the guidelines was developed with aims to clarify roles and functions of supervisors as a teacher, coach, and facilitator of a student teacher under the concept of "Amicable or Kalyanamitta Supervision".

Objectives of the Guidelines

1. To give the direction for student teaching supervision.
2. To assist school and university supervisors in supporting both student teachers who arrive with natural abilities for teaching and those who need more specific direction.
3. To encourage school and university supervisors to discuss and share their ideas to assist student teachers in discovery and practice their own style.
4. To support the supervisors to teach, to coach, and to reflect the student teacher performance.
5. To apply "Amicable model" for supervision.

Goals

The goals of all these effort are to assist a student teacher to perform at his/her best during teaching practicum which is one of the most critical periods of teacher preparation program. With proper supervision, a student teacher could develop confidence, enjoy teaching and develop good professional attitude.

Learning Objectives

In order to reach the goals, a set of learning objectives is proposed and a student teacher is expected to perform the following professional:

1. Applying effective methods of teaching.
2. Designing lesson plans and submits them to the school supervisor one week before use.
3. Well prepare on all things required for smooth run of teaching.
4. Able to use variety methods of teaching to motivate students to learn. Develop ability for class control.
5. Teach according to the lesson plan with proper adjustment and flexibility as needed.
6. Be able to teach alone effectively.
7. Be able to identify strength and points to be improved of himself or herself and critically discuss with the supervisors.
8. Take constructive criticism from supervisors with grace.
9. Regularly meeting and discussing issues or problems with school and university supervisors.
10. Make weekly note of experience gained.

11. Aware of the role of teaching profession in developing a good student and a good citizen.

PART I

SUPERVISION GUIDELINES FOR UNIVERSITY SUPERVISORS

The most important role the university supervisor plays in the student teaching process is to arrange an appropriate student teaching assignment. The university supervisor needs to be knowledgeable about the schools in his or her area, have an open professional relationship with the school administration, and know which teachers have exciting programs and a desire to be supervising teachers. It is critically important that communication be established between each school and university.

Following the confirmation of the assignment, the university supervisor serves as the enabling person for both student teacher and school supervisor. The university supervisor's responsibility is to open and maintain communication among all parties. To accomplish this, **the university supervisor should do the followings for the student teacher:**

1. Orients and advises student teachers. The university supervisor is responsible for preparing the student teacher to enter the classroom world as a student teacher.

2. Encourage a visit to the school. Preview the Student Teaching Handbooks which will help the student teacher prepare for the student teaching experience.

3. Observe regularly so that progress can be measured. Arrive at the beginning of class, always take time to discuss the observation, and be available for any problem that may arise.

4. Let the student teacher know that the university supervisor is there to enable him or her to succeed. Be honest in observations and evaluations.
5. Laying the "Ground Rules" to be observed by both the supervisor and the student.
6. Keep in mind the principles of "Amicable supervision".

The university supervisor should do the followings for the school supervisor:

1. Provide all necessary background information about the student teacher.
2. Arrange for an initial conference with the school supervisor and student teacher so that all may agree on the goals of the assignment.
3. Take time during observations to communicate with the school supervisor about the student teacher's progress.
4. Schedule observations and conferences at the student teachers' and school supervisor's convenience.
5. Value the school supervisor as a respected colleague in the practicum experience.
6. Cooperatively lay the "Ground Rules" to be observed by both the university and school supervisors.

PART II

SUPERVISION GUIDELINES FOR SCHOOL SUPERVISORS

The role of school supervisors is to TEACH the student teacher what he/she knows about how to teach, COACH the student teachers so that his/her skills can be developed in a supportive, mentored environment, and provide opportunities for the student teacher to REFLECT on the many aspects of teaching and learning process. By encouraging the student teacher to analyze his/her own progress and identify problems and possible solutions, the transfer into the role of decision maker in his or her own classroom will be more easily made. The following guidelines will help to facilitate this process.

