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Professional Growth: How do Cooperating Teachers Grow Through the Experience of Having a Student Teacher?

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PROFESSIONAL GROWTH: HOW DO COOPERATING TEACHERS GROW
THROUGH THE EXPERIENCE OF HAVING A STUDENT TEACHER?

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This dissertation was submitted by Ashton D. Coppley under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Dedication

No one ever really knew why I worked so hard on this degree...

but you did...

It was your request of me…Never to stop once I

started this educational journey of mine...

To obtain the highest of high in degrees

And so...I am finished...

I know I have made you proud of me.

I miss you dearly. I love you bunches and bunches.

I will see you...one day.

I find myself in disbelief as this journey comes to an end...

I finish this chapter of my life in memory of my guardian angel.

This one is for you, MawMaw.

Love Ashton

Acknowledgements

For I know the plans I have for you, declares the LORD, plans to prosper you and not to harm you, plans to give you hope and a future (Jeremiah 29:11); and for that, I say, thank you, LORD.

To my family, thank you for the patience you have had as I spent hours in front of the computer. Sam and Cheyenne, I started this journey before you were born and promised myself I would complete the journey before you were three. Thank you both for understanding that Mommy had to work so many nights, and I hope that you learn the value of education, great work ethic, and the importance of chasing your dreams. Thank you to my sweet husband and parents for helping with the children through this process. To my education team, thank you for being my support and allowing me to talk through the process, giving me feedback, editing my work, and reassuring my path to success. This work would truly have been impossible without each of you: Dr. Beverly Little, Dr. Danyah Hill, and Melissa Shook. To my cohort (the Fab 4), our time together has established friendships that will last a lifetime. We were small is size but produced phenomenal work, collaborations, and experiences. Thank you to all who were with me through this journey!

Abstract

PROFESSIONAL GROWTH: HOW DO COOPERATING TEACHERS GROW THROUGH THE EXPERIENCE OF HAVING A STUDENT TEACHER? Coppley, Ashton D., 2020: Dissertation, Gardner-Webb University.

Cooperating teachers and student teachers share a unique internship that allows the development of skills for both individuals. The literature states that cooperating teachers can grow from student teachers; however, there are a few sources that state the areas in which this growth occurs. The purpose of this study was to determine if growth or impact happened in the areas of instructional practices, coaching skills, and self-efficacy during the student teaching process. This mixed methods study included a survey, focus group interview, and single interviews to determine whether any change was made. The survey created descriptive statistics, a Pearson correlation test, and interviews to balance the quantitative and qualitative data. The findings revealed that student teachers had an impact on instructional practices within the survey, focus group, and interviews. Coaching skills and self-efficacy revealed the impact was subtle as it showed in the positive correlation. The significance of these was that teachers reflect more because of the student teacher process and thus become better teachers; this leads to higher student achievement. Cooperating teachers pass on their knowledge to student teachers and colleagues by working together in collaboration and teaming to do what is best for the students.

Keywords: cooperating teacher, student teacher, self-efficacy, instructional practice, coaching skills, self-efficacy, growth, educational change

Table of Contents

Chapter 1: Introduction

Introduction

According to the adult learning theoretical framework developed by Drago-Severson (2009), "pillar practices for adult learning set the stage for understanding why pre-service teachers and cooperating teachers need to work together in a collegial relationship to learn from one another" (p. 26). Teachers are often called forever learners because teachers are always expanding their knowledge. Understanding the relationships student teachers will have with other adults in the early professional years in order to continue learning to become future teacher leaders is helpful for preservice teachers (Clarke et al., 2014). A teacher leader is developed with the comprehensive knowledge of the following: collegial inquiry, teaming, mentoring, and providing leadership roles (Drago-Severson, 2009).

The student teacher internship has been an establishment in teacher education for decades. In this relationship, the primary learner is the student teacher. The cooperating teacher and university supervisor work together to oversee the success of the student teacher during the professional semester (Handcock, 2013). The university supervisor is responsible for student teacher placement and how the student teacher will be assessed on observations. The university supervisor reviews observations and conferences with the student teacher about what needs to be improved upon prior to the next observation (Sayeski & Paulsen, 2012). A student teacher works hard during the practicum as the student teacher is mimicking the role of what a teacher does each and every day. During this time, the student teacher will slowly increase the workload one subject at a time until the entire class is being taught for 4 to 9 weeks. After completing this requirement, the

student teacher will release one subject weekly until all subjects, responsibilities, and duties have been returned back to the cooperating teacher (Holm, 2004). The student teacher responsibilities during this time include creating lesson plans, working with small group plans, learning behavior management strategies, arranging different styles of seating charts, understanding different learning styles, and applying pedagogical knowledge learned at the university (Holm, 2004).

The cooperating teacher is the part of the triad that is the least researched; therefore, little is known about the role and responsibilities. Handcock (2013) stated, "there is a lack of direction provided to cooperating teachers regarding responsibilities in this role to guide apprentices in the profession of teaching" (p.14). Research states that experienced cooperating teachers often lead student teachers based on previous experiences (Mecca, 2010). Only one university in the research conducted for this study has a manual or in-depth specific training for the cooperating teacher to receive. Several other universities have trainings that are online modules but are not in depth about the daily expectations of the program. Most cooperating teachers get selected by the principal or volunteer (Magaya & Crawley, 2011). One of the largest concerns is the lack of specific instruction designed for cooperating teachers in regard to the expectations, experiences provided, and types of lessons the student teacher should practice during the professional semester (Rodgers & Keil, 2006; Russell & Russell, 2011; Sim, 2010; Smith, 2007; Valencia et al., 2009). The lack of training for cooperating teachers has several consequences. The largest of these consequences has a direct affect on the cooperating teacher and student teacher relationship (Magaya & Crawley, 2011). Knowing that the university and the student teacher have two different sets of

expectations, the cooperating teacher has to understand when to take the supervisor role versus the mentor role. The supervisor role is from the university perspective and is used in the context of grading the student teacher. The mentor role is used in the context of fostering the relationship with the student teacher while helping each one succeed at teaching. The cooperating teacher's relationship with the student teacher is a constant work of building a collegial relationship, teaching reflection, and understanding how to teach a teacher. These expectations should be the same for all cooperating teachers; however, guidelines need to be established to do so (Ambrosetti, 2014; Arnold, 2002; Kiraz, 1997; Mecca, 2010).

Statement of the Problem

A limited number of research studies exist on how the experience of hosting a student teacher contributes to the professional development and growth of the cooperating teacher (Kiraz, 1997). Cooperating teachers are asked to respond to multiple job requirements when housing a student teacher: providing teaching experiences with reflection and growth activities, demonstrating superior teaching ability, and performing supervisory functions, all while exhibiting model social and personal traits (Copas, 1984). In all research studies, it is stated that professional growth occurs, but little to no research has stated in what areas or how (Arnold, 2002; Clarke et al., 2014; Handcock, 2013; Holm, 2004; Kiraz, 1997; Landt, 2002; Mecca, 2010). One of the largest problems with this element of teacher education is that cooperating teachers are asked to take on a full encompassing role, yet there are little to no trainings to support the work completed with student teachers (Handcock, 2013). Cooperating teachers put a lot of work into leading and training a student teacher. Therefore, with all the work that takes place, measuring

the professional growth of cooperating teachers would be most beneficial (Clarke, 2006).

Coaching has been considered "a staff developer's most difficult role" (Lyons & Pinnell, 2001, p. 106). Coaching responsibilities—which involve knowledge and skills, analysis of teaching and learning in the classroom, identification of areas for improvement, encouragement of teacher reflection, and the ability to gain the trust of teachers in order to offer high-quality feedback—must be considered when seeking to provide teachers with the best coaching environment possible to improve the quality of teaching and learning in the classroom (Lyons & Pinnell, 2001; Smith & Gillespie, 2007). The world of education expects cooperating teachers to have experience in all the listed areas above. How can we expect cooperating teachers to successfully "coach" student teachers through a professional development experience and have professional growth when training has not occurred (Magaya & Crawley, 2011)? In order for teachers to grow professionally during a cooperating teacher experience, the correct training and support need to be provided (Clarke, 2006; Handcock, 2013; Holm, 2004; Mecca, 2010).

In conducting the literature review for this study, I identified a secondary problem; most of the research related to supporting this study is nearly 10 years or older. Some sources have been cited that were written within the last 5 years; however, when researching the topics related to this study, most of these sources that were needed to support the different concepts cited original work that was significantly older.

Purpose of the Study

The purpose of this mixed methods study was to determine the impact of hosting a student teacher on the cooperating teacher's professional growth. I sought to determine if the professional learning experience of having a student teacher impacts instructional

practice, coaching skills, and self-efficacy. The experience of being a cooperating teacher should not only include guiding student teachers into the role as learners but also push the cooperating teacher to enhance teaching and coaching skills to become a lead teacher (Holm, 2004). Having a student teacher in the classroom allows the cooperating teacher to be involved and observe what strategies and methodologies are being researched and taught at the university level (Holm, 2004; Tatel, 1994). This relationship can be mutually beneficial because cooperating teachers are likely to modify, improve, and gain new teaching strategies from preservice teachers in addition to evaluating the strengths and weaknesses of themselves (Spencer, 2007). In a particular study of ongoing professional development, teachers experienced 94.7% growth in personal development and 92.6% growth in skills; additionally, professional development met 92.7% of the needs of the teachers (Lessing & de Witt, 2007). While studies have drawn the conclusion that an increased emphasis should be placed on the development of cooperating teachers, literature does not indicate the areas of education in which the cooperating teachers should be developed (Lortie, 1975; Rodgers & Keil, 2006; Russell & Russell, 2011; Sim, 2010; Smith, 2007).

Conceptual Framework

Figure 1

Cooperating Teacher Professional Development Experience
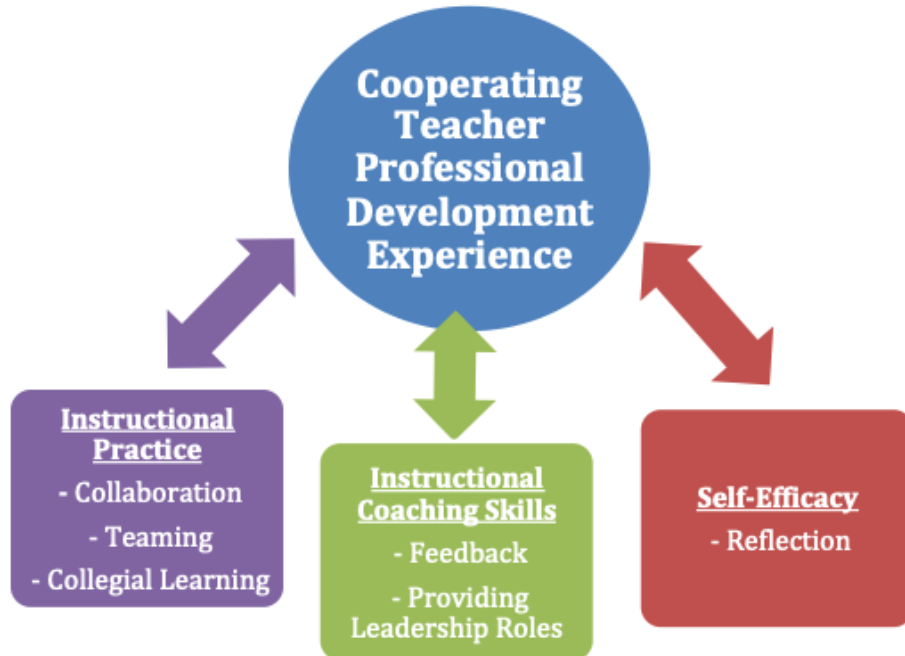
The conceptual framework for this study was designed through the different components of professional development compiled during the review of literature. The conceptual framework was based on the practice of professional development and represents an ongoing process where participants are actively involved with investigating ideas and practices that fit the condition of a specific situation while also expanding one's comprehension of the larger context of school and society. It is a process of inquiry that includes opportunities to acquire and practice innovative pedagogy, reflect on and share experiences, and collaborate with colleagues (Landt, 2002). The cooperating teacher experience is known as a professional development opportunity. This opportunity is a chance for the teacher to grow in the areas of instructional practice, coaching skills, and

self-efficacy.

Professional Development

The student teaching process has been debated over the last several decades as to whether or not the experience contributes to the professional development of the cooperating teacher. As a cooperating teacher, they are actively involved with investigating ideas and practices in their specific situations, acquiring and practicing innovative pedagogy, reflecting, sharing, and collaborating with the student teacher and other colleagues. This is exactly what a cooperating teacher does with a student teacher (Mecca, 2010). Through a professional development experience, cooperating teachers are able to analyze and improve each teaching practice. Cooperating teachers are able to look more critically at the whole picture of a classroom and determine what can be improved (Holm, 2004). The cooperating teacher then is able to gather different resources to apply strategies in those areas. Cooperating teachers are not only able to apply these strategies themselves, but teachers are also able to teach student teachers how to use data from the classroom by determining the successes and areas of weaknesses (Holm, 2004). Once the teacher is able to do this, the instructors are able to put a plan of action into place to help students grow to another level (Holm, 2004).

This professional growth is only possible with the student teacher; the cooperating teacher must have the student teacher running the classroom while they are collecting and analyzing data. The cooperating teacher allows the student teacher to make changes and implement new ideas and strategies to improve student achievement based on observations and data collection that would not be possible without the student teacher (Arnold, 2002; Handcock, 2013; Holm, 2004).

Teaching is a complex process, which makes the professional development for the field complex as well. The professional development experience that happens between the cooperating teacher and student teacher has many different components (Mecca, 2010). The cycle of teaching is a continuous act of planning, acting, observing, and reflecting. This cycle requires teachers to justify and make meaning of decisions that are happening each school day. This gives the student teacher different opportunities to learn how to teach different content, curriculum, instruction, and assess student needs (Handcock; 2013; Knowles, 1980; Mecca, 2010). The cooperating teachers are allowed the opportunity to apply what each educator has learned from the student teacher and use the knowledge to reflect upon each educator's own instructional practices (Loucks-Horsley et al., 2003).

Reflection is a large part of professional development. Daily collaboration about reflection is the most important part between a student teacher and a cooperating teacher during classroom experiences. The two individuals sit down together to analyze, reflect, and discuss what happens each day (Arnold, 2002; Handcock, 2013). During this time of reflection, the collegial pair makes decisions to improve outcomes for future lessons (Holm, 2004). Through the continuous work of reflection, each collegial pair works to improve student outcomes (Holm, 2004). Cooperating teachers must model reflection by asking questions about the different parts of the lesson for the student teachers (Mecca, 2010). Using different questioning strategies will allow a deeper conversation between the collegial pair and model for the student teacher the depth of reflection that needs to happen in order for self-growth to occur (Handcock, 2013; Mecca, 2010). By modeling the different levels of questioning, the cooperating teacher is demonstrating professional

growth that teachers go through as they become more reflective (Mecca, 2010).

Instructional Practice

Instructional practice is specific teaching methods that guides interaction in the classroom. These effective practices have been identified through research on student learning. Best instructional practices are like vehicles used by teachers to efficiently move students forward in learning (Library of Congress, 2004). One of the first ways a student teacher makes an impact on a cooperating teacher is through instructional practice. A cooperating teacher's instructional practice can be impacted through several different ways: collaboration, collegial learning, and teaming. Collaboration demonstrates a concept that will be used to work with other adults and colleagues (Handcock, 2013). As teachers work to collaborate, teachers are able to reflect on each one's own work and the work of others, making every effort to improve and refine teaching for the benefit of students.

Next, collegial learning, when the cooperating teacher and the student teacher engage in an active dialogue about what happens in the classroom, is used as a reflective practice. This practice helps support growth and learning in both professional and personal lives (Brookfield, 1995; Kegan & Lahey, 2009; York-Barr et al., 2006). The cooperating teacher will be the one to address or bring up concerns and instructional dilemmas (Kiraz, 1997). The team of two, meaning both the cooperating teacher and the student teacher, will then use collegial learning to address a problem that has occurred in the classroom and analyze what happened and both give suggestions and possible solutions/outcomes and participate in solving to make the problem better (Mecca, 2010). The pair can address other obstacles or everyday decisions using collegial learning. When

using collegial learning, the student teacher and cooperating teacher are addressing needs in the classroom, which is addressing the instructional practice. Collegial learning and collaboration help the cooperating teacher make an impact or change on their instructional practice (Mecca, 2010).

Coahing Skills

Once a cooperating teacher is able to work with the student teacher and make changes to their own instructional practice, the cooperating teachers are then ready to move into instructional coaching. The cooperating teacher during these times is working hard to focus on how to help the student teacher. One of the main focuses during the instructional coaching role is multimodal feedback (Sayeski & Paulsen, 2012). Student teachers must have specific feedback and open communication from the cooperating teachers in order to grow and be successful (Rodgers & Keil, 2006; Smith, 2007). Feedback as mentioned above is multimodal, meaning it comes in many forms: written, oral, positive, negative, formative, and summative (Clarke et al., 2014). When coaching a student teacher through the professional semester, it is important that the feedback received is specific and in depth in order for the student teacher to grow in the areas of weakness. Cooperating teachers will also model high-quality feedback by starting with a positive comment, then following up with an area of improvement, and finally concluding with another positive (Sayeski & Paulsen, 2012). Feedback is highly valued when it is written (Handcock, 2013).

Providing a leadership role is an understated part of a cooperating teacher's role. The leadership role truly shines during the instructional coaching, as this is when the teacher is able to demonstrate knowledge of the teaching profession and their area of

expertise within that field. These opportunities almost always support individual growth and learning (Drago-Severson, 2009). The cooperating teacher takes on a leadership role and helps improve instructional practice (Donaldson, 2006).

Self-Efficacy

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave (Bandura, 1994). As a cooperating teacher's time comes to an end, most teachers begin to reflect on the time with the student teacher, which causes self-efficacy to take place. Self-efficacy for a cooperating teacher is how the teacher feels they are doing the job that is required. This is where the skill of reflection is modeled for the student teacher. The cooperating teacher should first be able to identify each one's own strengths and weaknesses and teach the student teacher the different ways to identify these for themselves (Mecca, 2010).