I Preplanning Before Arrival of a the Student Teacher

1. The duties which a school supervisor should preplan before the student teacher's arrival are as the followings:

- Review student teacher's autobiographical data.
- Inform colleagues that he/she will have a student teacher.
- Establish a plan for having his/her student teacher observe other teachers and students.
- Inform students that there will be another teacher working with them.
- Review university assignment regarding student teaching (found in the Student Teacher Handbook).
- Have work space available for his /her student teacher.
- Have additional texts, teacher's manuals and other materials ready for his/her student teacher.
- Have his/her personal student teaching "handbook" ready, or assemble equivalent materials, such as: yearbooks or class pictures, seating charts, curriculum guide(s), staff directory, school philosophy, daily class schedule, community information, school supervisor's personal resume , etc.

2. Develop the "Ground Rules" to be observed by student teacher and school supervisors.

3. Sharing informational ideas with the university supervisor (by any means of communication ⇩ face to face, phone, post, or e-mail).

II Orientation of the Student Teacher

1. Introductory meeting between school supervisor and the student teacher.

- Organize an introductory meeting to share the school supervisor's professional philosophy and goals.
- Explain classroom /load responsibilities and procedures, and the roles school supervisor wants the student teacher to take in implementing.
- Discuss professional expectations such as appropriate attire, school policies, and procedures.
- Discuss and reflect on each other's expectations of this experience so that the school supervisor can provide a foundation for building a professional working relationship.
- Arrange to have a weekly meeting between the school supervisor and the student teacher.
- Inform the student teacher of the "Ground Rules" to be observed by the supervisor and the student teacher.
- Keep in mind the principle of "Amicable supervision".

Note

   Encourage the student teacher to write a conclusion of each meeting and also make weekly note concerning teaching practicum for references and analyzing the strength and weakness of the student.

2. Orientation to the Classroom (first time of teaching)

- Introduce the student teacher as a co-teacher and all students of a class.

- Provide the student teacher with his or her own work space and desk.
- Provide a class list and seating chart, and discuss any special needs of individual in the classroom.
- Plan an activity that will engage the student teacher and the students in an informal conversation to become better acquainted.
- Review the class schedule, routines and procedures.
- Orient the student teacher to supplies, materials and policies regarding the use of these materials.

III Supervising Process

It is important to keep in mind that student teachers come to the student teaching practicum with variety of strengths and experiences. The reform, the exact date or week for a student teacher to assume full responsibility for teaching will not be the same for all student teachers. It is especially difficult for the school supervisor to suggest any set pattern because of the differences between student teachers, school supervisors, and classroom settings. The school supervisor is in the best position to suggest a plan regarding the student teacher's assumption of full classroom responsibility. Gradual assumption of responsibilities lessens frustration and builds confidence. Involving the student teacher progressively in observation, mentoring , coaching individual student teacher, preparing materials, teaching small groups and then large groups will help promote a successful experience. Release as many responsibilities and decisions to the student teacher as his/her competence warrants and as the situation dictates. The following are four distinct stages in the student teaching process as suggested by College of Education, University of Maryland (Online)

Stage 1 – Observation

This stage should allow student teachers an opportunity to become familiar with school policies, classroom routine, building personnel, classroom

objectives, procedures, and individual students. During this observation stage, student teachers should be provided opportunities to assist in instruction and discuss their observations. In a semester long practicum, this stage occurs in Phase I. However, the student teacher is required by the university to have a few observation days at the start of phase II to become reacquainted with the classroom activities.

Stage 2 – Observing/ Assisting

During this stage, student teachers should be provided opportunities to assist the school supervisor / school teacher. The school supervisor should gradually increase the responsibilities of student teacher in performing routine duties, working with individuals and small group, etc. This stage is an ideal time to collaboratively plan and establish team-teaching strategies. The school supervisor should offer the student teacher support and modeling while encouraging independence.

Stage 3 – Independent Teaching

As a student teacher develops skills and confidence, the school supervision can relinquish more duties and responsibilities. Student teachers should be involved in instructional activities as early as possible. Full time teaching is recommended for a period of at least twenty consecutive days. The length of this full time teaching stage will depend on such factor as: 1) nature of the classes, 2) student teaching assignment, 3) progress and competency of the student, 4) judgment of the school supervisor, and 5) responsibility and maturity of the student teacher. During this stage student teachers should have primary control of planning, teaching and evaluation of the students.

Stage 4- Phase- Out/Observation

      The purpose of this stage is to provide a smooth transition of responsibilities from the student teacher back to the school supervisor. While the student teacher will continue to assist with various aspects of the teaching, he/she should also be provided opportunities to observe in other classroom and at various grade levels.

Suggested Progressive Teaching Takeover Plan and Related Schedule.

The Student Teacher…………………………….
The School Supervisor…………………………….

Week #	Date	Responsibilities
1.	November 1-5, 04	1. Orientation 2. Observing the school supervisor and other school teacher teaching. 3. Discussion on teaching observation. The items should be discussed are: - Classroom organization, - Classroom management procedures, - Student relationships, - Teaching style, - Lesson content, - Instructional materials used, - Problems, - Nature of the students, - The evaluation procedures, - etc.
2.	November 8-12, 04	Plan with the school supervisor for gradual takeover of teaching responsibilities. Teach one subject / topic, and begin to assume some other classroom responsibilities such as attendance, and assist in other classroom works.
3.	November 15-19, 04	Same as week #2
4.	November 22-26, 04	Same as week #2

Week #	Date	Responsibilities
5.	November 29-30; Dec.1-3, 04	Quarterly conference
6.	Dec. 6* - 10* , 04	Full takeover
7.	Dec. 13- 17 , 04	Full takeover
8.	Dec. 20-24, 04	Full takeover
9.	Dec. 27-31*, 04	Full takeover
10.	Jan. 3-7 , 05	Full takeover
11.	Jan. 10-14 , 05	Full takeover
12.	Jan. 17-21 , 05	Full takeover
13.	Jan. 24-28 , 05	Full takeover
Week #	**Date**	**Responsibilities**
14	Jan. 31 ; Feb. 1-4 , 05	Full takeover
15.	Feb. 7-11, 05	Student teacher begins to relinquish responsibilities back to the school supervisor and assist where needed.
16.	Feb. 14- 18 , 05	Final conference – Portfolio

* official holiday, 17 Student teacher must return to the university for Mid-practicum seminar,

18 The last day of the practicum

The Coaching/ Observation Process

The essence of the coaching process is to engage in the continuous study of teaching with the intent to increase teaching effectiveness. the coaching process has several components.

1. Pre Observation Conference: This is a conversation with the student teacher that identifies the intent of the observation. This could include focus on learning a particular teaching technique, appropriate use of a strategy, or modification of the technique. This conference has the potential to build trust and rapport between the supervisors and the student teacher and reduce the level of stress that often accompanies being observed. The lesson plan is reviewed during this time.

2. Observation: This is a block of time that has been set aside for the supervisors to carefully watch the student teacher teaching and record objective data regarding the instruction.

3. Data Collection: There are several ways that data may be collected: video tape, audio tape, and script tape. Select the method of data collection based on the purpose of the observation and the amount of time. The supervisors have to devote to this process. The most efficient method for collecting data is script taping. It requires only paper, pencil, and time to write down as much as the supervisors can that reflects what the student teacher and the students say and do. It provides accounts of events from which cause effect relationships can be inferred and is unbiased when curried out correctly. (See a sample of script taping below).

Student Teacher (cause)	STUDENTS (effect)
Quiz on overhead (3 questions)	*Students enter room. Sit downs take out paper*
Bell rings	
Looks at students	*Two students start talking*
Yesterday we were working on main idea.	
Let's briefly review that before we start today. You'll need paper and pencil. Clear your desk of all other materials.	*Talkers stop. All working*
	Student clear desks. Two ask for pencils.
Gives pencils to students	
You owe me three minutes after class	
	Students nod.

4. Organizing Data for the Conference: Before conducting the post observation conference, the supervisors will need to organize the information they have recorded about the lesson one way to organize this data is to:

- Identify what happened that contributed to productive teaching performance and student learning.
- Identify what happened that hindered or interfered with teaching performance and student learning.
- Identify what occurred that did not have any major impact on teaching performance or student learning either positive or negative.

The supervisors decide on what information they will share with their student teacher and how they will present it.

5. Post Observation Conference: The intent of the post conference is to provide formative feedback to the student teacher. Formative feedback is intended to HELP THE STUDENT TEACHER GROWS. It may be positive or negative CONSTRUCTIVE feedback. It should be based on objective data identifying cause and effect relationships with opportunity for the student teacher to discuss the lesson, problem solving and reflect on the experience with the supervisors.

Discussion might include the following phrases:

How did you feel about……………..

When you ……………..

Your approach of ……………

Your skill in……………..