The cooperating teacher models for the student teacher the different types of reflection, such as collaborative reflection which helps by refining one's teaching skills through collaborating with others. The other type of reflection is self-reflection; this is where the teacher reflects by themselves (Handcock, 2013). One of the largest impacts reflection can have is on student achievement and can lead to the change of instructional practice. However, this will only happen through asking different levels of questions about the lesson taught (Handcock, 2013; Mecca, 2010). Once the cooperating teacher has reflected on instructional practice, it is now time to determine what their self-efficacy is and continue to teach.

Theoretical Framework

The theoretical framework used for this research study is the adult learning theory developed by Drago-Severson (2009). This theory has four foundational pillar practices that are based on adults working together to improve student achievement (Drago-Severson, 2009). The adult learning theory consists of collaboration, teaming, providing leadership roles, and collegial learning (Drago-Severson, 2009). These pillar practices are embedded within the conceptual framework as ways the cooperating teacher and student teacher work together which result in professional growth for the cooperating teacher. When using strategies such as collaboration, reflection, analyzing feedback, and collegial learning, teachers have the opportunity to learn from one another and change practice in order to become a better teacher (Tatel, 1994).

Research Questions

The research questions to be investigated in this study are as follows.

1. How does the experience of having a student teacher impact the professional development and growth of the cooperating teacher?

   a) How does the experience of having a student teacher impact the instructional practice of the cooperating teacher?

   b) How does the experience of having a student teacher impact the instructional coaching of the cooperating teacher?

   c) How does the experience of having a student teacher impact the self-efficacy of the cooperating teacher?

2. To what extent is there an association between the number of years taught and the professional development and growth (instructional practice, coaching

skills, and self-efficacy) of a cooperating teacher?

3. To what extent is there an association between the number of years hosting student teachers and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of a cooperating teacher?

Assumptions of the Study

Mecca (2010) stated that in order to understand the research that is being conducted in a study, the reader must understand all aspects of the study. In this study, I assumed that cooperating teachers served student teachers during the past 2 years of each teacher's professional career. The study is also conducted on the assumption that self-analysis and reflection are heavily incorporated into the student teaching experience that the cooperating teacher will know each one's own strengths and weaknesses. I also assumed that most cooperating teachers know what the role encompasses having been student teachers at one time (Mecca, 2010).

Rationale

In years past, the amount of research that has been conducted between cooperating teachers and student teachers is in abundance. Most of this research has been conducted through the university or the student teacher perspective (Clarke et al., 2014). This leads to the reason to conduct this research, which will reveal whether or not cooperating teachers experience professional growth and to what extent (Gibbs & Montoya, 1994). Cooperating teachers and student teachers can learn from each other through collaboration (Arnold, 2002; Handcock, 2013; Mecca, 2010; Sayeski & Paulsen, 2012).

Rajuan et al. (2007) conducted a 4-year study and interviewed 40 cooperating and

preservice teachers. The researchers found that preservice teachers wanted to be placed with cooperating teachers who were open to new ideas and strategies of teaching and afforded them the freedom to try new ideas in the classroom. This study suggested that allowing both the preservice and cooperating teacher to reflect on teaching successes and dilemmas promoted learning for both teachers.

By understanding the experience of cooperating teachers, including the cooperating teacher's own perceptions of the benefits and challenges of this role, the student teaching experience can be improved for all participants (Holm, 2004). The student teaching experience is considered to be a professional development experience to the cooperating teacher in which each teacher would grow in the teaching profession (Landt, 2002). This study will add to the existing literature by helping close the gap to understand these areas.

Research Design

Mixed methods research was chosen for this study because it is defined as "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (Creswell, 2014, p. 4). The mixed methods design was chosen for the fact that it strengthens the research by having both quantitative and qualitative research within one study. The quantitative research included administering a Likert scale survey to cooperating teachers, which was followed by a focus group and individual interviews to expand on the survey results.

Significance of the Study

Cooperating teachers often have been given the responsibility of having a student

teacher; however, research is needed to determine the significant effects of hosting a student teacher. It is the expectation of educational leadership for teachers to continually grow professionally, but this is difficult to do when cooperating teachers have little to no understanding of what to do to help student teachers (Clarke, 2006; Handcock, 2013; Holm, 2004; Mecca, 2010; Sayeski & Paulsen, 2012). This study will help benefit all entities that are involved with the student teaching process.

The cooperating teacher benefited the most from this experience by understanding how much the process of having a student teacher has had an impact on one's professional growth (Holm, 2004). Understanding the impact that a student teacher has on a cooperating teacher's instructional practice, coaching skills, and self-efficacy is important because it allows the educational leadership to see the amount of growth and change that occurs when provided a long-term professional development experience such as having a student teacher (Holm, 2004).

The universities and school systems benefited from this study as nearly all the literature reported states that universities provide limited training and preparation for cooperating teachers for student teachers (Clarke, 2006; Handcock, 2013; Sayeski & Paulsen, 2012). Most literature states that cooperating teachers grow; however, this growth is not defined. This study helped close the door to one of the unknown questions around the work of cooperating teachers and student teachers. The universities and school systems need to know how to train the cooperating teachers. School systems learned how cooperating teachers grow in the areas of coaching as well as instructional practice.

Definitions of Terms

Collegial Inquiry

Collegial is a shared dialogue in a reflective context that involves purposefully reflecting on one's assumptions, convictions, and values as a part of learning, teaching, and leadership processes (Drago-Severson, 2009, p. 309).

Cooperating Teacher

Cooperating teacher represents the certified teacher "responsible for working daily to assist in developing the professional growth of the student teacher through demonstration of instruction and teaching skills and attitudes" (Malone et al., 2015, p. 5). The term cooperating teacher will be used to identify any teacher who is either currently serving or has previously served in this capacity (Handcock, 2013).

Instructional Coaching

Instructional coaches are onsite professional development providers and change agents who use differentiated coaching to increase teacher effectiveness by teaching educators how to successfully implement effective, research-based teaching techniques and practices. Like differentiated instruction, differentiated coaching means tailoring coaching instruction to meet the individual needs of teachers. Instructional coaches apply a variety of professional development methods that encourage high-quality implementation of interventions, leading to sustainability of the newly acquired skills. Instructional coaches use guided reflective practices and a partnership approach to accelerate each teacher's professional learning (Kimmel et al., 2018).

Instructional Practice

Instructional practice is specific teaching methods that guides interaction in the

classroom. These effective practices have been identified through research on student learning. Best instructional practices are like vehicles used by teachers to efficiently move students forward in their learning (Library of Congress, 2004).

Professional Development

Professional development is an ongoing process where participants are actively involved with investigating ideas and practices that fit the condition of their specific situation while also expanding their comprehension of the larger context of school and society. It is a process of inquiry that includes opportunities to acquire and practice innovative pedagogy, reflect on and share experiences, and collaborate with colleagues (Landt, 2002).

Professional Growth

Professional growth results from teachers working to provide an outstanding model to student teachers and from articulating their professional decisions in daily conversations with student teachers (Holm, 2004, p. 85).

Self-Efficacy

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective, and selection processes (Bandura, 1994).

Student Teacher

Student teacher refers to a "student of teaching completing the university's professional teacher education program in a clinical setting and under the guidance of a

qualified, certified teacher" (Malone et al., 2015, p. 5).

Student Teaching

Student teaching references the period of the professional education program, organized and directed by the university, during which the student is placed in an accredited public or private school for a period of consecutive weeks, under the supervision of a qualified classroom teacher and a university faculty member (Malone et al., 2015, p. 5).

University Supervisor

The university supervisor serves as a representative of "the student teacher's academic program or department and is the faculty member directly responsible for supervision and evaluation of the student teacher" (Malone et al., 2015, p. 5).

Veteran Teacher

Veteran teacher refers to any teacher with 5 or more years of teaching experience (Handcock, 2013).

Summary

This mixed methods study has determined the impact of hosting a student teacher on the cooperating teacher's professional growth. I sought to determine if the professional learning experience of having a student teacher impacts instructional practice, coaching skills, and self-efficacy. This study is significant because there are few studies from the point of view of the cooperating teacher, and few studies show the impact of how cooperating teachers change after hosting student teachers. This study explored the concept that the cooperating teacher experience is a professional development experience in which the more experienced teachers learn and grow.

Completing this research strengthened the literature in education surrounding the triad of the university, student teacher, and cooperating teacher.

This dissertation is composed of five chapters. Chapter 2 is comprised of a literature review that covers professional development, the theoretical framework, the conceptual framework, and the cooperating teacher experience. In Chapter 3, the mixed methodology and the type of research used in this study are reviewed. Chapters 4 and 5 reveal the results of the research, along with an examination of the results and the practical uses for the study.

Chapter 2: Literature Review

Introduction

According to the research of Rivera (2016), supervising a student teacher is beneficial to the professional development of the cooperating teacher by bringing in new and creative ideas to the classroom. The purpose of this mixed methods study was to determine the impact of hosting a student teacher on the cooperating teacher's professional growth. I sought to determine if the professional learning experience of having a student teacher impacts instructional practice, coaching skills, and self-efficacy. The knowledge gained from this research can be used to help better prepare cooperating teachers for hosting student teachers by providing tools and support that allow cooperating teachers to understand the expectations of having a student teacher.

The first section provides insight on professional development. Professional development is the overarching concept that connects the student teacher, cooperating teacher, self-efficacy, instructional practice, and coaching all together. The second section is the adult learning theory, the theoretical framework by Drago-Severson (2009). The four pillar practices covered are collaboration, collegial relationships, teaming, and providing leadership roles. The third section is the current research on instructional practice, coaching skills, and self-efficacy impacts on a cooperating teacher by hosting a student teacher (Conceptual Framework). The last section focuses on the cooperating teacher experience; this includes the trainings, challenges, and requirements.

Professional Development

Professional development that is effective includes the following elements: enhances teacher content and pedagogical knowledge, provides sufficient time and

resources, promotes collegiality and collaboration, provides procedures for evaluation, aligns with reform efforts, and models high-quality instruction (Holm, 2004). Most professional development experiences are focused with one general training and little to no follow-up. The cooperating teacher experience is different from this as each teacher has half a school year to implement "new" skills and strategies learned from the student teacher (Mecca, 2010). Part of the professional development process is to ensure that teachers are increasing the level of knowledge and skills while focusing on content knowledge, opportunities for active learning, and coherence (Mecca, 2010). During this time of professional development, teachers are also working in a collegial setting and reflecting throughout the professional development about the work that is taking place (Holm, 2004; Sparks, 2002). When looking at the educational setting, there are few professional developments that truly follow the guidelines above. However, the exception to this rule is the cooperating teacher experience. The cooperating teacher experience allows teachers to try activities that improve teacher skills, knowledge, or practices while also increasing student achievement (Diez, 2010; Melder, 2014; Pavlini, 2014; Rivera, 2016). Student achievement is at the center of education, and nearly all activities and tasks are linked to this; therefore, cooperating teachers and student teachers plan a range of activities to increase student achievement when teaching any topic. These activities or strategies are often new to the cooperating teacher due to learning the most current methods from the student teacher (Rivera, 2016).

A question in need of investigation in the literature between cooperating teachers and professional development would be, "Do student teachers play a role in the professional development of cooperating teachers?" According to Holm (2004), the

answer is yes; 99% of the respondents either agreed or strongly agreed to this question. All participants in the study indicated that each one had changed some aspect of teaching due to having a student teacher. Cooperating teachers through the professional development experience of having a student teacher become more reflective in practice (Holm, 2004). Looking at the experience between a student teacher and cooperating teacher, it would only seem logical that experimenting with new techniques in the classroom and engaging in collaborative and collegial learning through action research would be considered professional development for both the student teacher and the cooperating teacher (Mecca, 2010). "Just as the work of teachers is important to student success, professional growth is important to teachers' ability to provide successful experiences for students under challenging and complex conditions" (Holm, 2004, p. 25).

Theoretical Framework

Drago-Severson's (2009) adult learning theory has four pillar practices for leading adult growth and learning. The four pillar practices are teaming, collegial learning, providing leadership roles, and mentoring. This framework is based on the constructive developmental theory by Kegan (2001). Kegan's theory is derived from Jean Piaget's lifelong study of the development of children's cognition that turned into the constructive developmental theory, later known as the neo-Piagetian theory. Therefore, the framework for the adult learning theory dates back to the early 1900s.

The process of development does not end at adolescence and is a critical part of adulthood; understanding Kegan's (2001) theory and meaning-making systems allows adults to see how other adults transform and learn. Kegan's theory is based on three primary premises: constructivism, developmentalism, and subject-object balance.

Constructivism is when a person makes meaning of individual experiences in relationship to each one. Developmentalism is when a person makes meaning of experiences over a lifetime, and they benefit from those experiences. Subject-object balance is the balance between what a person can see and not see in each one's life (Drago-Severson, 2009).

Kegan's theory focuses on four different concepts, the first being that the person is active in making their experiences happening to them (Drago-Severson, 2009). This means that the person considers different ways experiences are possible such as intrapersonal, interpersonal, and cognitive. Second, Kegan focused on the adult development and less on the child development in his theory (Drago-Severson, 2009). Next, his theory offered support for the complexities of the 21st century life by supporting adult life with principles, especially in education. "Last, it asserts that development is not intelligence" (Drago-Severson, 2009, p. 33).

Teaming

Teaming is the first pillar practice that supports the adult learning theory. Teaming is when two adults are paired to work together. This may come in many different forms: team-teaching, school leadership teams, PLCs, veteran and new teachers, examining teacher practice or student work, and working collaboratively on school improvement issues. Researchers argue that teaming builds capacity for individuals and schools and is designed to improve student achievement, which makes it the center of professional learning (DuFour, 2007; Hannay et al, 2006; McAdamis, 2007). "Finding time for teams to work in school is both a necessity and a responsibility," as stated by Johnston et al. (2007, p. 15). Teaming is used to build a collaborative culture between adults that allows each person to share and exchange ideas while having ownership of the

decisions made, as this also helps the growth of teachers (Garmston & Wellman, 2000, 2009).

Teaming is important to allow adults to grow in the professional career of choice. When teaming is done correctly, the following results should be evident. Changes or other positive results from working together should be produced. A sense of ownership from each of the members will increase commitment, understanding, and follow-through. A collaborative culture between the two teachers will occur with reachable and identifiable goals. The team and individuals will be more effective and have increased metacognitive skills (Drago-Severson, 2009).

Two ways to grow from teaching are to engage in reflective practice and attend to diversity. During the process of team reflection, an individual identifies and assesses challenges and may alter a belief that previously existed until a new theory was being developed (Drago-Severson, 2009). The collaboration that takes place during teaming gives the individual a chance to confirm or reject the new theory by providing evidence to support or deny the theory. The teacher or individual may do this by observing, collecting, or analyzing data (Osterman & Kottkamp, 2004).

Attending to developmental diversity allows people to learn from the diverse perspectives of others. This happens by watching other people reflect on each one's practice and other people's ways of knowing and then having conversations with the other person (Drago-Severson, 2009). From this point, the individual will be able to identify different types of learners and pair the different learning styles together. By doing this, the teacher will create many differentiated experiences in teaming (Drago-Severson, 2009).

Providing Leadership Roles

Providing leadership roles is the second pillar practice. These opportunities almost always support individual growth and learning (Drago-Severson, 2009). When providing a leadership role, a common thought is, "Can the person grow from this opportunity?" "The purpose of leadership is the improvement of instructional practice and performance, regardless of role" (Elmore, 2000, p. 20), and "instructional improvement requires continuous learning" (Elmore, 2000, p. 20). We often see that learning is most often enhanced when teachers take on leadership responsibilities of either a formal or informal status. Teachers in leadership roles also develop a collaborative culture with an ongoing improvement of instruction (Olson, 2008). In order to build these school cultures of teacher leadership, leaders must support educators as they accept these new leadership responsibilities (Farrington, 2007; Lambert, 2002). "Instructional leadership must be a shared, community undertaking. Leadership is the professional work of everyone in the school" (Lambert, 2002, p. 37).

The results of providing leadership roles help build capacity and lead to school improvement. Second, it leads to teacher growth where teachers grow from the experience in leadership roles. Next, increased retention, teachers staying in the current role of employment, occurs. Fourth, adults pursue personal passions and concerns as a result of higher morale. Finally, redistribution of responsibility by empowering others to assume leadership roles will transpire (Slater, 2008).

Every teacher has special qualities and characteristics; when teachers are put into leadership roles, these traits come to light. Teachers are able to build relationships with other teachers and administrators, which enhances teacher culture (Donaldson, 2006).

Teachers know how to stay focused; most are able to keep a sense of purpose, which helps the learning of all students. Teachers are talkers; most teachers like to share ideas with others. This allows for the improvement of instructional practice (Donaldson, 2008). Danielson (1999) noted that teachers in leadership roles lead in three different ways: within the department or team, across a school, or beyond a school. Teacher leadership roles can be provided in different ways, and the leadership of the school should offer these roles so teachers can learn, and the school culture can grow from working together.

Collegial Inquiry

Collegial inquiry is the third of the pillar practices. Collegial inquiry is a reflective practice that can be described as a dialogue that takes place between two people who purposefully examine one's assumptions, beliefs, values, commitments, and convictions (Drago-Severson, 2009). When practicing collegial inquiry, it is very important that all people involved are thinking together and looking at the same issue (Mecca, 2010).

One of the goals of collegial inquiry is to stop events and allow them to be reviewed to see if an alternate more effective way of doing things can be accomplished (Drago-Severson, 2009). The next goal of collegial inquiry is for each person to engage reflective practice as a learning tool. Reflective practice helps support growth and learning in both professional and personal lives (Brookfield, 1995; Kegan & Lahey, 2009; York-Barr et al., 2006). "As reflection increases, the decisions and actions involved in leadership become more effective" (York-Barr et al., 2006, p. 5).