Conferences have two distinct functions: **instructional** which are diagnostic and prescriptive with the student teacher to help someone improve instructional effectiveness, and **evaluative** which places student teacher performance on a continuum from "unsatisfactory" to "outstanding" The ongoing daily/ weekly observations and conferences conducted by the school supervisor the university supervisor are considered instructional conferences. The quarterly conferences are considered evaluative, and based on evidence from many observations and conferences.

The student teacher should receive valuable ongoing feedback from school and university supervisors. Elements of good teaching can be clarified, informed observations offered, and future plans for professional development outlined. The school supervisor is in an ideal position to assist with planning, to offer constructive suggestions, to provide informed analysis of the teaching and to reinforce appropriate aspects of the student teacher's performance.

The final conference includes a summative report of the performance criteria that has been considered and discussing during the student teaching period. This conference should result in the student teacher know his or her strengths and areas for continued growth. It can also be a time to discuss the type of teaching position for which the candidate is best suited.

Example of Plan for the Supervision Process

Week /Date	Goal/Suggested BUUS Supervision Activities (in box)	Supervision Activities of SCHS (in box) /Work to be Performed by ST

#1 1-5 Nov.04	1. Familiarization of school culture.
	2. Long term, weekly, and daily planning.
	3. Practicum experience diary
	
	1. BUUS contact SCHS
	2. Making arrangement for the first visit to familiarize themselves with supervision guidelines and team work
		Supervision Activities
		1. Meet, discuss, exchange ideas on professional issues.
		- General orientation to the school,
		  - School policy,
		  - Teaching observation,
		  - Tour of school building and ground,
		  - Student observation of classroom teaching of SCHS and other teachers,
		  - Attending meeting with teachers,
		  - etc.
		The topics will be used as a basis for discussions with student teachers.
		2. Clarification of student responsibilities.
		3. Expectation from the student teacher, school and university supervisors.

	Goal/Suggested BUUS Supervision Activities (in box)	**Supervision Activities of SCHS (in box) /Work to be Performed by ST**
		Work to be Performed by the Student 1. Meet, discuss, exchange ideas on professional issues.

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Week/Date	Goal/Suggested BUUS Supervision Activities (in box)	Supervision Activities of SCHS (in box) /Work to be Performed by ST
		2. Weekly meeting and discussion on teaching.
		3. Planning and submitting of teaching plan a week before use for approval of SCHS.
		4. Observation of SCHS and other staffs classroom teaching and write comment for presentation at weekly meeting.
		5. Developing long term and weekly teaching plan.
		6. Continue doing weekly diary note of the practicum experience.
#2 8-10 Nov. 04	Partially assist SCHS/other teachers in classroom teaching	1. Assist the student teacher making teaching evaluation of SCHS and his/her own with emphasis on the following topics. – Class readiness to study, – Teaching-learning atmosphere, – Class management and control, – The use of instructional media, – Steps of teaching, – Evaluation of learners. 2. Review of student teaching plan to be used in week #3
Week /Date	**Goal/Suggested BUUS Supervision Activities (in box)**	**Supervision Activities of SCHS (in box) /Work to be Performed by ST**

Week /Date	Goal/Suggested BUUS Supervision Activities (in box)	Supervision Activities of SCHS (in box) /Work to be Performed by ST
		1. Weekly meeting and discussion on topics student is to be responsible for the whole practicum period. Present long term and weekly teaching plans to SCHS. 2. Discussion with SCHS on comments of SCHS and other teaching staff for adjustment of teaching strategy. 3. Assist SCHS in teaching using SCHS teaching plan. - ST is to be given other responsibilities such as running "Sound Game" (making correct pronunciation and spelling of words) classroom control, and prepare questions for quiz, etc. 4. Write weekly diary note of the practicum experience. 5. Submit next teaching plan to SCHS for comments and suggestions
Week #3 15-19 Nov.04 Week# 4 22-26 Nov.04	Teaching according to teaching plan with SCHS present in classroom 1. Supervision visit#1 by BUUS. 2. Conference of the three (BUUS, SCHS and ST) is scheduled after class to provide feedback and suggestions and comments to the student teacher	Official teaching observation #1 and #2 by SCHS. 1. Be ready to teach and discuss with SCHS after class. 2. ST records suggestion and comments for improvement of next class teaching using the same teaching plan. 3. ST submits week4 and 5 teaching plans to SCHS and discussion on the documents should be made.
Week /Date	**Goal/Suggested BUUS Supervision Activities (in box)**	**Supervision Activities of SCHS (in box) /Work to be Performed by ST**

Week# 5 29-30 Nov.04 and 1-3 Dec.04		4. ST must submit teaching plan book to BUUS before use in classroom teaching. 5. Write weekly diary note of the Practicum experience.
Week #6 6*, 7-9, 10* Dec, 04 Week #7 13-17 Dec.04 Week# 8 20-24 Dec.04	1. ST is to teach alone. 2. Evaluation of self teaching performance. 3. ST finishes with the development of the research proposal. Supervision visit #2 by BUUS. Post class conference should be scheduled and discussion on student classroom action research should be made.	SCHS makes official teaching observation #3, 4, and 5. 1. ST performs teaching accordingly to his/her own teaching plan without present of SCHS. 2. ST records teaching performance. Point out strength and weakness of his/her teaching. If unable to identity. Put up questions for discussion with the BUUS or SCHS. 3. ST submits teaching plan to the BUUS before supervision visit #2. A post class conference of the three is scheduled to provide feedback on teaching or other responsibilities as well as answering questions ST may have. 4. Developing teaching plan for weeks 7, 8, 9, and 10 and submit it to SCHS for comments and suggestions before use. 5. Write weekly diary note of the practicum experience.

Week /Date	Goal/Suggested BUUS Supervision Activities (in box)	Supervision Activities of SCHS (in box) /Work to be Performed by ST
Week#9 27-30-31* Dec.04 *demote official/ holidays (no class)		6. Attend Mid-Practicum Conference on December 17, 2004 at BUU. - Bring experiences, both positive and negative to the conference for constructive discussion. 7. ST should schedule a meeting with BUUS to discuss the classroom action research progress.
Week#10 3-7 Jan.05 Week#11 10-14 Jan.05 Week#12 17-21 Jan.05	1. ST is to teach alone. 2. Work on classroom action research (should be at data collection step). - Supervision visit #3 by BUUS - Post class conference-focusing on ST 's progress in classroom action research	1. SCHS officially observes the student teaching for # 6, 7 and 8; pointing out strength, weakness of the student teaching. Exchange of ideas in improvement of teaching. 2. Post class conference of the three for feedback and suggestions and issues on classroom action research. 1. ST continue to teach alone. 2. Developing next lesson plan for weeks 11, 12, and 13 and submit it to SCHS for comments and suggestions. 3. ST submits the teaching plan to BUUS for supervision visit #3. 4. Write weekly diary note of the practicum experiences.

| Week /Date	Goal/Suggested BUUS Supervision Activities (in box)	Supervision Activities of SCHS (in box) /Work to be Performed by ST
Week#13 24-28 Jan.05	1. Teaching alone according to ST's teaching plan 2. Make a progress report of classroom action research and submit it to BUUS. BUUS evaluate ST's teaching performance, other responsibilities as well as professional characters.	SCHS stands by for any assistance ST may need. 1. ST is to teach alone. 2. Submit a teaching plan for week 14 to SCHS 3. Prepare to be evaluated on teaching performance.
Week#14 31 Jan. and 1-4 Feb. 05 Week#15 7-11 Feb.05	ST is to perform all class activities alone (in charge of the class). BUUS monitors students classroom action research and provide suggestion on the writing of research report. The report is expected to finish and hand in to BUUS by the end of week 15.	Stand by and be available to assist ST in discussion on: Writing of examination, evaluation of student and possible writing report on classroom action research or any other issues the ST may have. 1. Still full time teaching (in charge). 2. Discuss with SCHS on progress in teaching and the writing of teaching plan. 3. Writing of final exam and submit it to SCHS for comments and suggestions. 4. ST summatively evaluates all students' works and prepare to submit to SCHS. 5. Developing teaching plan for week 15 and 16 and then submits it to SCHS

Week /Date	Goal/Suggested BUUS Supervision Activities (in box)	Supervision Activities of SCHS (in box) /Work to be Performed by ST
		6. Analyzing of data of classroom action research; request for comments and suggestions from BUUS and SCHS. Write a full final report and submit it to the BUUS.
Week#16 14-18** Feb. 05	1. ST assesses the academic achievement of all students being responsible. 2. Collecting and grouping all instructional media made by ST. 3. Return all responsibilities to SCHS and other staffs (if applicable). BUUS evaluates ST' s classroom action research report.	1. Make a report on student practicum experience to present the school and BUU. 2. SCHS assesses ST performance. Point out strength and weakness for future improvement. 1. ST assesses all students' performances and gives final grade to SCHS. 2. Collect and groups all instructional media made by ST and give it to SCHS for future use. 3. Farewell to all.