Collegial inquiry needs to become part of the fabric of a school's culture (Drago-Severson, 2009). Osterman and Kottkamp (2004) explained that in order for this to happen, the school has to have a supportive environment that engages in reflective

dialogue together. There are three different components to this dialogue: open

communication, critical dialogue, risk-taking and collaboration (Osterman & Kottkamp,

2004). As the staff engages in these types of conversations, the staff are intentionally

working to understand the behaviors, thinking, and events from a variety of different

perspectives. The staff are giving each educator a chance to reframe thoughts, clarify

thinking, test assumptions, and form new understanding (Kegan & Lahey, 2009; York-

Barr et al., 2006). As collegial inquiry is used, teachers can develop a deeper

understanding of how personal thoughts and biases have influences on what is done each

day (Drago-Severson, 2009).

Mentoring

The last of the four pillar practices of the adult learning theory is mentoring.

Mentoring is traced back to Greek and Homer's *Odyssey* (Drago-Severson, 2009).

Odysseus's friend and trusted counselor, Mentor, was given the responsibility of

protecting the son and acting as the more experienced teacher. Mentor was considered the

trusted counselor and wise one. "Mentoring has been defined as a relationship between an

older, more experienced mentor and a younger, less experienced protégé for the purpose

of helping and developing the protégé's career" (Ragins & Kram, 2007, p. 5).

Mentoring has several benefits, one being to enhance teacher and student

performance by promoting collegial dialogue (Holloway, 2001; Jonson, 2008; Rowley,

1999) and another providing professional development for new and veteran teachers

(Daresh, 2003; Holloway, 2001, 2004; Moir & Bloom, 2003). In addition, mentoring is

supporting new teachers through professional conversations, reflective activities, new

challenges, and teaching strategies (Danielson, 1999; Jonson, 2008; Moir & Bloom,

2003). Effective mentors learn by observing and interpreting what they see; this helps

them analyze the student teacher's ability and move them towards using the best teaching

strategies in a variety of situations (Borden, 2014). Mentors must be willing to put

personal practice and performance on display for the mentee to observe (Borden, 2014).

Holloway (2001) has found that engaging in reflective practice about one's own teaching

has helped both mentors and mentees. "At its best, mentoring can be a life-altering

relationship that inspires mutual growth, learning, and development. Mentoring effects

can be remarkable, profound, and enduring; mentoring relationships have the capacity to

transform individuals, groups, organizations, and communities" (Ragins & Kram, 2007,

p. 3).

The Conceptual Framework

Instructional Practice–Relationship

There is little understanding of the additional demands placed on cooperating

teachers, of the images each one holds as a cooperating teacher and of student teachers,

and of the nature of each teacher's work as they undertake responsibilities associated

with being a cooperating teacher (Goodfellow, 2000). Teachers naturally hold themselves

to a higher standard for everything; to foster the next generation of our educators is no

exception. Since there is no difference in the mentoring process and the cooperating

teacher process (Mecca, 2010) in how cooperating teachers coach and teach a mentee or

student teacher, a mentor definition best suits the relationship that is established.

Anderson and Shannon (1988) offered a definition of mentoring: a nurturing process in

which a more skilled or more experienced person serving as a role model teaches,

sponsors, encourages, counsels, and befriends a less skilled or less experienced person for

the purpose of promoting the latter's professional and/or personal development (Mecca, 2010). As a part of the student teacher experience, it is the cooperating teacher's responsibility to provide the student teachers with rewarding experiences to lessen anxiety during the professional semester (Goh & Matthews, 2011).

   Cooperating teachers have consistent attributes that are common in most of the research and continue to be present through each of the studies. Clarke and Jarvis-Selinger (2005) indicated that the findings revealed that nurturing emerged as a prevalent trait. This was important for the cooperating teacher to establish a nurturing relationship of trust, caring, and support where the student teacher can freely express feelings of challenge when there is a lack of understanding or agreement (Lewis, 2017; Mecca, 2010). Along with nurturing, there are many other attributes that are desired within cooperating teachers: modeling best practices, strong leader, organization, collaboration, good listener, compassion, levels of control, feedback, and supportive (Lewis, 2017; Mecca, 2010). Compassion for the students shows student teachers they need to understand where students come from no matter how diverse their background. Often, teachers build images in their minds of what situations are going to be like before understanding everything to its fullest extent. Collaboration demonstrates a concept that will be used to work with other adults and colleagues in their future. Collaboration is consistently used in the professional learning community (PLC), which is the model that most schools follow for best practices when working in teams (DuFour, 2007). Nurturing the relationship between the student teacher and cooperating teacher by establishing a relationship and growing trust is important. Nurturing a student teacher helps foster the next generation of teachers and prepares each teacher for an educational job. This would

not be as successful without trust and collaboration between the student teacher and the

cooperating teacher (Clarke, 2006; Handcock, 2013).

   The student teacher experience follows the process of a gradual release, meaning

the cooperating teacher models as the student teacher first enters the practicum setting,

then slowly shifts the responsibility to the student teacher. Through this process, the

student teacher begins to become more reflective and independent in their style of

teaching rather than mimicking the cooperating teacher's style (Clarke et al., 2014).

Through the experience of student teaching, modeling is one of the key strategies that is

used (Calderhead & Robson, 1991). At first, the cooperating teacher models everything,

then they shift to only modeling specific parts of the day. Through modeling, student

teachers are able to see images of teaching that cooperating teachers provide (Seperson &

Joyce, 1973). Sayeski and Paulsen (2012) wrote that student teachers express that the

cooperating teacher's ability to model effective practices, classroom management

strategies, and ways to promote instruction through personal and emotional support are

the three most important areas of modeling. Through the cooperating teacher, modeling

instructional practices and gradually releasing the responsibilities to the student teacher to

be independent and reflective as a pair through the process. The cooperating teacher often

includes the how and why of the teaching and creating the opportunities for the student

teacher to find answers in complex situations. Carter (1989) stated the primary purpose of

the cooperating teacher as a role model is to be a provider of feedback, mentor, and coach

(Kiraz, 1997).

   The cooperating teacher-student teacher relationship is a journey that the mentor

acts as a guide to practical knowledge but is also a source of moral support (Holm, 2004).

The cooperating teacher does not take control over the student teacher but does give them space and flexibility, and the relationship is based on equality (Mecca, 2010). During the process of the student teacher journey, the cooperating teacher is helping facilitate growth through observation, conferencing, analyzing, and sharing information while keeping a nurturing relationship (Mecca, 2010). During the time of this process, the cooperating teachers set the effective and intellectual tone and shape of what the student teachers learn by the way each individual carries out the roles as educators (Magaya & Crawley, 2011).

"Without this additional experience, [the student teacher] would have left student teaching unprepared to make decisions regarding curriculum and instruction for the range of reading abilities found in a typical classroom" (Valencia et al., 2009, p. 18). This is one example why the student teaching experience is the most important piece to a teacher's education before a job in the field of education. Even though student teaching is a one-time event, most teachers consider their student teaching as the most instructive part of their entire preservice education (Conant, 1963; Feiman-Nemser, 1983, as cited in Tatel, 1994; Woodruff, 1964). A key element is helping student teachers adapt to their classroom placement (Wang & Odell, 2002). However, Lemma (1993) cautioned that a problem over time would be that student teachers would not be prepared for how to deal with complex and unpredictable interactions that characterize the job of teaching and supervising (Clarke et al., 2014). Cooperating teachers are the most important part in a student teacher's education simply because this is when and where they learn the initial skills that will help them with obtaining a career in education. The relationship between the two is something that will last a lifetime; student teachers often learn more with the

cooperating teacher than the entire time of learning in educational classes at the

university.

Instructional Practice–Collaboration

Thirty percent of teachers drop out of the profession within the first year of

teaching due to isolation without lessons, shared experiences, behavior strategies, and

help from colleagues. Many teachers experience this isolation beginning from day one of

teaching, and the rest who stay simply find a way to cope with teaching instead of doing

teaching well (Arnold, 2002). "The experience as teachers is directly related to the type

of teacher preparation cooperating teachers had in the beginning of their teaching careers

since it sets the tone for how teachers will view and interact with the students" (Lewis,

2017, p. 16). In order for teaching to be successful, the collaborative relationship that

starts in the student teaching practicum needs to transfer over into the first teaching job.

In order to have a successful collaborative relationship the following is needed: It needs

to be a voluntary process; both need to share resources, set mutual goals, and have shared

responsibility for decision-making (Holm, 2004).

> By building a level of trust between the cooperating teacher and student teacher
>
> through the sharing of teaching materials and knowledge of the social aspect of
>
> the profession, there will obviously be a clear emotional connection between the
>
> student teacher and cooperating teacher. (Laverick, 2016, p. 24)

Collaboration's biggest enemy between any partnership and team is time.

Teachers are given a planning period that has to accomplish a never-ending list of grade-

level meetings, PLC meetings, 504 meetings, IEP meetings, parent conferences,

remediation, content support, and many more. When taking on the role of having a

student teacher, one adds these responsibilities along with planning and collaborating

with a student teacher to make sure the lessons are effective and carried out smoothly.

Many teachers not only collaborate in school but also use time before and after school to

collaborate (Arnold, 2002). All of collaboration is based on the willingness to talk and

share resources. In collaborating with other individuals, whether it is student teachers,

cooperating teachers, or grade level members, teachers are able to introduce new ideas,

plan more carefully, and focus on specific teaching methods (Arnold, 2002). As teachers

collaborate together, one thing educators are able to do is have in-depth discussions,

which lead to increased advice through collegial support of one another (Handcock,

2013).

Collaboration between a cooperating teacher and student teacher or PLC allows

for more preparation. At the root of the student teacher and cooperating teacher

collaboration is the lesson plan. The ultimate job of the cooperating teacher is to model

how to create an effective lesson plan (Bacharach et al., 2010; Norman, 2011). Student

teachers and cooperating teachers actively work in the creation of these lesson plans

together (Bacharach et al., 2008; Bacharach et al. 2010; Nilssen, 2010; Norman, 2011;

Rajuan et al., 2007). During the advance planning, the sharing of resources is expected to

occur with tools such as planning guides, curriculum maps, standards to be covered,

pacing guides, timelines, and any materials valued essential by teachers (Sayeski &

Paulsen, 2012). Student teachers note that one of the highest noted traits in cooperating

teachers is advanced planning to allow student teachers to have advance notice of what

was being taught ahead of time (Sayeski & Paulsen, 2012).

Fullan and Hargreaves (1991) stated that "effective collaborations operate in the

world of ideas, examining existing practices critically, seeking better alternatives, and working hard together at bringing about improvement and assessing their work" (p. 55). As teachers work to collaborate, each one is able to reflect on an individual work and the work of others making every effort to improve and refine everyone's teaching for the benefit of students.

Instructional Practice–Collegial Learning

The learning relationship that is established between student teacher and cooperating teacher has been defined as one that is more of a partnership than one of seniority. The relationship is reciprocal, defined, and negotiated by both parties involved (Ambrosetti & Dekkers, 2010). Collegial learning prevails in two different common concepts through the different literature: working together and support. These two concepts go hand in hand with one another. The collegial learning between cooperating teacher and student teacher becomes more defined as both partners learn from each other (Mecca, 2010). A collegial relationship is not only developed between the student teacher and the cooperating teacher but also with the university supervisor, as they all must have confidence in each other to foster a successful learning experience for the student teacher (Handcock, 2013). During collegial learning, it is important for all parties to work together; this includes the student teacher with the cooperating teacher, the cooperating teacher with the university supervisor, and the university supervisor with the student teacher. These relationships require professional development together: lesson planning, designing classroom layouts, and consulting other teachers. Through each of these, there must be commitment, dedication, and critical judgment (Kiraz, 1997).

Collaboration and in-depth discussions with student teachers lead to positive

experiences, increased advice, and support through their collegial relationship with the cooperating teachers (Handcock, 2013). For cooperating teachers, the concept of support is equally important to the veteran teachers as well as the student teachers. The cooperating teachers are often gaining new ideas and strategies from the student teachers. Student teachers are giving knowledge and receiving knowledge and materials. That is a significant part of the work from the cooperating teachers who are looking to "revitalize" teaching (Koskela & Ganser, 1995). The support mentioned in Lemlech (1995) focused on the sharing of ideas and the reflection of teaching within the collegial relationship (Kiraz, 1997). These areas are two of the topics that have been mentioned repeatedly throughout the review of this literature. Showing support for each other demonstrates how cooperating teachers and student teachers use the collegial learning to help increase communication and collaboration that leads to a more successful student teaching experience (Holm, 2004).

Coaching and Feedback

Collaboration, collegial relationships, and feedback are three concepts that work together through the idea that the student teacher and cooperating teacher are working together towards the same common goal. Student teachers absolutely must have specific feedback and open communication from the cooperating teachers in order to grow and be successful (Rodgers & Keil, 2006; Smith, 2007). There are two main types of feedback that occur within any relationship, but most specifically between the student teacher and cooperating teacher: written and oral. In giving feedback, most cooperating teachers feel more comfortable giving oral feedback over written to student teachers (Clarke et al., 2014). This is partly due to the fact that written feedback tends to be more accountable.

An example given in the Handcock (2013) study was, "he spends a little bit more time" (p. 26) formulating the written responses that he knows will be submitted. Student teachers through the literature have identified that when giving feedback, it is always best to start with the positive and then follow up with specific constructive suggestions (Sayeski & Paulsen, 2012). Student teachers also found that most feedback confirmed what they did, and very little feedback was investigative in nature allowing reflection on what they had done (Clarke et al., 2014).

Oral feedback was revealed in literature as having a naturally confirming nature and happening more often. The written feedback given often tends to be of a technical nature, emphasizing what was done rather than the why of the practice (Grimmett & Ratzlaff, 1986; John, 2001; Kagan, 1988). Cooperating teachers often prefer to have conversational and informal interactions with the student teachers, which explains the lack of depth in feedback and analysis (Lemma, 1993).

Different solutions were given throughout different studies to suggest how to better help cooperating teachers when giving feedback to student teachers. The first place to start, suggested by the student teachers, was the frequency of feedback. Student teachers suggested having frequent feedback with specific suggestions (Sayeski & Paulsen, 2012). The feedback should also include different high-quality questions that require student teachers to reflect on each person's own teaching and decision-making. Through the process of feedback and reflection, student teachers would like to be given feedback in many different modes specifically referring to written feedback (Handcock, 2013). Teachers are able to develop the skills necessary for the job when receiving feedback from a mentor who has more expertise (Borden, 2014).

Coaching and Professional Growth

Professional growth occurs in many different ways. Professional growth is based on the idea that the cooperating teacher has in some way grown from supervising a student teacher. Once the cooperating teacher learns and grows in some way, other effects will start to happen within the same realm of professional growth. A key motivator for volunteering to be a cooperating teacher is an increase in one's own professional knowledge as a result of the interaction with someone who is learning to teach (Clarke, 2006; Evans & Abbott, 1997; Ganser, 1996; Gibbs & Montoya, 1994; Wilhelm, 2007). Cooperating teachers also view themselves as learners; and many look forward to personal growth in gaining new perspectives, ideas, sharing ideas, and "catching enthusiasm" (Koskela & Ganser, 1995, p. 30) from student teachers. Student teachers can provide cooperating teachers with a meaningful opportunity for professional growth in any area of teaching: methods, behavior strategies, new practices, etc. (Arnold, 2002). Barth (1990, as cited in Mecca, 2010) stated, "Nothing within a school has more impact on students in terms of skill development, self-confidence, or classroom behavior than the personal or professional growth of their teachers" (p. 41).

The relationship between the student teacher and cooperating teacher allows the two to work closely on what instruction is going to be taught to the students. In most cases, the cooperating teacher will have the pacing guides proposed by the county in which they work; it is then up to the cooperating teacher and student teacher during the practicum to come up with daily activities. Having the student teacher there has allowed the cooperating teacher increased time to plan, reorganize the curriculum, enhance small group instruction, and focus more on student special interests and needs (Mecca, 2010).

This also allows the cooperating teachers to learn new various teaching methods from the student teacher and expose the students to new styles, all while improving the cooperating teacher's abilities in instruction (Lortie, 1975). Cooperating veteran teachers are often able to validate the knowledge each one has acquired over the years by working with student teachers (Koerner, 1992). By validating knowledge, student teachers can heighten awareness of innovative instructional techniques, which can contribute to each one's practice (Bowers, 1994). Koskela and Ganser (1995) stated, "Forty-five percent looked forward to receiving ideas and information from the student teachers; 33 percent looked forward to giving ideas and information when working with their student teacher" (p. 21).

Cooperating teachers often get the chance to learn from supervising student teachers through the practicum experience. As the student teachers slowly take over the classroom, student teachers are able to show and demonstrate new ideas, techniques, and strategies. The cooperating teachers are previewed and have access to current literature and are greatly satisfied with this opportunity (Holm, 2004). Many supervising teachers have a great deal of understanding that student teacher knowledge and experience differ greatly from the knowledge and experience of each cooperating teacher, but they can both learn from each other (Weaver & Stanulis, 1996). In one study, an example of this occurred when a cooperating teacher suggested a different type of seating arrangement for a particular learning unit that the cooperating teacher had not considered. The cooperating teacher used the seating arrangement, and it worked successfully (Arnold, 2002). Borko (2004) concluded that encouraging teachers to learn and explore new ideas, concepts, strategies, and methods can serve as catalysts for promoting change and

improving practice. This will increase academic achievement of students (Mecca, 2010).

      Most of the changes and learning that take place from the student teacher to the cooperating teacher can be summed up in four different categories: new curricular content, new pedagogical methods and concepts, new strategies for motivation, and improved immediate teaching practices. Learning new curricular content material often refers to the student teacher showing the cooperating teacher different works of art, history, music, technology, and culture awareness. Adopting new pedagogical methods and concepts refers to understanding best practices: team teaching, cooperative learning, grouping strategies, and having high expectations. Bringing new tactics for motivation refers to adding to the "teacher bag of tricks" on presentation and assessment (Mecca, 2010). Improving daily practice in the classroom will be any changes small or large that are immediately adaptable for the betterment of the students in the classroom (Tatel, 1994).

      As mentioned in the previous paragraphs, the relationship between the student teacher and the cooperating teacher is the foundation of a teacher's career. The experience allows both parties to grow and gain new ideas; new ideas then flow into changing classroom practices. Hamlin (1997) showed that having a student teacher "helped [cooperating teachers] refine or review their knowledge of teaching methods" (p. 82). This often happens because of the "purposeful focus" (Arnold, 2002, p.130) that is created for cooperating teachers when having a student teacher. Cooperating teachers who are more student-centered are more flexible and have a greater influence on student teachers (Clarke et al., 2014).

Self-Efficacy

Self-efficacy is centered around the work of people who can exercise influence over what each individual does (Bandura, 2006). Bandura (1997) emphasized that people make plans, set goals, monitor actions, and alter outcomes. Bandura's self-efficacy is grounded in the social cognitive theory (Skaalvik & Skaalvik, 2007). Teacher self-efficacy is broken into two different categories: internal and external control (Bandura, 1997). Internal control measures and assesses the subjective belief about each teacher's own capability. External control measures what the teacher can accomplish given the limitations caused by outside factors (Bong & Skaalvik, 2003). In trying to find ways to measure teacher self-efficacy, there have been several different instruments created that have been designed to measure personal teacher self-efficacy. Three different instruments ranging from 10, 24, to 30 different items with a 4-point scale have been created. Each of the surveys has areas of strength and weaknesses, some being multi-dimensional, one-dimensional, lack clear obstacles, and/or reliability (Tschannen-Moran & Woolfolk Hoy, 2001).

Continuous reflection and self-analysis enhanced the cooperating teacher's practice by making decisions and allowing the student teacher to take action (Mecca, 2010). Student teachers have to be able to understand why cooperating teachers make decisions and changes to plans and everyday teaching moments. In order to do this, a cooperating teacher must have the chance to discuss the professional growth that is happening as it is happening. Campbell and Williamson (1983) found that working with student teachers allowed cooperating teachers to think more deeply about teaching, opportunity to spend more time in planning, and exposure to new professional materials

(Clarke et al., 2014). Being able to think and reflect about these things also helps them to revitalize each one's teaching (Walkington, 2004).

The experience of supervising a student teacher can provide experienced teachers with meaningful opportunities and growth that can improve practices that will help benefit students (Holm, 2004). A teacher's ultimate responsibility is student growth, and nothing has more of an impact on a student's classroom behavior, skill development, and self-confidence than the professional growth of a teacher (Barth, 1990, p. 49). As cooperating teachers work to help student teachers support student growth through a guided teaching experience, the success and growth of the cooperating teacher is based on student growth and success (Clarke et al., 2014). Student growth is tied to the success of professional growth that occurs when a cooperating teacher learns from a student teacher. Cooperating teachers must recognize that effective coaching is an ongoing process that takes time (Borden, 2014).

Self-Efficacy and Reflection

Reflective teachers foster student learning, and student teachers look to cooperating teachers to teach them how to reflect upon each experience in order to improve teaching (Masunga & Lewis, 2011; Rajuan et al., 2007). Cooperating teachers seek to develop mentoring opportunities that develop reflection. As this reflection is developed, Pella (2014) stated that growth is allowed not only in the learner but also in the teacher. The cooperating teachers must fully comprehend the preconceived educational components that the student teacher was bringing into the relationship in order to fully understand all the benefits of the relationship (Laverick, 2016). As cooperating teachers and student teachers work together to create a system of reflection,

each teacher is allowed to check on the success of classroom management, planning, and teaching (Handcock, 2013). Through setting up this system, the cooperating teacher will guide the student teacher through different probes and questions as an opportunity to reflect on the teaching and make this a mindset for evaluating success (Sayeski & Paulsen, 2012). Through this reflective practice, the cooperating teacher can offer suggestions from experiences and recommend instructional strategies and supportive commentary. This will help the student teacher quickly identify areas of strength and improvement (Clarke et al., 2014). When cooperating teachers encourage student teacher reflection, this allows a review of each one's own philosophy and practice; this leads to new experiences. These new experiences are triggered by cooperating teachers who are refining the instructional practices as educators (Chou, 2011; Goh & Matthews, 2011; National Council for Accreditation of Teacher Education, 2008; Ostorga & Estrada, 2009; Rajuan et al., 2007; Snyder, 2011).

Reflection is a process that takes place over time for every teacher. The initial start of this is a system set up by the cooperating teacher. Over time, the student teacher learns to start asking different types of questions and looking into areas of weakness in teaching. Through this ongoing reflection, it is critical to recognize the areas of strength and weakness and to start addressing those different needs quickly (Mecca, 2010). A benefit to having a cooperating teacher and student teacher start reflecting immediately is that it allows the cooperating teacher to explain decisions and actions taken to the intern (Mecca, 2010). One of the ways most student teachers are required to reflect is through a reflection journal. This helps prepare student teachers for the complexities for what will happen in the classroom (Handcock, 2013).

Collaborative reflection is a strategy that creates a high level of reflection and critique from the student teacher when put into practice (Handcock, 2013). This strategy engages in-depth conversation between the cooperating teacher and student teacher that requires deep analysis of student learning, lesson planning, assessments, small groups, and other components of teaching. This is a way for the student teacher to digest successes and areas of improvement. Landt (2002) noted that having another adult or student teacher in the classroom to share ideas encourages the cooperating teacher to reflect on current practice and provides a stimulus to consider the benefits of reflection and continuous learning (Mecca, 2010). Richardson et al. (2014) stated that having significant teacher improvement depends on both participants knowing and understanding the content and pedagogy behind its delivery. In having to do this, cooperating teachers must think about what is being relayed to the student teacher and how clearly it is relayed, in order for the student teacher to do the assigned job. Cooperating teachers must dissect each one's teaching practice, articulate goals, justify materials and methods, and analyze student reactions (Holm, 2004). Being able to deliver these to the student teacher will allow a collaborative reflection to refine the teaching of both the cooperating teacher and the student teacher. Cooperating teachers must be able to explain the thought processes they go through when making decisions about their actions, behaviors, or instructions (Feiman-Nemser & Parker, 1993; Hobson et al., 2009). Mentors who share their way of thinking and process for inquiry help make the invisible now visible, which supports the novice teacher learning to think like a veteran teacher and can help them develop a greater competency (Borden, 2014; Feiman-Nemser, 1983).

Feedback during the student teaching practicum is based on knowing the different

requirements for student teachers. Cooperating teachers are able to give better feedback

when able to evaluate and ensure student success and understanding of all the

expectations regarding the full teaching experience (Rajuan et al., 2007; Valencia et al.,

2009). As the student teacher takes on the role of teaching and begins to teach, the

effectiveness of teaching begins to show. Cooperating teachers may choose to do a

reflection-in-action, where change can take place immediately for the benefit of the

student teacher and the students in the classroom (Mecca, 2010). Reflection-in-action is

served as the conceptual grounding in Mecca's (2010) study and represented in Schön's

(1987) framework on reflective practice. Overall, reflection is important to the

development of the learner and the teacher (Laverick, 2016).

The Cooperating Teacher Experience

Cooperating Teacher Requirements

One of the most foundational steps of the relationship between the student teacher

and cooperating teacher is having the two individuals create a bond that allows for a true

professional relationship to bloom and take place (Clarke, 2006; Holm, 2004; Koskela &

Ganser, 1995; Magaya & Crawley, 2011). All of the research that has taken place thus far

has a consensus that there are no requirements on how to choose a cooperating teacher

(Handcock, 2013; Magaya & Crawley, 2011). The Blue Ribbon Panel on Clinical

Preparation said cooperating teachers should be "effective practitioners, skilled in

differentiating instructions, proficient in using assessment to monitor learning and

provide feedback, and persistent searchers for data to guide and adjust practice" (National

Council for Accreditation of Teacher Education, 2010, p. 6). However, many of the

studies share different suggestions on what has been understood to be the best based on

the different research studies conducted throughout the years (Sayeski & Paulsen, 2012).

One of the first trends noticed in this section of literature is that the pairing of the

cooperating teacher and the student teacher is important, and many universities do not

always take this into account. A concerted effort to match personalities can yield more

success in placements (Kitchel & Torres, 2007). An example of this is given when

extroverted cooperating teachers are believed to provide student teachers with a better

experience than introverted teachers; however, this ultimately depends on the

personalities of the two individuals. Jansen (1971) argued that the cooperating teacher's

influence depends on the level of congruence between the values of a cooperating teacher

and student teacher—the greater the congruence, the greater the influence of the

cooperating teacher, indicating the impact of matching student teachers with cooperating

teachers (Clarke et al., 2014). Another aspect that takes a large effect is that an

accomplished teacher is not always an outstanding mentor or cooperating teacher

(Magaya & Crawley, 2011). This is one of the problematic areas for not having any

requirements for choosing cooperating teachers. Teachers who do not have the necessary

skills are chosen to be mentors/cooperating teachers; however, these can be developed

over time with training and coaching (Crasborn et al., 2010).

 Good placements for student teachers have proven to be a recurring theme in

several different studies through educational research. Higher educational institutions

(HEIs) or universities often do not have guidelines as to where and how to place student

teachers with cooperating teachers and the schools served (Sinclair et al., 2006). This

often becomes a numbers game with little or no regard to the matching of the student

teacher and cooperating teacher. The sites in which the cooperating teachers are located

are also not taken into account (Mecca, 2010). Many of the different research studies show that the universities have very little control over who and how the cooperating teachers are chosen to work with student teachers (National Council on Teacher Quality, 2011).

These educational studies have shown two different sides about the requirements of choosing a cooperating teacher. One side is that there are no current requirements about how to choose a cooperating teacher. The second side to the current research provides a set of recommendations that would need to be completed before becoming a cooperating teacher. These suggested recommendations are ones that would ensure higher teacher retention for student teachers and more successful experiences for cooperating teachers (Handcock, 2013; Sayeski & Paulsen, 2012). The research has shown that one of the top suggestions through the studies was how well cooperating teachers knew the content and each teacher's ability level. This is one of the most important aspects of the cooperating teacher's role because each teacher has to be able to break down not only the content but also how to present the material that is being taught and explain this to the student teacher (Mecca, 2010). After knowing the content and teaching skills, mentoring is the next skill that becomes important, as there are several different components of mentoring in the cooperating teacher role. Communication is a key component within mentoring (Sayeski & Paulsen, 2012). The student teacher and cooperating teacher have to be able to share ideas, collaborate, agree, disagree, make decisions, and change plans. Most of the time, the two will have everything planned out in advance; but there are times when things are changed or altered within the lesson due to informal assessments or observations. The cooperating teacher has to be the one who is

open-minded (Magaya & Crawley, 2011). Student teachers often will share ideas and need to try concepts learned at the university. Cooperating teachers who are open and possess good mentoring skills are able to guide the student teachers through these trial and error phases of student teaching. This allows the student teacher to see and learn what works and does not work. Several studies have shown that cooperating teachers need some experience with supervision in order to best help the student teacher (Kiraz, 1997). The supervision allows the cooperating teacher to take a step back from the classroom and assess the current situation of how the student teacher handles the classroom.

In Koerner et al.'s (2002) study, cooperating teachers shared support and encouragement to student teachers as a way of demonstrating what being a good role model and mentor should do. Authors found that effective cooperating teachers should be caring, active listeners who are sensitive to the views of others and who are able and willing to articulate the intricacies of the teaching craft and the subtleties of the school culture (Magaya & Crawley, 2011). The time cooperating teachers give student teachers entering into the teaching profession is priceless, as they are fostering the future of the profession (Magaya & Crawley, 2011). In bringing these concepts together, the cooperating teacher needs to be able to balance the control, create a personal relationship, give specific constructive feedback, and accept differences (Sayeski & Paulsen, 2012). Cooperating teachers have professional dispositions such as mentoring, collegiality, and openness (Magaya & Crawley, 2011). Darling-Hammond and Bransford (2005) noted that typically, the ideal had been a placement in which a student teacher is supported by purposeful coaching, co-planning, frequent feedback, repeated opportunities to practice, and reflection on practice while the student teacher gradually takes on more

responsibility.

>A suggested process on how to choose a cooperating teacher, would be to help enlighten the field, the candidates that want to foster the future of education. The first step would be to implement a screening system for prospective supervising teachers that expressed willingness to cooperate in the accomplishment on mutually agreed upon objectives. This can be a form or survey that teachers fill out at the end of the year for the upcoming school year. A second step would be orientation meetings to exchange concerns and discussions between the triad (university, cooperating teacher, student teacher). Discussions should include expectations of district and university and competency standards. Third step, cooperating teachers would complete training classes to prepare for the role of coach and to verify they can model a variety of instructional methods. Lastly, seminars would be frequently scheduled to allow for natural dialogue of concerns between cooperating teacher and university supervisor during student teacher practicum. (Kiraz, 1997, p. 92)

After this process, Lemlech (1995) suggested the following example:

>Select experienced teachers who either model the behaviors consonant with the university teacher education program or who are considered flexible in their teaching style so that student teachers can practice what they are learning. Verify that the experienced teacher is professionally oriented (wants to grow professionally by learning and experimenting with new methodology, studies new research, and has developed professional relations with peers). Verify that the room environment arranged by the teacher and the teacher's classroom

management skills are appropriate for new teachers to experience. The master

teacher should never be selected without a pre-visit to validate the aforementioned

and to confirm the teacher's interest in pre-service education. University based

educators should not rely on school district placement of the student teachers;

teacher education and the student teachers are the university's responsibility.

(Kiraz, 1997, p. 211)

Training and Preparation for Cooperating Teachers

The National Education Association (2013) suggested that school districts work

with schools to train, support, and recruit teachers who can demonstrate effective

practices as cooperating teachers and provide professional development to prepare them

for their role. However, researchers have found that HEIs do not provide in-depth

training for the cooperating teachers. Without a clear understanding of the ways in which

cooperating teachers participate – or are expected to participate – in teacher education, it

is difficult to know how to best support or facilitate that work (Clarke et al., 2014). The

best way to ensure success for not only the cooperating teacher but also the HEI would be

to provide training that supports the expectations, responsibilities, and pedagogical

content. Research almost never addressed the needs of cooperating teachers, other than

stating that the cooperating teacher is needed, and would serve as better mentors for

student teachers if training would be provided and focused on the needs of the

cooperating teachers (Rodgers & Keil, 2006; Russell & Russell, 2011; Valencia et al.,

2009). In cases where preparation courses are available for those cooperating teachers

who are mentoring a student teacher, the course is specific and often focused on the role

of mentoring, which is limiting (Hall et al., 2008).

Research has shown that very few universities provide trainings for the cooperating teachers; however, two areas that cooperating teachers have been trained in are mentoring and supervision. The universities that provide mentor training increase the positive impact that mentoring can have on the growth of both the skills and the knowledge of the mentee (Evertson & Smithey, 2000; Giebelhaus & Bowman, 2002). Digham (1992) found that cooperating teachers who had training in supervision skills were able to give a more stable field experience. Some examples were giving specific feedback and a positive experience to the students (Magaya & Crawley, 2011). One area of suggested training mentioned in the studies would be focused on adult learning for the cooperating teachers. Teacher professional development and learning is based on students and how they learn. Having a training on how adults learn would help cooperating teachers communicate effectively to student teachers (Mecca, 2010).

Cooperating teachers are often not aware of the different activities, projects, and types of lessons student teachers have to complete within the student teaching experience. Training for this component of the job would allow cooperating teachers to know the specific requirements of the student teaching education course including goals and objectives (Ambrosetti, 2014). Student teachers have new pedagogical knowledge, teaching strategies, and methods that need to be tested and tried out during the student teaching interim. Without knowing this, many cooperating teachers expect for the preservice teacher to mimic what they are doing (Handcock, 2013). Once the cooperating teachers are trained in what the student teachers need to accomplish within the professional semester, the cooperating teacher will then be able to help the student teacher implement this. This improves the outcomes for student teachers (Valencia et al,

2009).

The cooperating teacher (representing the school or district), the university supervisor (representing the university), and the student teacher are called the triad, a group of three people who work together to make the interim for the student teacher possible. The expectations of these three people are often at three different perspectives during the student teaching process; much of this is due to a lack of training for the cooperating teacher. The most common misunderstanding is when the cooperating teacher conforms a personal definition of the roles and responsibilities. This is typically based on a previous experience as a student teacher due to unclear or conflicting guidelines given by the university (Koerner, 1992). When cooperating teachers are left to interpret the expectations of what should be accomplished, student teaching is less effective with little support coming from the university supervisor (Valencia et al., 2009). In one study, the uncertainty about the role revealed 60% expressed specific concerns about how to evaluate student teachers, give feedback, guide student teachers, integrate the student teacher into the classroom, direct the student teacher, and deal with differences in philosophy and how to be honest and deal with problematic situations. All these responses relate to the competency and clarity in the cooperating teacher role (Koskela & Ganser, 1995). To ensure the success of student teaching, the triad has to continue to communicate and have the same expectations that are made clear to everyone (Handcock, 2013).

Cooperating Teacher Challenges

Overall, the vast majority of cooperating teachers will agree that to foster the future of the profession is well worth the ups and downs that each one would go through

while having a student teacher. Research reveals challenges that often came up in different studies (Mecca, 2010). The first one is the workload that comes with having a student teacher. The cooperating teacher may not have to get up in front of students, but each cooperating teacher has the added stress for the responsibility of another person and the uncertainty of how to mentor and assess the progress of the student teacher (Walkington, 2005). An example of this is in the study of Cuenca (2011). It was determined that preservice teacher legitimacy was tied directly to the attitudes of cooperating teachers under whom they served (Lewis, 2017). A cooperating teacher has a battle within: One is to help foster the next generation of teachers, while the other says to take care of the students in the classroom. Teachers who believe a teaching placement is too hard or demanding can often be reluctant to take on a student teacher. Cooperating teachers who have had negative experiences with student teachers rarely take on more student teachers (Clarke et al., 2014). Five challenging themes to hosting a student teacher that have emerged over several studies are interruption of instruction, teacher displacement, disruption of classroom routines, invasion of privacy, and diversion of time and energy (Holm, 2004).

Over the course of the student teaching, new and experienced cooperating teachers often have the same frustrations. Holm (2004) stated that oftentimes teachers feel increased pressure due to the high stakes testing, which in return causes issues when an inexperienced teacher (student teacher) is responsible for a large portion of the instruction. This interruption of instruction causes many cooperating teachers to ultimately still have the academic well-being of each student's success at the center of learning. In one particular study from Holm (2004), students noted that they "liked" (p.