ROADMAP FOR SUPERVISION OF STUDENT TEACHING

Triad members are the Burapha University supervisor (BUUS), the school supervisor (Mentor Teacher) (SCHS) and the Student Teacher (ST.)

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┌─────────────────────────────────────────────────────────────┐
│ BUUS and SCHS cooperatively identify previous problems in     │
│ student teaching supervision by questionnaire                 │
└─────────────────────────────────────────────────────────────┘
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                              ▼
┌─────────────────────────────────────────────────────────────┐
│ BUUS and SCHS attended the workshop for developing            │
│ supervision guideline                                         │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Clarification of roles of BUUS and SCHS                       │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Clarification of objective of supervision and learning        │
│ objectives                                                    │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Supervision Guideline Suggestion                              │
└─────────────────────────────────────────────────────────────┘
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(For BUUS)   (For SCHS)

Pre-practicum Preparation

- Coordinating with SCHS
  - Supervision schedule
  - Team work

Pre-Practicum preparation before arrival of ST at School

- Pre-Practicum preparation at school
- Coordination with ST
- Coordination with BUUS
  - Supervision schedule
  - Team work

Week 1-2

- Visit ST and SCHS at school to discuss and set triad-member conference

Week 1

- Meet with ST and give general orientation.
- Orientation with other school staffs. If not available, SCHS give further orientation.
- Introduce ST to students in all classes assigned for ST' s responsibility.
- Make arrangement to have ST observing classroom teaching of regular staffs.

Week 2

- Provide an activity or a topic for ST to co-teaching with SCHS.
- Arrange a discussion with ST on observing teaching-learning situation of SCHH/other school teachers.
- Discuss and critique ST' s lesson

Week 3-5

- Supervision visit #1
- Conference with ST and SCSH

Week 3-5

- ST begins to teach with SCHS/ (or other regular teaching staff) present in the class.
- Official teaching observation #1 and 2.
- Conference with BUUS and ST.

Week 6-9

- Supervision visit #2.
- Conference with SCHS and ST.
- Provide suggestion on classroom action research to ST.

Week 6-9

- ST performs teaching and all other responsibilities alone.
- Official teaching observation #3, #4 and #5
- Conference with BUUS and ST

Week 7

Dec. 17, 2004 – all student teachers attend Mid-practicum Conference at BUU Faculty of Education

Week 10-12

- Supervision visit #3
- Conference with SCHS and ST.
- ST may give a progress report on classroom action research for comments and suggestion.

Week 10-12

- ST performs teaching and all other responsibilities alone.
- Official teaching observation #6, #7, and #8
- Conference with BUUS and ST

Week 13

- ST submits a progress report on classroom action research (may be on phone, e-mail or by post).
- Evaluate the student teaching performance.

Week 13

- ST performs teaching and all other responsibilities alone.
- Evaluate or prepare to evaluate student teacher performance.

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Week 14-16

- Monitoring of progress report on student' s classroom action research
- ST submits his/her classroom action research report
- Evaluation of student teacher performance based upon performance and classroom action research report and submit the result to Faculty of Education for final evaluation

Week 14-15

- ST performs teaching and all other responsibilities alone.
- Take back data, document from ST.

Week 16

- The student teacher hands in final evaluation of all classes to SCHS.
- Evaluate (with letter grade) ST performance and hand in result to BUU Faculty of Education for final evaluation.

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APPENDIX J
Lesson Plan Format Used at School A

Subject Group: Foreign Language **Class level**: Grade 4 (4/1, 4/2)

Lesson No. 10 **Unit No.** 9 **Subject Title**   What do you want? **Class Time** 1 hr.