18) the student teacher better than the classroom teacher. This caused an issue of teacher displacement, as the classroom teacher began to feel discomfort and jealousy when the student teacher had new ideas for instruction (Holm, 2004). The classroom teachers described working to "reestablish boundaries, manage the classroom from a peripheral position, and work around the student teacher's action, while trying not to undermine the student teachers" (Koerner, 1992, p. 50). Disruption of classroom routines deals mostly with the ideas around classroom management styles and how the cooperating teacher and student teacher handle discipline situations differently (Holm, 2004). Classroom routines and procedures are tremendously important to establishing a classroom culture. Another theme that emerged was invasion of privacy; this happened as an unexpected occurrence to many cooperating teachers. Teachers reported feeling judged or the pressure of being observed; some even expressed anger when being compared to other fellow teachers (Koerner, 1992). Diversion of time and energy that was taken away from students to focus on student teachers was the last category. As teachers maintain a focused commitment to students, the responsibility of a student teacher only adds to the list of duties for the cooperating teacher (Holm, 2004).

Summary

The adult learning theory was chosen for this study because it set the stage for two or more adults working together to have a greater student achievement. Drago-Severson's (2009) pillar practices of teaming, collegial learning, collaboration, and providing leadership roles not only support the cooperating teacher but also support the relationship between the student teacher and the cooperating teacher. In the review of literature, research gaps were determined to be located in the area of professional

development involving cooperating teachers. Current literature does not have significant studies to support that student teachers affect change in cooperating teachers. However, the literature does support the student teacher and cooperating teacher relationship; literature states it is the most important experience of a teacher's career. In addition, the literature supports that student teachers do make a difference in cooperating teacher instructional methods through collaboration, collegial learning, reflection, feedback, and mentoring.

In Chapter 3, the research design is described. The qualitative and quantitative components of the mixed methods study are explained through the survey and interview protocol. The data collection, data analysis, and ethical and confidential measures are described.

Chapter 3: Methodology

Introduction

The purpose of this mixed methods study was to determine the impact of hosting a student teacher on the cooperating teacher's professional growth. I sought to determine if the professional learning experience of having a student teacher impacts instructional practice, coaching skills, and self-efficacy. Chapter 3 describes the methodology and implementation of the study. The details and process of the research methodological approach are chosen and justified. This chapter also addresses research design, population, data collection, validity and reliability, data analysis, and ethical protection.

Rationale for Methodology

The purpose for using a mixed methods approach is to utilize surveys, focus groups, and interviews to collect data that are not always measured or observed through quantitative or qualitative studies completed alone (Gall et al., 2007). The advantages to using interviews allowed me to build rapport with the cooperating teachers and to obtain information that would not have been revealed in other data collection methods. I was also able to follow up with the cooperating teachers for clarification or if any additional information was needed. Having both interviews and survey data allowed the data to be presented in graphical and themed representations for the findings of the study.

Research Design

This study called for a mixed methods research design due to the fact that it examined both survey data, a focus group, and interviews. The majority of the reviewed studies about cooperating teachers are qualitative (Arnold, 2002; Handcock, 2013; Holm, 2004; Kiraz, 1997; Laverick, 2016; Lewis, 2017; Magaya & Crawley, 2011; Mecca,

2010; Melder, 2014; Pavlini, 2014); therefore, I provided a stronger study by having both qualitative and quantitative research in the study. "In quantitative research, theories are tested by assessing the relationship among variables. These variables typically can be measured on instruments so that numerical data can be analyzed using statistical procedures" (Creswell, 2014, p. 4). On the other hand, qualitative research "is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, p. 4).

The research design that best fits the study is the explanatory sequential mixed methods as shown in Figure 2. The main purpose of this research design is the qualitative data explains the quantitative data.

> This involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the result to plan (or build on to) the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. (Creswell, 2014, p. 224)

Figure 2

Explanatory Sequential Mixed Methods Design

Research Questions

The research questions to be investigated in this study are as follows.

1. How does the experience of having a student teacher impact the professional

    development and growth of the cooperating teacher?

    a) How does the experience of having a student teacher impact the

        instructional practice of the cooperating teacher?

    b) How does the experience of having a student teacher impact the

        instructional coaching of the cooperating teacher?

    c) How does the experience of having a student teacher impact the self-

        efficacy of the cooperating teacher?

2. To what extent is there an association between the number of years taught and

the professional development and growth (instructional practice, coaching

skills, and self-efficacy) of a cooperating teacher?

3. To what extent is there an association between the number of years hosting

student teachers and the professional development and growth (instructional

practice, coaching skills, and self-efficacy) of a cooperating teacher?

Population–Setting and Sample

The setting of the research took place in a large rural county that houses 52

schools and just over 40,000 students. The school district currently is the third highest

ranking school system in North Carolina. The criteria used to determine the rank of the

school systems is from the U.S. Department of Education: test scores, college data,

academics, diversity, teachers, college prep, clubs and activities, health and safety,

administration, sports, food, resources, and facilities (Belt, 2019). Seventy percent of the

schools meet or exceed growth within the district. North Carolina schools are now being

ranked using a report card grading scale. The grade is given based on several factors:

student performance and academic growth, school and student characteristics, and other

details (North Carolina Department of Public Instruction, 2017). Ninety percent of the

schools are ranked between an A and C. Overall, the district has a math proficiency of

72%, reading proficiency of 69%, and a science proficiency of 78%. The demographics

of the district fluctuate depending on the location of residency in the county.

Teachers participating in this study have hosted a student teacher within the last 2

years. The cooperating teachers were identified by a list given to me from the human

resources department that assigns student teacher placements. The teachers on the list

were sent the survey for data collection.

Teachers were asked to respond to all questions based on one's cumulative experience as a cooperating teacher. I understand that a cooperating teacher may have had more than one student teacher within the given time period; however, all questions are asked from a culminating experience. A cooperating teacher's viewpoint could be altered if one student teacher experience was either extremely positive or negative; this could possibly skew the cooperating teacher's cumulative viewpoint. If one experience stood out over the others to a cooperating teacher, the cooperating teachers were asked to describe that situation in terms of benefits and challenges (Holm, 2004).

Data Collection

I collected data in three different methods that included a cooperating teacher survey (Appendix A), cooperating teacher focus group, and individual cooperating teacher interviews. A survey is a technique of data collection that utilizes questionnaires to collect data from a sample representation of a population to which the findings of the data analysis can be generalized (Hill, 2016). Focus group interviews concentrate on addressing questions to a group of individuals who are gathered for this particular purpose (Gall et al., 2007). I sought to explain the growth of cooperating teachers in the areas of instructional practice, coaching skills, and self-efficacy by using the themed qualitative data from the focus group and interviews derived from the statistical data revealed in the survey.

In the first step of the research, the participants received a survey. The survey asked about the participant's background information as a teacher and cooperating teacher. Following the background information, the survey consisted of three different sections: instructional practice, coaching skills, and self-efficacy. Based on the survey

data, a focus group was set up to help clarify information. Once the focus group data were analyzed, I then proceeded with individual interviews. This mixed methods research can sharpen the understanding of the research findings (Tashakkori & Teddlie, 2003). By having a mixed methods study and allowing both quantitative and qualitative methods, the picture is more complete. This becomes extremely helpful when unexpected results develop from the quantitative study and need to be explained further (Morse, 1991).

Cooperating Teacher Survey

The survey is made up of six different sections: consent to the survey, background information, instructional practice, coaching skills, self-efficacy, and further participation.

Consent to the Survey. The first part of the survey asked the participants if each person would like to complete the survey to further research knowledge about cooperating teachers. The survey gave each candidate two options, either yes or no. The no option thanked each candidate. Participants who chose yes were taken to a consent form page and asked to read the consent form page, check two boxes at the bottom, and enter the date. This would signify for each participant who completed these steps that each one was agreeing to complete the survey and participate in the research.

Background Information. The second part of the survey collected background information for all the candidates who chose to participate in the survey. These questions included the number of years teaching, level of education, years spent as a cooperating teacher, and specifics about cooperating teacher trainings (Burks, 2010). Correlations were determined between the background pieces of information and the survey.

Instructional Practice. This section of the survey was designed by Burks (2010)

in an effort to gather information regarding the impact of mentoring on the performance of experienced teachers who served as cooperating teachers to student teachers in North Carolina public schools. Understanding that the survey was originally intended for mentors, a minor change was made by switching the word mentor to cooperating teacher throughout the survey. This allowed me to modify the survey in a conservative manner to match the language of education in present terms. The statements for the cooperating teachers on instructional practices focused on practices such as collaboration with colleagues about content and materials, different ways to create learning environments and opportunities for learners, and reflection on strategies and methods as achievement was starting to happen with students.

Coaching Skills. The fourth section of the survey was also designed by Burks (2010). This section of the survey looks at how the cooperating teacher helps the student teacher through the process of the practicum semester. The survey statements in this section are ideas about passing on knowledge, providing feedback and different types of communication with the student teacher, and the planning process that happens between the two individuals. The last major concept that is asked about is the opportunity to seek out professional development and learning opportunities for coaching to learn more. The third and fourth section were both created by Burks, and permission was obtained in an electronic letter (Appendix B), which was sent to me. The Likert scale was used to determine the level of impact the student teacher process had on cooperating teachers. Values of 1-5 were assigned to the statements to determine the level of agreement by teachers: 5 = a great deal, 4 = quite a bit, 3 = some, 2 = hardly at all, and 1 = not at all.

Self-Efficacy. The fifth section asked teachers to assess each one's capability

concerning how each one teaches, manages students, and holds the interest of children. These questions and thoughts are focused on controlling student behavior and how to motivate students. Other examples include teachers calming students down, the value of learning, and having a good classroom management system. The self-efficacy part of the survey was designed by Tschannen-Moran and Woolfolk Hoy (2001). None of the questions were modified in the wording; however, the scale of coding the answers was modified. The original scale has values of 1-9: 9 = a great deal, 7 = quite a bit, 5 = some degree, 3 = very little, 1 = nothing (Tschannen-Moran & Woolfolk Hoy, 2001). The Likert scale was used in this survey to determine the level of impact the student teacher process had on cooperating teachers. Values of 1-5 were assigned to the statements to determine the level of agreement by teachers: 5 = a great deal, 4 = quite a bit, 3 = some, 2 = hardly at all, and 1 = not at all.

Further Participation. The last section of the survey has two final questions asking the candidates if they would be willing to participate in the focus group session and if they would be willing to drive to the Professional Development Center.

Participants were provided an opportunity to broaden responses and share insights that could not be gathered using objective responses by replying to an open-ended comment box at the end of each section. The survey was given in the fall of 2019; I sent the survey out electronically. The survey was sent out through the county's email system to the eligible candidates in a Google form. The survey automatically collected their email and timestamped when each participant took the survey. Upon the initial attempt of collecting responses to the survey, I sent the survey out again 1 week after the initial attempt to collect survey responses. This was then followed up by a reminder email 2

days before all responses were due. Cooperating teachers had 2 weeks to respond to the

survey.

The first phase of data collection was the survey; the self-report cooperating

teacher survey was designed to measure the impact of the mentoring process on the

professional practices of experienced teachers who served as cooperating teachers. The

survey was confidential and uniform in survey items since all participants did receive the

same statements in the same format. The cooperating teacher survey items were

standardized to ensure generalizability, validity, and reliability (Appendix A).

Survey Validity

The validity of the cooperating teacher survey instrument was pilot tested and

reviewed by five education experts with a combined 50 years of teaching experience to

give further feedback. Creswell (2014) defined validity as "whether one can draw

meaningful and useful inferences from scores on the instruments" (p. 250). Having

validity means that an instrument measures what it is intended to measure, results are

consistent, and items measure conjectural concepts (Creswell, 2014). Once modifications

were made to the original survey, the pilot process took place to check for clarity and

understanding from education professionals who were not participating in the study. I

emailed the survey to five teachers not participating in the research. The teachers then

took the survey and let me know of any parts that may have been confusing or unclear. I

did not need to elicit feedback and make adjustments, as there were no comments or

suggests on how to improve the questions. If any of the questions were unclear or

confusing, I would have reworded the questions and sent the survey out again to see if all

questions read clearly.

Focus Group Interview

The second part of the triangulation of data was the focus group created from the analysis of the survey data. The focus group was planned to consist of three to five cooperating teachers but ended up with two in-person cooperating teachers and two who participated via email. Two questions on the cooperating teacher survey asked participants if they were willing to be in a focus group and if they were able to drive to meet with the focus group.

My goal was to select candidates who could discuss a wide variety of experiences and provide quality data. The focus group session was held face to face as first preference to myself. The focus group session was held in a central location to all parties of the focus group; this took place at the Professional Development Center for the county. The questions for the focus group interview were created and designed from the analysis of the survey data. These questions were designed to further explain or clarify any questions or information that were not clear from the quantitative data of the cooperating teacher survey.

The candidates for the focus group interview were chosen on a volunteer basis; these individuals participated in a focus group session. I chose to let the participants know that they had been chosen for an interview through email. The candidates were chosen based on the answers and open-ended response questions from the focus group. The focus group session was recorded using a voice recorder, and I recorded and transcribed the dialogue of the focus group. The focus group was allotted a time of 30 to 45 minutes. The participants were asked questions specifically or as a whole group, and it was up to each individual to answer the questions that applied to each individual's

experience. Participants were able to answer by adding onto another individual's answer by agreeing or disagreeing with the context or changing a minor portion of the individual's experience. At the completion of the focus group session, each individual confirmed their email or address in order to receive a copy of the transcript of the focus group session. Each participant was emailed a copy of the script to review, confirm, and/or make changes within a week of participating in the focus group.

Single Interviews

The last phase of data collection was the individual cooperating teacher interviews. Teachers were chosen on a volunteer basis for the interview process; these individuals participated in the single interviews. I let the participants know that they had been chosen for an interview through email. The candidates were chosen based on the answers and experiences discussed in the focus group setting. The goal was to select candidates who could discuss a wide variety of experience and to provide me with quality data. The interviews were planned to be held in person. However, due to the pandemic of COVID-19, I had to hold the interviews over the phone as a way to gain access to the same material and be convenient for the candidate. The interviews were held using a standardized open interview format (Patton, 2002). The interview questions were formed based on the information that was obtained and analyzed from the focus group. The participants for the single interviews were narrowed down from the focus group interviews and were chosen from participation indicators on the survey. I followed up with candidates to solicit additional details or clarify a response, thereby gaining important additional information. Individual interviews offered me a chance to solicit information unaffected by other members of the group. I then had the participants verify

the transcript of the interview that took place and email it back to me.

Quantitative Data Analysis

Survey

Survey analysis was divided into three different components. The first component was the descriptive analysis using the Likert scale to measure participant level of agreement (Creswell, 2014). The Likert scale was used to determine the level of impact the student teacher process had on cooperating teachers. Values of 1-5 were assigned to the statements to determine the level of agreement by teachers: 5 = a great deal, 4 = quite a bit, 3 = some, 2 = hardly at all, and 1 = not at all. The survey was analyzed in three different sections: instructional practice, coaching skills, and self-efficacy and by each question within the sections.

The second part of the survey analysis was the Pearson correlation analysis between the professional development and growth (instructional practice, coaching skills, and self-efficacy) and the years of teaching as well as the years of hosting a student teacher. This analysis was completed through IBM SPSS, Statistical Package for the Social Sciences, version 25. The reason for using the correlation was to determine how four variables were related to each other (Urdan, 2010). Data from the Pearson correlation were used to determine if the independent variable (number of years taught or number of years hosting a student teacher) had an effect on the dependent variable of professional development (instructional practice, coaching skills, and self-efficacy) and growth. The *p* value for each coefficient was set as .05. In Table 14, the Pearson correlation model is shown that was used to calculate the correlation between the professional growth and the years of teaching as well as years of hosting a student

teacher.

Table 14

Correlation Matrix

	Instructional practice	Coaching skill	Self-efficacy	Years of teaching	Years with ST
Instructional practice	1				
Coaching skill	.645*	1			
Self-efficacy	.625*	.734*	1		
Years of teaching	.278	.062	.239	1	
Years with ST	.354	-.017	.110	.455*	1

*. Correlation is significant at the 0.05 level (2-tailed).

Qualitative Data Analysis

The first part of the quantitative analysis was the coding of the three open-ended questions; this is the last part of the survey analysis. The coding consisted of writing down the key words pertained to each section. The themes determined the focus group questions. Member checking took place by having selected educated professionals from the pilot process check the coding of the open-ended questions. The individuals determined the accuracy of what the participants of the survey wrote and what themes were transcribed in the recordings (Creswell, 2014). Once this process was complete, I moved to the next phase, which was the analysis of the focus group.

Focus Group

The focus group was recorded, transcribed, and coded for themes. Initial coding refers to the process of breaking the qualitative data down into distinct parts and coding

these by using Nvivo coding; this is an online software program that allows the same focus as hand coding. Time and skill were used when entering data into the computer. I then examined these parts closely and compared them for similarities and differences as they were being entered into the computer (Theron, 2015, p. 5).

After the focus group meeting was complete, I listened and transcribed the data from the recordings and presented the typed version back to the participants to double check, verify, and validate that their words were transcribed correctly.

> One way to increase credibility is to make use of member checking. After the coding process, the researchers can ask the participants to verify the validity of the content of their specific data as well as the results of the coding process. The researchers need to address issues indicated by the participant(s). (Theron, 2015, p. 8)

The questions asked during this part of the data collection were an attempt to further explain the quantitative data.

Saldaña (2013) explained that after initial coding, the researchers embark on focused coding by identifying the most frequent or significant codes in order to develop the prominent categories. I then took themes developed from the focus group to see if the open comment section of the survey had any matching analysis (Holm, 2004). The focus group interview allowed me to observe the different experiences the cooperating teachers had through questioning.