Learning Standard (LS) Code: LS 1.11, 1.12, 1.13, 1.2.1, 1.2.3, 1.3.1, 2.11 and 2.1.2

Expected Learning Outcomes:

1) Student know and understand the question sentence-
   "What do you want?"
2) Students are able to answer the question-
   "What do you want?" correctly.
3) Students are able to use the sentence-
   "What do you want?" in daily living.

Main Content

The sentence "What do you want?" is used to ask a person when we want to know what does that person want? (in this unit, the situation is to order a meal). Sentence structure and pronunciation are the key points to be learned so that students are able to use the sentence correctly in daily living.

Unit Contents

Sentence Structure

What do you want?

I want pizza.

Vocabulary

a burger	chips	a banana ice cream.
a pizza	peas	a chocolate ice cream
an omlette	beans	a pineapple ice cream
chicken	rice	
fish	salad	

Learning Process

       Stage I: Presentation of the lesson

          1) Teacher greets the students.

          2) The teacher – randomly asks the students with the question – Do you want fish? And at the same time shows a fish picture.

Stage II: Teaching

          3) The teacher posts the word card "What" on the board; reads it; and has all students read it then the teacher tells the meaning of the word.

          4) The teacher writes the sentence " What do you want?" on the board.

          5) The teacher reads aloud and the students follow then the teacher and the students attempt to find the meaning of the sentence.

          6) The teacher writes on board the answer – "<u>I want a pizza.</u>" The teacher reads aloud and students follow.

          7) The teacher and students, again, try to give answer of the sentence.

          8) The teacher distributes a "Knowledge Handout" to students; cassette tape conversation then to be followed by class conversation and requests students to write a note in their drill note-books.

       Stage III: Conclusion

          9) The teacher, randomly picks up a student to perform an action (from what is heard in the cassettes tape conversation) in front of the class.

          10) The whole class listen to the cassette tape conversation, taking note in the "Knowledge Handout" distributed in step 8.

          11) The teacher and the students work together to make conclusion of this specific class learning.

Instructional Media

     1) Knowledge handout

     2) Picture and vocabulary cards.

     3) Cassette tape

     4) Cassette tape player

Measurement & Evaluation

     1) Observation of student attention in reading & pronouncing the sentences.

     2) Observation of student ability in answering the questions.

     3) Student ability in doing drills.

     4) Student interest & ability to perform activities.

APPENDIX K

Lesson Plan Format Used at School B

Subject: English   **Course Code**: E33101   **Grade**: 9
Week: 14   **Learning Unit**: 2   **Title**: The Biography of Ricky Martin   **Time**: 1 period

Main Learning Content
Reading about biography of a famous person and his life leading to the success. Using correct English sentence structure is important in studying English and applying it in learners' daily living.

Learning Standard
Standard 1.1: Understanding of listening and reading process. Able to interpret what is listened and read from various media and make considerable use of information listened or read.

Expected Learning Outcomes
Understanding of a more complex information form printed media.

Learning Objectives
1. Be able to tell the story read.

2. Be able to put, chronologically, the biography of a famous person from reading.

3. Be able to use the reading skill in daily living.

Contents
The story of Ricky Martin from the textbook, p.16

Learning Process
1. Panning Step

Things student already know	*Things students want to know*	*Things students should know*
-Ricky Martin is a Latin singer. His song in the "World Cup" football tournament made him very famous.	*- The biography of Ricky Martin appears in the textbook, p.16, includes the followings:* *1. Date and place of birth.* *2. His beginning as a singer.* *3. What makes him famous?*	*- Grabbing the content in "the biography of Ricky Martin" and be able to summarize the story using students' own words.*

2. Study and Understanding Step (Process and Implementation)
Introduction Step: The teacher motivates the students by telling the story in brief and asks the students to guess the name of the person in the story. If the class fails to do so, the teacher have the students sing a song or tell more of the story.