Figure 3

Tesch's Eight Steps of Coding

```
┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│  1. Read entire  │ →   │  2. Write down   │ →   │ 3. Repeat step two│
│ document - jot   │     │ underlying themes│     │ for several people│
│     notes        │     │                  │     │                  │
└──────────────────┘     └──────────────────┘     └──────────────────┘
                                                           │
        ┌──────────────────────────────────────────────────┘
        ↓
┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│ 4. Take topic -  │ →   │  5. Choose most  │ →   │ 6. Put categories│
│  make new codes  │     │descriptive wording│     │    in order      │
│ - go back to the │     │    for codes     │     │                  │
│      text        │     │                  │     │                  │
└──────────────────┘     └──────────────────┘     └──────────────────┘
        ↓
┌──────────────────┐     ┌──────────────────┐
│ 7. Analyze data  │ →   │ 8. Record data   │
│ from each category│     │ from each category│
└──────────────────┘     └──────────────────┘
```
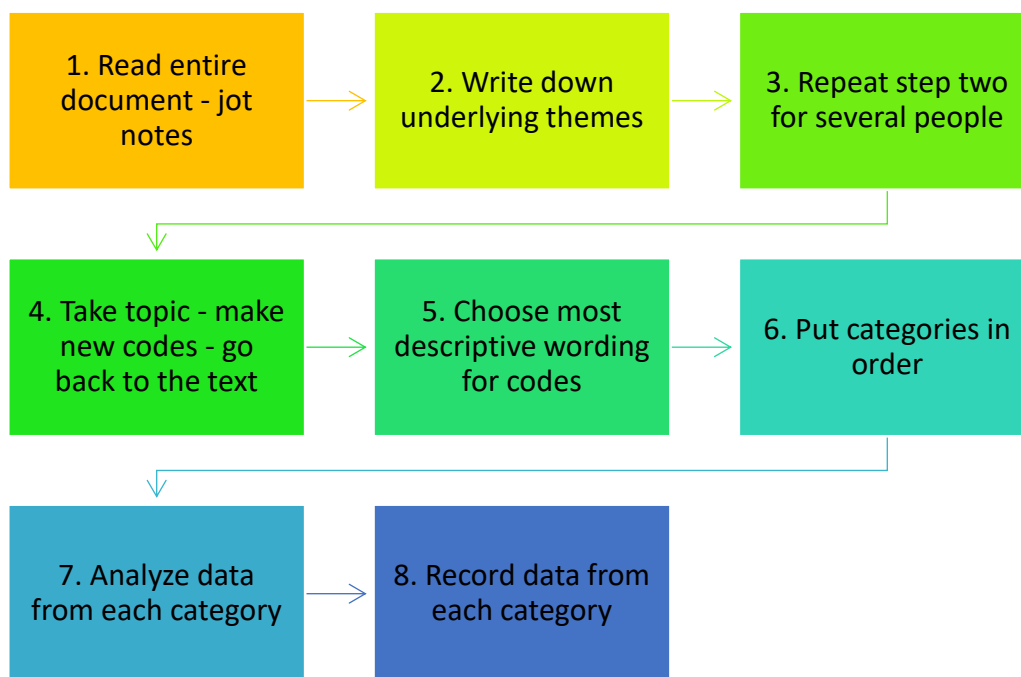
Coding is a process that takes place by organizing the data by bracketing chunks and a word representing a category in the margins (Rossman & Rallis, 2012). Coding typically goes through an 8-step process. The first step to coding is for the researcher to read the entire document and get a general sense of the transcriptions and jot a few notes that come to mind. Second, the researcher will pick one of the interviews and ask, "What do you think it is about? What is the underlying meaning of the interview?" The interviewer will write down thoughts in the margin. Third, the writer will complete this for several participants and create a list of all the topics on a piece of paper and cluster similar ones together. Fourth, the researcher will take the topics as new codes and go back to the text. The researcher will write the codes next to the appropriate segments and see if any new codes emerge. Fifth, the researcher will find the most descriptive wording for the categories and see if any other categories can relate. Sixth, the interviewer will put

the categories in order after deciding on a final abbreviation for each one. Seventh, the

researcher will bring together the data from each category and perform an analysis.

Finally, existing data will be recoded, if necessary (Tesch, 1990). The process suggested

by Dillman (2000) was used, including review by knowledgeable colleagues, analysts,

and interviewers, to evaluate motivational qualities. The themes that developed from the

focus group interview produced the questions that were used in the single cooperating

teacher interviews (Creswell, 2014).

Single Interviews

This was the last phase of data analysis process. Single interviews used a

standardized open-ended interview (Appendix C) which had the following benefits: The

exact instrument used in the evaluation was available for inspection by those who used

the findings of the study, the interview was highly focused so time was used efficiently,

and analysis was facilitated by making responses easy to find and compare (Patton,

2002). These questions were developed from the themed and coded information from the

focus group. Interview questions were developed to deepen the understanding of the

survey responses and focus group questions by asking for clarification and/or elaboration

(Holm, 2004). The process for the individual interviews followed the same processes as

the focus group interview. After the completion of the single interview analysis, the

questionable or unclear areas of the survey were more clearly understood.

Measures for Ethical Protection

Ensuring the protection of all parties involved is important in research. In order to

do this, several measures were put into place. The first measure was receiving informed

consent from the superintendent/principal (Appendix D) to contact teachers in the

district/school. This form acknowledged that the leadership of the county approved the study being conducted and that cooperating teachers were being contacted. Second, the proper safeguard for each participant was a signed Consent to Participate in Cooperating Teacher Study (signed within the survey). Each individual was a willing participant with the option to withdraw from a survey, focus group, and/or interview at any time, regardless of the progress that had been made. The survey was completed online and submitted through the school system secured email.

Appropriate procedures to protect the confidentiality of the respondents were used throughout the study. The participant confidentiality was maintained during the data analysis and presentation of the results. Research materials were kept in a locked cabinet in my classroom. Once the research was completed, materials were disposed of according to school district policy (Hill, 2016). Participants were offered a summary of the results of the research and advised that findings would be shared with faculty at the researcher's school and county research officer.

Summary

This chapter provided an overview of the research design, data collection, and data analysis procedures that were used during this mixed methods study. This study had three components: the quantitative survey, focus group, and interviews. The quantitative survey was given to cooperating teachers who had hosted student teachers within the last 2 years. After analyzing the data from the survey, the focus group questions were then formed. The focus group interview was an open-ended set of questions for the participants; the questions were focused on clarifying the results of the survey. Once the focus group was completed, individuals were chosen for single interviews. This

triangulation of data revealed the impact hosting a student teacher has on the instructional

practice, coaching skills, and self-efficacy of a cooperating teacher.

Chapter 4: Results

Introduction

This mixed methods study was conducted to determine the impact of hosting a student teacher on the cooperating teacher's professional growth. I sought to determine if the professional learning experience of having a student teacher impacted the instructional practice, coaching skills, and self-efficacy of a cooperating teacher. The experience of being a cooperating teacher should not only include guiding student teachers into the role as learners but also push the cooperating teacher to enhance teaching and coaching skills to become a lead teacher (Holm, 2004). The following research questions were addressed in this manner:

1. How does the experience of having a student teacher impact the professional development and growth of the cooperating teacher?

   a. How does the experience of having a student teacher impact the instructional practice of the cooperating teacher?

   b. How does the experience of having a student teacher impact the instructional coaching of the cooperating teacher?

   c. How does the experience of having a student teacher impact the self-efficacy of the cooperating teacher?

2. To what extent is there an association between the number of years taught and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers?

3. To what extent is there an association between the number of years hosting student teachers and the professional development and growth (instructional

practice, coaching skills, and self-efficacy) of cooperating teachers?

Chapter 4 presents the explanatory sequential model for mixed methods where I first conducted a survey and followed up with a focus group and completed the research with one-on-one interviews. This model allows the focus group and interviews to clarify any misunderstandings or clarifications needed from the survey (Creswell, 2014). A general description of the survey participants and layout of the survey is given.

Demographics of Population

The cooperating teacher survey (Appendix A) was sent to 84 cooperating teachers to get a large pool. Each candidate was given 2 weeks to complete the survey with a reminder email sent at the 1-week marker and another at the 3-day marker. The candidates were narrowed down for the following three reasons. Eight candidates had email addresses that were not valid which eliminated them as part of the survey. One teacher never received a student teacher; therefore, she was not able to participate in the survey. This brought the total number of possible applicants to 75. Of the 75 applicants, 31 completed the form.

The information regarding this convenience sampling of applicants is that all have had at least one student teacher between the fall of 2019 and the spring of 2021; they could have had more than one student teacher. There were 12 candidates who had more than one student teacher in the date range for the study. All participating cooperating teachers were fully licensed by the state and certified to teach course content. The teachers range from teaching 4-29 years: Seven teachers taught between 4-10 years, eight teachers between 11-15 years, five teachers between 16-20 years, six teachers between 21-25 years, and five teachers with 26+ years.

Table 1

Years of Experience

Years of experience	Teachers
4-10	7
11-15	8
16-20	5
21-25	6
26+	5

As for student teachers, eight cooperating teachers have had one student teacher, five cooperating teachers have had two student teachers, four cooperating teachers have had three student teachers, four cooperating teachers have had four student teachers, one cooperating teacher has had five student teachers, one cooperating teacher has had six student teachers, and one cooperating teacher has had 14 student teachers.

Table 2

Number of Student Teachers

Number of student teachers	Cooperating teachers
8	1
5	2
4	3
4	4
1	5
1	6
1	14

The cooperating teachers took pride in education as half of them have advanced degrees. Of the 31 teachers surveyed, 16 teachers had a bachelor's degree. Many teachers pursued further education by obtaining higher degrees. Fourteen teachers obtained a master's degree, and one has the honors of a doctorate degree.

Table 3

Types of Degrees

Type of degree	Number of cooperating teachers
Bachelor's degree	16
Master's degree	14
Doctorate degree	1

Focus Group and Interviews

The focus group originally was planned for the six participants. All participants answered a question on the survey that indicated interest and possibility of continuing to be part of the research through the next steps of the focus group and/or interview. When it came time for the focus group, two candidates were able to meet in person, two candidates responded electronically (these are noted in the transcription), and two chose not to reply.

Table 4

Demographics of Candidates

	Gender	Level of education	Years of teaching	Number of student teachers	Subject(s) taught	Setting	Focus group	Interview
Teacher 1	Female	Bachelor	29	1	History	HS	X	X
Teacher 2	Female	Bachelor	6	1	ELA	MS		X
Teacher 3	Female	Master	6	1	Art	Elem	X	X
Teacher 4	Female	Bachelor	22	2	Math	HS	X	X
Teacher 5	Female	Master	7	1	All	Elem		X
Teacher 6	Female	Bachelor	16	3	PE	Elem	X	X

The focus group was scheduled and held on a working school day; it took place in a centralized location for all parties where confidentiality and conversations could be maintained (Handcock, 2013). Questioning was determined by the survey; the questions were designed to clarify any misunderstandings or unclear parts of the survey. The questions were broken down from the survey, and each had smaller more specific questions that helped clarify whether the experiences have an impact on the three areas of instructional practice, coaching skills, and self-efficacy.

Research Question 1a

The participants engaged in a survey that asked a group of subquestions for each category. Table 5 includes the questions that were asked for instructional practices. The number of participants who answered these questions was 31; this table allows areas of instructional practices that were impacted by the student teacher to be revealed. When

looking at the last question in Table 5, nearly 84% of the candidates agreed that student

teachers had impacted the way cooperating teachers reflected on strategies, methods, and

materials used in the classroom. This is the highest impact the student teachers had

throughout this study. Student teachers impacted areas such as teachers adapting

instruction for learners; this could have been for the student teachers or the students

themselves. These two categories combined brought the percentage close to 71%.

Creating and maintaining learning environments came in right behind this with student

teachers having an impact on nearly 68% of the candidates. Two areas scored lower than

most of the others; and when looking at the wording of one, it is understood why. Student

teachers normally do not need to help cooperating teachers understand the content better,

so this leads to only a 45% impact. Collaboration with colleagues is one that most

cooperating teachers have established with PLCs and grade levels, bringing the impact of

a student teacher to 55%. These questions open up the different areas of instructional

practice to examine further and look at in more depth.

Table 5

Teacher Survey Result Responses – Instructional Practice Questions

Questions	Teachers responses (N=31)				
	A great deal	Quite a bit	Some	Hardly at all	Not at all
Opportunity to further professional growth	29.00%	35.48%	29.00%	3.22%	3.22%
Collaboration with colleagues	9.67%	45.16%	29.00%	3.22%	3.22%
Understanding subject matter	9.67%	35.48%	32.25%	12.90%	9.67%
Presenting content logically and correctly	29.00%	32.25%	32.25%	6.45%	0.0%
Selecting research-based strategies, methods, and materials validated as sound practice with the content area	9.67%	48.38%	29.00%	9.67%	3.22%
Organizing and using space, time, and resources more wisely to meet learning goals and objectives	22.58%	45.16%	22.58%	6.45%	3.22%
Establishing standards and expectations for achievement	22.58%	35.48%	32.25%	6.45%	3.22%
Creating and maintaining learning environments	12.90%	54.83%	16.12%	12.90%	3.22%
Adapting instructional opportunities for learners	19.35%	51.60%	22.58%	3.22%	3.22%
Reflecting on strategies, methods, and materials used in instruction	48.38%	35.48%	12.90%	3.22%	0.00%

The questions that were presented from the survey are listed in Table 6 for instructional practices. Questions for both the focus group and the single interviews are listed since both types of transcripts were coded for the same information. The focus group took place first, and then the single interview questions were developed, followed

by the single interviews.

Table 6

Instructional Practice Questions

Setting	Questions
Focus group questions	How did having a student teacher give you opportunities to further your professional growth?
	Give examples of how having a student teacher changed the way you prepare instruction.
	Give examples of how having a student teacher changed the way you deliver instruction.
Interview questions	Give an example of intentional planning you have done since having a student teacher in order to make sure the student teacher is prepared, and you are prepared for teaching.
	As you reflect and evaluate what you do as a teacher, and then evaluate what you do as a cooperating teacher, how does this alter your previous opinions or thoughts on education?
	Describe an activity you altered or stopped using after observing a student teacher use the activity, or after explaining it to the student teacher? (Once you realize it doesn't follow the objective or standard; or what is something that you thought was awesome and wasn't as great as you thought it was)

After looking through the different supports that went with each of the themes, the subthemes fit as well. I completed two rounds of coding for each theme, one for the focus group and one for the interviews. The first round of coding took place after the focus group. After the focus group met, I transcribed the meeting using the software of Delve Tool, a platform for qualitative data analysis, where the document was labeled focus group. The transcripts were prepared for analysis through the coding process, and themes

began to emerge. I kept track of different emerging categories on lists that ultimately formed a more fluid tripartite grouping of cooperating teacher characteristics found in professional growth (Lewis, 2017). During the coding process of the focus group, I read through the transcript of the focus group the first time and picked out main ideas and words that kept repeating themselves through the quotes and responses of the candidates. During the second reading of the focus group, I then began to form categories that the main ideas and words had in common. Once the categories started to form, main themes and subthemes began to emerge which turned into the codes and subcodes. These questions then determined what would be asked to the interview candidates. After interviewing the candidates, I followed this same process for the interviews and kept the same codes and subcodes. Different examples and types of support came up during the focus group and interviews. Each theme had subthemes that occasionally overlapped, sharing characteristics that were emphasized in some participants, while others had less of them (Lewis, 2017).

Table 7

Codes for Instructional Practice

	Number of times each code appears per teacher				
	Plan/prepare	Explain	Think	Reflect	Why
Teacher 1	2	4	9	3	4
Teacher 2	2	3	0	2	2
Teacher 3	6	3	1	2	0
Teacher 4	7	7	3	6	5
Teacher 5	2	0	3	0	0
Teacher 6	3	4	0	2	1

Plan/Prepare

The first theme for instructional practice is plan/prepare. This merged from two

other subthemes of thinking and explaining. The process of understanding is that in order to plan, cooperating teachers have to think through and explain everything they are doing in order to plan successfully. Looking at the questions provided about instructional practice, the words plan and prepare are woven throughout the questions. The relationship between a student teacher and cooperating teacher is based on the ability to plan instructional materials and the delivery of those same materials to students. The candidates were able to demonstrate this in different ways. Teacher 1 said,

> I had to be really intentional about preparing him with the little things like the F's in Jefferson meant to help them remember that he "Favored France," and he "Favored the farmers." Little things that I don't have written down and having to write them down on the front of the file folders. Another example was SPA (Socrates, Plato, Aristotle) and how they can remember it in order --just a little goofy stuff that I don't know as a first-year teacher. I would have even thought about it, but it's really helpful to teach them those things. I had to think ahead a little more and think about what he should show them and tell them for each unit.

This teacher was able to show the intentional planning of what was in her brain that needed to be written down in order for the student teacher to be successful. Along with this, Teacher 1 was able to be prepared more in advance as well.

Teacher 3 stated, "It has made me plan out a little more in depth, so she understands not only the instruction but the thought processes behind the instruction." One of the key components that is brought up several times is for student teachers to understand the process behind the instruction; most student teachers do not need help with the content, but they need help breaking down how to teach and explain the content.

The concept behind the theme of plan/prepare in the focus group for instructional practice was centered around preparing a student teacher, the biggest change that takes place for a cooperating teacher. Through this process, the cooperating teacher intentionally plans more in advance for the student teacher to understand the process behind the instruction and what the instruction is.

The single interviews brought different light on planning and preparation, as the questions were more specific to the daily process of life. One topic that came up two times through the interviews was different organizational strategies and routines. Keeping an orderly and calm environment for children gains the cooperating teacher and student teacher respect and trust, as seen in the transcriptions. Teacher 5 discussed developing a Monday-Friday drawer system in which all materials are preset and in the correct drawer for the day being taught; and that teacher created a filing system to organize student work, plans, and student teacher plans. Teacher 3 said, "I don't think I have stopped doing things as much as she brought some great organizational strategies to my art room." Organizational strategies are essential in a teaching classroom whether it is art, core subjects, band, library, or math.

Another obvious common thread within planning and preparing is the mapping of instructional lessons. All teachers had something to say about this because it is such a vital part of their time spent with a cooperating teacher. Some of the examples are focused on short-term planning, long-term planning, ordering of plans, and how teachers plan together. Teacher 1 stated, "I have definitely put more effort into trying to make notes and documentation which indicates the sequence of resource usage." Teacher 1 explained further that the order in which her lessons were presented in each unit was

important and made a difference in the way the students comprehend the material. Teacher 1 started sequencing the folders of the lessons.

"Mapping out lesson plans with links included so that both I and my student teacher can work within one document/one place," was important to Teacher 2. Teacher 2 further described that this allowed the student teacher to see where the lessons were going and what direction the class instruction was going. Another example that aligned with this one was from Teacher 3 where Google docs were used. This cooperating teacher said, "I made sure to give her current and past long range plans to help her effectively plan. We also created a shared Google doc to plan and provide feedback in real time." This quote shows the two working as a team to help in real time with accurate feedback for planning but also the concern of effective planning when using past and present long-range planning documents.

The last cluster within planning that was created through the teacher candidate comments was focused around the notion of planning together. Teacher 5 used these words to describe the situation: "In order to be a functioning PLC, you have to be open to hear others ideas and suggestions and find diplomatic ways to come to a consensus." This teacher wanted the student teacher to have the voice they need to be heard, and the only way to do that is to stand up for yourself in a respectful manner. In order to do this, the student teacher has to learn many different things about a PLC, such as it has to be run in a diplomatic manner with respect and compromise as stated by Teacher 4. Teacher 4 said,

Just reaffirms my belief that there are a million ways to do something. Especially in my subject area, math, there are many ways to go about solving problems, and no way is really better than another. We need to be open to everyone's ideas and

ways of thinking.

Student teachers have a lot to learn about planning. They need to be able to think about all that is set before them when it comes to sharing ideas, working as a team, and creating documents for short- and long-term planning. Overall, student teachers come with a plethora of ideas and different ways that change the cooperating teacher's instructional methods. Cooperating teachers have to be receptive to these ideas so each person will grow and benefit from professional development. This cannot only increase the teaching skills but also coaching skills and self-efficacy.

Explain

Explain was a subtheme that described what took place in the plan/prepare theme category. When looking at the examples provided by the focus group for explain, they shift into two directions: one focused on the explanation to students, and the other is the process of how to explain the content.

Explain the content to students is what teachers do each day in most every subject. Many students understand what teachers are presenting, but there are a few who do not. A few students do not benefit greatly from hearing the information from their peers, as stated by Teacher 4: "I always ask the students input because sometimes they might have a different way of explaining or demonstrating a skill." Another teacher made sure that in the process of teaching they made connections to the students and the content. More specifically, the connections that were used may not have always been understood by the students, so Teacher 1 explained or made analogies to current events to help with student understanding. The second way cooperating teachers explained the content was by how the content was broken down. This is most often what the student teacher had

trouble with, as it is reported by several of the teachers. Teacher 4 said,

> So it's not the content that she has a problem with, it is how you break it down and explain it to them. We try to push conceptual understanding. I do not teach formulas, and I teach them how to break it down, where she wants to go formula, formula, formula.

This teacher was also asked to bring light on the whys of the process of teaching, explaining why we do each section.

> Teacher 4 said,

> Her professor said to me that I need you to make sure that you explain the whys. Why do you do this, why is this done this way? So it really causes me to reflect on why do I do it this way?

These questions help a student teacher understand the process of what goes into the planning of daily lesson plans. For the focus group overall, student teachers have to learn from cooperating teachers how to break down the content that is going to be taught; that is the sole purpose behind this process. The content does not seem to be the problem at all.

Explaining in the focus group and the interviews has some layover. One of the most common ways of explaining is referral of explaining anything to students by first beginning with the procedures and routines. Teacher 2 had this to say:

> I learned a lot about my unspoken classroom routines/expectations, and having to name those for my student teacher was helpful in shaping my routines and expectations in order for my classroom to also be a place where they could step in and have power while being consistent.

Students learn best from multiple teachers and examples. An additional example from

Teacher 6 was given:

> After observing a student teacher model a lesson I had taught, I learned a new and
>
> effective way of explaining/demonstrating a skill. The students seemed to
>
> understand the visuals and cues well, so I have incorporated them in my
>
> instruction.

This is a great example of a cooperating teacher learning a strategy from a new teacher

and then it being incorporated into the classroom. The other category that stemmed in the

area of explanation is that teachers do this as a part of the job that is before them every

day. Breaking down content and explaining it to students and others is the number one

role of a teacher's job and the number one thing that they have to teach a student teacher

to do. While doing this, it becomes apparent that teachers are known as learners as well

as educators as stated by Teacher 4. To confirm this, Teacher 6 stated, "We should never

stop learning and growing as educators. As we push our student teachers to reach their

fullest potential, we should also be striving for continuous improvement." Overall,

explanation comes in many different lights: how we explain things to the students we

teach, why we are in our jobs, and the procedures and routines in our classrooms. We are

learners by nature and usually have an explanation for everything we do.

Think/Thinking

Thinking is the second subcategory that was derived from planning, as thinking is

a part of planning just as explaining. Areas that thinking can be thought about are

thinking that goes into planning, such as student lack of understanding, and the teacher

has to think about how to explain or break down the information to the student, as

Teacher 1 recalled. Teacher 1 had nearly all the codes for thinking during the focus group. Teacher 1 asked, "Why do I keep doing this particular thing? Hey, this is a good idea. I am glad I still do this." Teacher 1 also said, "I have to really start thinking about what I don't notice or what's going on over there and the thought about how can this be fixed when I start teaching again?" The solution was coming up with engagement activities for the activities that included some downtime; for example, specific questions when focusing on a specific broadcast or news production. The last two examples that were given were ways of thinking about teaching on a daily basis and how educators think about the instructional practices that happen each and every day. Overall, in the focus group setting, thinking shows up through teachers having to explain everything they do, including the whys, hows, and whats. This allows for a self-reflective piece to take place and an examination of what is taking place in the classroom.

Looking through the lens of the individual interviews, thinking comes in similar constructs as before but with different viewpoints. The first one is with the lens of planning; thinking is first mentioned when it comes to thinking with other people such as "important but being able to connect with people, plan, and effectively deliver information is of equal if not greater importance (as a teacher)," as stated by Teacher 3. This means that the collaboration between people is just as important if not more for the effectiveness of the instruction that is being delivered. Along with planning, Teacher 4 said, "you have to be open to hear others ideas and suggestions." This must take place in order for effective planning to happen. Shifting from planning to student engagement first is not to assume that students know what you are talking about. Teacher 5 stated, "It has also helped me reflect on my own practice and avoid making so many 'assumptions'

about what people may or may not understand." Teacher 5 reflected that they had gotten out of the best practices of assessing student knowledge first and then moving forward with lessons. Over time, the teacher had gotten comfortable with feeling as if they knew where the students were or what content was understood and moved on with learning. Teacher 5 stated, "reflect on my own practice" and help look at the level of student engagement and determine how the lesson for the day has gone. The single interview overall condensed to show that thinking is a part of planning. This means that thinking stays in the midst of what teachers do all day. Some would even say, "I think about my thinking." When thinking teachers want to reflect, the teacher thinks about what is best for the students and themselves. They think about the different pieces of the day and make sure each part of the day is being used the best it can be. When planning, teachers need to think about others and the way each team member might plan and do things.

Reflect

Reflect was the second theme that came out of instructional practice questions. Looking back at the last subcategory, this does not come as a surprise. Since teachers are thinking about what they are doing, they will often think about how or why it needs to be changed. The ideas that developed around reflection are as stated by Teacher 1: "I really had to reflect on my practice and the good things that work that I saw; maybe I could suggest that he might try or some useless things that I've been doing." Teacher 4 also stated, "It's a great way for self-reflections." Both of these ideas show that these teachers were self-reflecting as each one was delivering instructional practices. Teacher 3 demonstrated reflection in a different way where new ideas were brought to the art room because of the reflections that went on and looking at what was going on inside and

outside of the classroom. Predominantly through the focus group, it is determined that reflecting on education as a whole and through the classroom can bring new ideas, technology, and revealing self-reflections.

The work that goes into reflecting a cooperating teacher's position is intense due to the fact the position that is being held at that moment is being scrutinized by the most critical eye, their own. Teachers are often their own worst critics and want to be the best versions of who they are. In order for this to happen, reflection must take place. This goes right along with what was voiced by Teacher 6: "As we push our student teachers to reach their fullest potential, we should also be striving for continuous improvement." Teacher 2 claimed, "I found the process of working with a student teacher to be highly reflective, and the dialogue surrounding best practices and activities was really helpful." As cooperating teachers reflect, they see examples or things that may need to be changed or omitted as a result of lack of clarity or purpose. The following are examples of this. Teacher 1 replied, "It was quite apparent that only about 10% were as actively engaged." Teacher 4 noticed a particular situation in one of the activities that was chosen for a unit:

> Since I have used it so many times, I really did not pay as much attention to the wording of the assignment. It was confusing and students were completely lost and did not get out of the investigation what we were looking for. I realized that I had always led the students in the direction I wanted them to go, but that is not what was being asked of them. So I have since worked on that investigation and changed the wording so that students would have a better understanding and be less confused.

Comprehensively, all the single interviews together demonstrate the cooperating teacher

being able to look continuously at their teaching and change what needs to be different from the wording of a lesson to the strategy taught. Reflection can also make the cooperating teacher realize some of the better instructional methodologies that are being done and need to continue.

Why

The explanation of why is behind the reflection; this created the subtheme of reflection. Why appeared numerous times in the same areas that the reflection theme surfaced as well, showing the relation between the two. During the focus group, the main focus of the question was centralized around why activities or lessons are carried out in a particular manner. For example, Teacher 1 stated, "Why do I keep doing this particular thing? Hey, this is a good idea, I am glad I still do this." Along with this example, Teacher 4 asked these two questions: "Why do you do this? Why is this done this way? And so it really causes me to reflect on why I do it this way?" The focus group allows cooperating teachers to continuously look back at their teaching and change what needs to be different from the wording of a lesson to the strategy taught. It can help one realize some of the effective teaching strategies they are doing and need to continue to do in the instructional practices.

The single interviews for the theme why exhibit examples that all transpire from the same area of instructional practice. Teacher 4 stated,

> I really did not pay as much attention to the wording of the assignment. It was confusing and students were completely lost and did not get out of the investigation what we were looking for. I realized that I had always led the students in the direction I wanted them to go, but that is not what was being asked

of them.

Teacher 1 said, "But when the students don't have an activity or questions to respond to, or there are no expectations established for this time of class, it is expected for off-task behaviors to occur." These two examples are both related to activities where the cooperating teachers had to figure out why the activity or product of the activity was not going as planned, and the cooperating teacher was not getting the results they expected. This was only possible when a student teacher stepped into the room to allow the cooperating teacher time to evaluate someone else teaching the lesson, what the students were doing during the lesson, and the work that was being produced because of the lesson. Another way why comes into reasoning is when new activities hold student engagement better. Teacher 2 noticed, "Some of her tasks and methods worked better than the ones that I had previously used. She got students to use more creative writing in the process than I had in years prior." The theme why, in general, helps cooperating teachers because when they figure out the whys in the lesson, they often can fix the problem. Many of the whys were solved when they had time to slow down and reflect. The reflection only came when they had another person in the room. Many of these cases brought the challenge of the day to light.

How does the experience of having a student teacher impact the instructional practice of the cooperating teacher? After analyzing the different themes that are present in instructional practices, the qualitative data need to determine if there was an impact and what type of impact it has on the cooperating teacher. The answer to this question is yes; but this is not a yes or no question, it is a how question. When looking through the themes, the common trends found are the following instructional practices impacted by

the student teacher:

- Daily reflection activities to modify classroom activities or lessons

- Planning that consists of collaborating with colleagues with full details of explaining and thinking through all options

- Receptive to new ideas from student teacher

- Self-reflecting for the cooperating teacher

- Allowing cooperating teacher to identify small ideas that make a large difference in the classroom

Research Question 1b

The survey results for coaching skills had the strongest compilation of level 4s (quite a bit) and 5s (a great deal) between the three different segments of questions. Looking at the types of questions, coaching skills had the highest overall answers. It is important to note that helping others is 81% in the highest level of an answer. If the top two categories are combined, just over 87% of the candidates agree with this statement. The opportunity to pass on knowledge is even higher at 84%; and when combined with the next highest column, it totals nearly 94%. The cooperating teacher experience in this aspect has a large effect on these areas of the cooperating teacher's life. The cooperating teacher experience can affect change and reflection for a cooperating teacher. Two areas that have had an impact are the areas of providing and receiving feedback and communicating clearly and correctly with close to 94% of the candidates agreeing. One of the lowest areas that was not affected by the cooperating teacher experience was the area of managing conflict. Managing conflict was the area that had the least influence or impact from the student teachers, showing that 52% of the candidates marked the some or

below category for their answer.

Table 8

Teacher Survey Responses–Coaching Skill Questions

Questions	Teachers responses (N=31)				
	A great deal	Quite a bit	Some	Hardly at all	Not at all
Helping others is personally rewarding	80.64%	6.45%	9.67%	0.00%	0.00%
Opportunity to pass on knowledge	83.87%	9.67%	6.45%	0.00%	0.00%
Opportunity to be part of professional network	48.38%	32.25%	12.90%	3.22%	3.22%
Managing conflict	16.12%	32.25%	38.70%	6.45%	6.45%
Providing and receiving feedback	51.60%	41.93%	6.45%	0.00%	0.00%
Communicating clearly and correctly	51.60%	41.93%	3.22%	0.00%	3.22%
Planning instruction/designing learning experiences	38.70%	38.70%	19.35%	0.00%	3.22%
Using content standards and assessment outcomes as a framework for reflection	32.25%	41.93%	19.35%	3.22%	3.22%

Coaching skills deeply describe the work that happened between the cooperating teacher and the student teacher. The relationship between these two individuals follows the same relationship that a mentor and a mentee have with learning from one another and not just the student teacher learning from the cooperating teacher (Mecca, 2010). In coding coaching skills, the main theme established was learning, and the subthemes were thinking and explaining. Table 9 shows the questions for the focus group and the single interview for coaching skills.

Table 9

Coaching Skill Questions

Setting	Questions
Focus group questions	How is managing conflict less influential than other coaching skill beliefs?
	What is your recommendation to other cooperating teachers for helping (the personal reward or passing on knowledge piece)?
	In instructional beliefs, a number of cooperating teachers didn't help student teachers understand content; however, when it came to the coaching, a number of cooperating teachers don't spend time in coaching content/instruction/design… Explain… Thoughts?
Single interviews	What is one thing that you learned from your student teacher that you use in the classroom? (Timers, class routines)
	Reflection and passing on knowledge to future generations seems to be the two biggest benefits of our job. Do you agree or disagree? Why or why not?

Teaching

The theme of teaching emerged from coaching skills as the student teacher and

cooperating teacher learn from one another. This partnership is truly developed into a

learning friendship as the two teachers learn from each other. The ideas from the focus

group were more about cooperating teachers giving direction to the student teachers.

Teacher 4 said, "We try to push conceptual understanding. I do not teach formulas; I

teach them how to break it down, where she wants to go formula, formula, formula." The

cooperating teacher was helping the student teacher break down how to teach the unit,

and how it was different from when the student teacher learned the information. Teacher

4 stated in a response to another question, "They don't know, and so, therefore, we are teaching it to them." This supports that teaching and breaking down information are the focus of what any cooperating teacher does during their work with a student teacher. Last, "I tried to say you might want to go back over that. That is a hard thing. I have a hard time teaching that, and I normally have to go back over that," said Teacher 1. This ensures that the student teacher should go back over information the veteran teacher has a difficult time teaching or the students may have a hard time understanding. Altogether, teachers are a special breed of person. Each one has learned to change and move with time over the years (formulas to conceptual learning) in order for our educational world to be successful. This allows us to continue to mentor young individuals in order for them to have favorable career outcomes.

The coding of the single interviews brought out several smaller categories within teaching that the teacher candidates commented on; the first one was the area of passing on the knowledge of teaching. Teacher 2 exclaimed, "The entirety of my job as a teacher relies on the importance of passing knowledge to future generations. Not only is this included in the scope of teaching students, but also impacting and inspiring future educators." Teacher 4 agreed with her by saying, "Passing on our knowledge will come with good reflection and constantly changing the way you do things." Teacher 5 agreed by stating,

> Passing on knowledge is one of the greatest gifts anyone can give to another person inside or outside of a classroom. Having the opportunity to do that on a daily basis, not only to our students but our co-workers as well, is extremely rewarding.

All of these teachers saw the influence that occurred during the time spent with student

teachers. One of the most important benefits from student teachers as suggested from the

survey is to pass on the knowledge cooperating teachers have to student teachers.

Student teachers are not the only ones benefiting from the relationship. In most

cases, cooperating teachers walk away learning new strategies, technology, activities, and

other items that are eligible for the cooperating teachers to continue to implement in the

classroom. Teacher 6 mentioned how being tech savvy is not her thing, so the student

teacher had been very helpful in that way: "They have taught faster and easier ways to

create graphics and introduced me to helpful apps." Teacher 5 gave some examples of the

technology the student teacher was able to bring to the table such as NearPod and

FlipGrid. As technology continues to change each year, student teachers will be more and

more adapted to teaching with the newest versions of what the world has to offer. The

student teachers will often be able to help cooperating teachers with these hurdles.

Teacher 2 mentioned, "Language Arts is typically a subject that is hard to incorporate the

SmartBoard; however, the student teacher did a fantastic job. The strategies were more

engaging, so there was a higher participation rate." When thinking of the single

interviews collectively, teaching for cooperating teachers in the sense of student teaching

has a lot to do with passing on the knowledge. From the cooperating teacher examples, it

is important that someone carry on the legacy of how or what they teach in some small

manner. Teaching is also about learning from others in different ways such as

technology, new apps, different strategies on the Smart Board, graphics, organizational

systems, and student interactions. Teaching is the process of learning new material and

later passing it on to someone else to make their own.

Explain

Explain arose as a subtheme to teaching due to it being a component of teaching. Teaching is the breaking down of information and explaining it in different ways or formats. Teacher 4 stated,

> So what I do have to help her do is show her how to conceptually explain it to the kids because she can do the math the way that she learned it, but she can't necessarily explain it. So it's not the content that she has a problem with, it is how you break it down and explain it to them.