The process	Learning activities	Expected behavior
1. Observation perception	- The teacher asks "Does anyone know Ricky Martin? Who is he? How is he? How do you know him?	- Students understand main content of the lesson.
2. Imitation	- Students look at the story of "Ricky Martin" in the textbook. - Divides the students into small groups to read a paragraph assigned by the teacher - Each group's leader gets "Group-Working Assessment Form" from the teacher to evaluate their members - Every member in a group cooperatively conclude the content from the paragraph assigned	- Students are able to follow the demand of the teacher
3. Do it on your own.	- Each group sends a representative to the front of the class to summarize the paragraph read while the rest of students take a note of what the representative presented. - The teacher randomly calls a student to tell the story summarized from listening to the group representatives	- Students are able to grab the main idea of the story told and read.
4. Making it perfect through practice	- The class helps to put cards, in chronologically order, the biography of	- Students understand what is read.

| | *Ricky Martin on the board.* | |
| | *- Students do exercise after reading Item A and B in the textbook* | |

Conclusion Step*: The teacher asks the students with the question "Where was Ricky born? Have you ever seen him? What kind of a person you think he is? Do you want to be a star like him?*

Instructional Media and Resources
1)The textbook "Super Goal" volume III.
2) Learning media about Ricky Martin.

3. Knowledge Assessment Step
The process of measurement and evaluation

Expected Learning Outcomes	*Method*	*Tool*	*Evaluation Criteria*
- Understand a more complex information from printed media	*- Checking if the students give the right answer to the question asked*	*- Exercise After reading "A & B" in the textbook.*	*- Six questions related to Item A, Passing score is 4 right answers.* *- Six questions related to Item B. Passing score is 4 right answers.*

APPENDIX L
Lesson Plan Format Used at School C

Logo of School C	*Lesson Plan: Foreign Language (English)*
	Grade:6 Learning Unit: 1*
	Subject: Flag Time: 1 hour*
	Date 6-10 December, 2004 Plan no :8*

1.Main Content: Learning about flags of different countries; symbol, color in order to be able to communicate with others and use the knowledge in daily living.

2. Ultimate Objective: Student are able to identify and describe the symbol and color of the flag of a country.

3. Leading Objectives:

   3.1 Be able to tell the flag of a country.

   3.2 Be able to discuss, asking and answering questions concerning color of the flag of a country.

   3.3 Be able to put the jigsaw of the flag of a country correctly.

   3.4 Be able to write the name of the country from the flag.

   3.5 Join the class activities with fun and enjoyment.

4. Content:

     Vocabulary   *- flag*

     Function   *- Is this the flag of (name of a country)?*

                     - Yes, it is. ; No, it is not.

                     - How many colors of (name of a country) flag are there?

                     - There are (number of colors).

5. Instructional Process

Warm Up

1)The Teacher has students play the game "Hot Ball". Those who has the hot ball will have to say a vocabulary of the previous lessons. The game is then continued on.

Presentation

2)The teacher shows a "Flag Card" to the class and challenge the students to tell the name of the country. If the students make the wrong answer, the teacher make correction;

     T: This is (name of the country) flag?

3)The teacher continues on with the flag card and ask:

     I: Is this (name of country) flag?

S: Yes, it is / No, it is not.
T: How many colors of (name of the country) flag are there?
S: There are (number of colors).
T: What are they?
S: They are (color one, color 2…).

Practice
4) The teacher distributes pictures of flag of countries to students in pair and have the students uses the following sentences:
S1: Is this the (name of the country) flag?*
S2: Yes, it is/ No, it is not.
S1: How many colors of (name of the country) flag are there?
S2: There are (number of colors).
S1: What are they?
S2: They are (color 1, color 2…).

Production
5) Students are divided into groups of 7-8. The teacher then distributes flag jigsaw puzzles to the each group and have student put them together. Upon completion, the groups are directed to use these sentences to communicate with the teacher.
S: This is (name of the country) flag.
T: How many colors of (name of the country) flag are there?
S: There are (number of colors).
T: What are they?
S: They are (color 1, color 2…).

6) The teacher and the class make the conclusion about the flags of various countries.
7) The teacher gives assignment to each student to study the flag of 10 countries (based upon each student interest). Under the flag, student writes down the name the name of the country.

6.Instructional Media
1) Game "Hot Ball"
2) Flag cards of different countries.
3) Jigsaw puzzles of flags

7. Measurement and Evaluation
1) Answering the name of a country correctly.
2) Observing, asking, and answering the flags of a country correctly.
3) Ability to put jigsaw puzzles together. Correctly.
4) Ability to draw the flag and the name of the country correctly.
5) Observing the class atmosphere (The amount of fun and enjoyment displayed by students.

8. Post-Teaching Notes
1) Result of knowledge management
…………………………………………………………………………
…………………………………………………………………………