The situation Teacher 4 described is a perfect scenario where the student teacher knew the content really well; but due to the learning that took place when the student teacher was growing up, she only knew how to solve the math through a formula. In this case, the teacher, like the Common Core, often does not use formulas anymore. Therefore, the cooperating teacher had to reteach the student teacher the process through conceptual learning. Overall, cooperating teachers usually do not have to teach the student teachers the content, but what the student teacher needs to learn is how to decompose what the students in the class are learning day by day.

The code of explain brought many different ideas of explain out. The idea of explaining the process of conceptual teaching was still present in the single interviews. However, the word reflection also came through the idea of explanation in many different forms. Teacher 2 said it well by stating, "Reflection is one of the highest forms of growth in my opinion because it is a constant evaluation and reshaping of practices based on real-time feedback." As a teacher is in constant evaluation of themselves or a student teacher, there is an explanation for what is occurring and why it is happening. During the

reshaping of practices, the team of teachers has to decide, and one has to explain to the other why the decision was made for that change. Teacher 4 stated a similar saying agreeing with this exact type of statement. She added her statement by saying, "Reflection is really the only way anyone can improve their craft, and I feel that a good teacher is constantly reflecting."

Daily reflection and explanation is the last area that emerged in the single interviews. Teacher 6 mentioned that you need time to prepare the student teachers. When speaking further, it was explained that it takes time to explain everything that student teachers need to know about teaching. Teacher 5 said, "We also happen to work with kids who are very understanding and appreciate those days of – hey guys, that didn't go well, let's start again." Many teachers will tell you that it is important to teach the students that teachers are human, and mistakes will be made at times. It is advantageous when students see teachers make corrections to lessons and strategies that did not go as planned. Overall, explanations were broken down into two categories for the single interviews, one being reflection. Reflection is the idea of changing or keeping an idea or concept in place when it fits and addresses the topic of learning. Many times, teachers alter their lessons because they need to explain something in a different way. Reflections always have an explanation and reason behind each of them. The other idea of explaining is to explain when the teacher has to provide a reason for something. Examples are when something goes wrong, how to break the process down to a student teacher, and how something works.

Thinking

The focus group determined that thinking, like the other themes, can come in

many different forms. Table 6 asks questions that refer to managing conflict. These questions were based and determined from the focus group that the survey questions were left open for interpretation. Teacher 1 gave an example of this by stating, "Thinking of how he dealt with some of the difficult issues and situations and bickering between the students, but then I also heard about teachers who had student teachers who didn't get along with other teachers in the department." This helps show the question could be left for interpretation. In further discussion, it was mentioned whether the conflict was dealing with students, cooperating teacher and student teacher, or other people. Teacher 6 had a way to say that managing conflict is important, but it does not always shine through:

> I just think that it sometimes gets overlooked, especially if you work in a caring, nurturing environment that's open to different viewpoints and ideas. I always emphasize the importance of being professional when dealing with colleagues, administrators, parents, students and the community. We also discuss ways to help students develop conflict resolutions.

Other ways of thinking are throughout the day about what you do on a daily basis, as said by Teacher 4. Cooperating teachers have to be thinking about what is being taught in order to make sure the student teachers are teaching everything in the Standard Course of Study, as mentioned by Teacher 2. The focus group determined managing conflict is not less influential than other coaching skills, but the world of professionalism has directed teachers to handle things in a manner that does not draw a lot of attention to areas of conflict. Reflection and passing on of knowledge to future generations seem to be two perks of teaching jobs.

Single interviews are broken down into three different areas of thinking: think about what you teach, thinking while you are teaching, and thinking after you are teaching. Thinking about what you are teaching is what Teachers 1 and 4 referred to in the examples that were given in their single interviews. Teacher 1 said, "I've always enjoyed going into another teacher's classroom and being able to reflect on my practice as well." Teacher 4 stated, "Reflecting on their presentation of material, the assignments given and their general interactions with their students" As seen in both of the quotes, reflection is tied into these as well; both teachers are reflecting on the work as a cooperating teacher and thinking whether or not they should change anything in their own personal classroom.

Thinking during teaching is quite difficult, but it is something that teachers are trained to do each day. Reflective teachers ask themselves questions about the lession while they are teaching; the lesson determines the types of questioning. Teacher 4 had two different examples of this: "She always had things down to a minute, never actually put up a timer but kept kids on target at all times." Another example of this type of question was, "She always had them presorted and was able to hand out an entire packet to each student as opposed to handing them out one by one." Both of these examples are ways the student teacher helped Teacher 4 with transition times during lessons and helped to minimize time off task for the students.

Thinking after teaching was the equivalent of reflecting. Teacher 6 stated this effectively: "I agree. In order to grow and improve, we must constantly reflect on our practice, and if we care about the future of education, we must invest time to properly prepare our student teachers." Teacher 5 stated it similarly: "Reflection allows us to

constantly hone our craft and aim for improvement." Teacher 4 said, "Lastly, I put notes

on it so that I make sure I remember what went 'wrong' and what I wish I had done

differently." These quotes from the different teacher candidates give examples of the

reflection after lessons: some right after, preparing for next year, preparing others. In

each of these, thinking about how to improve your own skills is called reflection. Overall,

it is not stated, researched, or quoted specifically that teacher "brains are wired

differently"; however, it is a common joke within the teacher community. Many teachers

have certain types of personalities, specifics about their personalities, quirks that are true

to each one, and particulars that play to the role of who they are and their profession.

Teachers are thinkers. There are reasons that everything is done the way it is; an

extensive thought process is gone through before decisions are made. Teachers and

cooperating teachers tend to think differently about how they are going to teach, how the

teaching is going, and how it goes (known as reflection).

Table 10

Codes for Coachng Skills

	Number of times each code appears per teacher		
	Teach	Explain	Think
Teacher 1	3	0	7
Teacher 2	4	5	0
Teacher 3	1	0	2
Teacher 4	8	6	10
Teacher 5	4	1	1
Teacher 6	4	1	3

How does the experience of having a student teacher impact the coaching skills of

the cooperating teacher? After analyzing the different themes that are present under the

coaching skills questions, the qualitative data need to determine what type of impact it

has on the cooperating teacher. When looking through the themes and the common trends, the following emerged.

Coaching skills are not impacted by the student teacher. The bullets below include what was learned but are instructional practice based.

- Cooperating teachers break down the conceptual understanding when students use rote memorization.

- Cooperating teacher's largest gain is to pass on knowledge.

- Student teachers help cooperating teachers learn new strategies, apps, technology, and different organizational systems.

- Cooperating teachers think and explain concepts to student teachers in order for them to understand lessons.

- Cooperating teachers model reflection for student teachers and explain reasoning for changing lessons or parts of lessons.

Research Question 1c

The survey questions related to self-efficacy had the lowest rating on the cooperating teacher survey. Teachers are able to make changes to what happens in the classroom but not outside the classroom, and this often makes it difficult for teachers to feel they are successful with all students. The area of motivating students who show low interest resulted in 58% feeling they could make a difference. Helping families at home was another area of lower concern resulting in 52% feeling a difference can be made as opposed to areas dealing with student behavior and classroom management systems. The top four areas were controlling classroom behavior, how to handle disruptive behaviors, following rules, and class management. Creating and establishing a classroom

management system that works in your classroom was rated the highest in this set of questions at 77% agreeing. The next three areas, all at the same percentage of importance at 74%, were the categories of controlling disruptive behaviors, calming a student who is noisy, and having students follow classroom rules. From these survey results, it is evident that self-efficacy for a teacher largely depends on the classroom management system and the relationship each teacher has with the students.

Table 11

Teacher Survey Responses–Self-Efficacy Questions

Questions	Teachers responses (N=31)				
	A great deal	Quite a bit	Some	Hardly at all	Not at all
How much can you do to control disruptive behavior in the classroom?	32.25%	41.93%	12.90%	9.67%	3.22%
How much can you do to motivate students who show low interest in school work?	19.35%	38.70%	25.80%	6.45%	9.67%
How much can you do to calm a student who is disruptive or noisy?	29.00%	45.16%	12.90%	9.67%	3.22%
How much can you do to help your students value learning?	19.35%	48.38%	19.35%	9.67%	3.22%
To what extent can you craft good questions for your students?	35.48%	35.48%	9.67%	6.45%	6.45%
How much can you do to get your children to follow classroom rules?	35.48%	38.70%	12.90%	6.45%	6.45%
How much can you do to get students to believe they can do well in school work?	29.00%	38.70%	19.35%	6.45%	6.45%
How well can you establish a classroom management system with each group of students?	35.48%	41.93%	9.67%	6.45%	6.45%
To what extent can you use a variety of assessment strategies?	32.25%	38.70%	19.35%	6.45%	3.22%
To what extent can you provide an alternative explanation or example when students are confused?	32.25%	38.70%	19.35%	6.45%	3.22%
How much can you assist families in helping their children do well in school?	6.45%	45.16%	25.80%	16.12%	3.22%

Questions	Teachers responses (N=31)				
	A great deal	Quite a bit	Some	Hardly at all	Not at all
How well can you implement alternative teaching strategies in your classroom?	32.25%	32.25%	22.58%	6.45%	6.45%

Self-efficacy is defined as people's beliefs about their capabilities to produce

designated levels of performance that exercise influence over events that affect their

lives. Self-efficacy beliefs determine how people feel, think, motivate themselves, and

behave (Bandura, 1994). The themes that surfaced from the focus group and interview

responses of the self-efficacy questions in Table 12 were unique in their characteristics.

Caring, environment, and trying were the themes that developed from the coding process.

Table 12

Self-Efficacy Questions

Setting	Questions
Focus group Questions	How do you notice your self-efficacy changing from when you had a student teacher?
	In what way do you assist families in helping kids with homework?
Single interview questions	What is an example of when you demonstrated caring for a student and the student that you (the teacher) cared? (to the point it made a difference with your self-efficacy)
	Give an example of a way that you have provided a safe, calm, trusting environment for students?

Caring

Self-efficacy describes your ability to motivate change within yourself; in return,

that affects others (Bandura, 1997; Bong & Skaalvik, 2003). In the self-efficacy part of

the survey, 12 questions were asked; one third of those questions are based on student behavior and classroom management. Teacher 1 said,

> I looked at the main things that affect student learning, and so much of that piece is a calm environment, a caring environment, but a firm individual tempered with a little mercy and grace but consistency, but I might not have the fanciest group work going on.

This cooperating teacher demonstrates perfectly what it means to care for students. Teachers have to show care and develop rapport but hold students accountable for their actions. Another example from Teacher 1 was,

> If you can't convey that you care, care about the orderliness of the classroom. I realize I might not be going crazy with the fancy stuff. At the end of the day, they know that I care, but that I will not put up with any junk.

This teacher described how the culture of her classroom is created to make sure students knew it was a caring environment and also one that you could not get by with a lot of off-task behavior. The focus group showed that caring demonstrated how self-efficacy of the cooperating teachers is affected and changed by the students. This takes place when students recognize teacher ability to take time and interest in student lives past the classroom.

Caring in the single interviews manifested in similar ways: Showing interest, communication, structure, outside school, and praise are some of the ways teachers can show students they care. The most basic level is showing a student the teacher is interested in them. Some examples are learning all the students' names on the first day of school as Teacher 2 did. This shows a commitment to make each child a person in the

classroom and not a number. Teacher 6 stated, "I've always believed that building strong relationships with students is one of the most important things we can do as educators." Teacher 6 gave two examples of building strong relationships with students, providing students with a little one-on-one attention they might not be able to get from other adults or making arrangements for them to spend some time with the teacher during her planning to talk or help the teacher with something. Teacher 4 mentioned when a student is having a difficult time emotionally in class, she will excuse them from class, meet them back at the door, and ask what was going on. Last, Teacher 2 proclaimed, "I believe that the time I spend individually with him, and the springboard that conferences gives him to get started and remain on task, have greatly contributed to his success in my room." Simply checking on a student during an emotional time or spending some time with each student at the beginning of the year will truly help start the caring between student and teacher.

Students make mistakes every day, sometimes more than teachers would like. However, students need for teachers to care enough about them to give them a second or third chance. Teacher 1 said, "I looked (sometimes very hard) for things to applaud and praise, and they seemed to appreciate that I wiped the slate clean every day." This teacher mentions how it is not always easy to give praise to every child. In the focus group, it was brought up that compliments can be based on style, behavior, academics, participation, and a wide variety of things as long as you can find a compliment to give. Teacher 1 mentioned a clean slate every day later on in the focus group, and an example of this was given by saying, "Every day I hit the reset button with them and tried to expect the best and not the worst."

The last type of caring noted was one that strikes through when students need it the most, when the world they are in is falling apart. Teacher 5 said, "He was the oldest (in 3rd grade) of 5. I began a backpack exchange program with him. He would come in and grab a book bag from me that contained clean uniforms." While this is the smallest of the three examples, to a child who does not have clean clothes, for a teacher to recognize this need and discretely help a student is an act of caring. The next examples are traumatic experiences for a child to go through. Teacher 3 stated, "Checking in on a student when they had experienced a traumatic family event–outside of the hours that I normally see that student." Teacher 4 had an unfortunate encounter,

> She told me that her mom was dead, her dad was in jail, and she had no one that cared about her. I told her that things seemed bad at the time, but that it would be okay. She would make something of her life, and then I held her for as long as she needed, and she cried on my shoulder.

All of these experiences are not everyday normal experiences for students who are taught, but these types of experiences occur more often than are known. Students will not always come to you and tell you what is going on in their lives, but when a teacher makes the initiative to be invested to know and care about the students they teach, this goes a long way with the students. Another way of showing that a teacher cares is keeping the communication lines open between teacher and student. Teacher 5 said,

> My students and me each have a dialogue journal. They can write to me about anything and turn it in to me. I read and write back to them. It is solely between us and does not have to be school or academic related at all. Some students don't use it very often, but others write to me almost daily.

Overall, when looking at the theme of caring, the most common thread is showing interest and that they care for a student. Establishing the interest can come in many different forms: communication journal, checking in on a student, learning their names, and other ways. Once a child knows that a teacher cares about them, the effects of caring go much further than the act of caring. Some effects include behavior changed in the classroom, years of communication and keeping in touch, and passion instilled into the child's heart.

Environment

The environment that is thought of for a student typically is either home or school/classroom. The focus group discussed these areas and determined the following concepts. Teacher 4 stated, "A lot of the kids in my schools don't have a place to sit and do homework. They don't have the right structure; their parents are out working." Knowing that many students do not have the correct environment or support at home to complete homework allowed the focus group to see in what kind of environment the students live. Other cases would show some environments are unhealthy as the students have too much support at home. Teacher 1 stated at school there is a "calm environment, a caring environment, but a firm individual tempered." Teacher 1 expressed in this statement how teachers need to be able to have two sides to them and mix the two. Teachers have to know when to be relaxed but also have routines and classroom management systems in place that allow for learning and fun. Self-efficacy is a place of growth where students can trust teachers to know they will have a safe environment to come, and there is no judgement. They can be a kid with no extra pressures from the outside world. They often do not have this in their homes and other places.

Environment in the single interviews brought up a bit more diversity in reasoning. The areas of environments are broken into school and home within the focus group; and for the interviews, the categories focus more deeply on order, style of home life, dependency. Moving into order, most students depend on order to make the students feel safe. Teacher 2 disclosed, "My management strategies are all centered on creating a calm, structured place which I believe makes students feel safe and secure and able to learn." A safe and orderly classroom normally, but not always, guarantees a higher student engagement. Teacher 6 has an active classroom as stated in the interview; therefore, "I always try to anticipate potential safety concerns and establish proper rules and precautions to minimize the chances of anyone getting hurt." Teachers 1 and 4 made similar comments that agreed with an orderly environment for high student engagement (Teacher 1) and addressed a no-tolerance policy for bullying (Teacher 4).

Home life is not an aspect of a student's life over which a teacher has any control, but it is one many teachers think about often. The situations in which students live and their environment affect their daily lives. Some examples are a mother was deceased and a father was in jail (Teacher 4). Teacher 1 indicated her mom had a stroke, and she was out for a few days. The final example states he was the oldest of five, having dirty uniforms every day at school as they were never clean. Students are often dealing with more than teachers know. When they can share the other side of the life they live, it makes it easier for them to cope.

The last form of environment is the people you are surrounded by in a given setting of life. Given the context of home and school, students are most often surrounded by family, friends, teachers, and other personnel. This set of people are a part of a

student's environment. Teacher 3 communicated by saying, "Students know that my door is always open–they can come see me anytime and discuss their feelings." Teacher 4 stated,

> Students tend to tell me personal things, sometimes way more than I wish they did, but I guess I tend to give a "motherly" impression and treat my students like I do my own children. They respect that and feel "safe" with me.

Both of these statements signify students can trust these teachers and choose to talk to them and include them as part of their environment. In the single interviews, environment for students involves the way they are treated, their home life, classroom, and the people in their lives. Depending on who is involved in the student's life determines whether or not they have a stable environment.

Trying

Trying within the focus group is geared towards the cooperating teachers trying in efforts of communication to parents or students. Communication with parents on student progress occurs in the form of emails, phone calls, video conferences, 1-1 conferences, forms, and online platforms. Teacher 4 stated, "I have tried making phone calls about kids in general, but phone numbers don't work." Teacher 1's input was more focused on helping the parents and students understand the content of what was being learned in the classroom. This teacher mentioned helping the parents by having the students show the parents the Canvas, PowerPoints, and study guides. Teacher 1 stated,

> Not from the lack of trying, but from the influential ability or opportunity… if the parents don't find a need to help, then how can I help them? If the parents email me or call me, then I will give them all kinds of suggestions to do.

This statement was in response to helping kids and parents with homework. These examples are ones that show teachers try to communicate about student's homework and classwork. However, some statements do reveal that parents are not always receptive to the help teachers give. Teachers often help students in class by communicating concerns and trying new strategies to help students understand the content better. Teacher 6 said, "Their excitement and energy has rubbed off on me and inspired me to push out of my comfort zone and try new things, especially with technology." This cooperating teacher demonstrated how the student teacher has helped her try new technology in the classroom which may in return reach more students as a new and different strategy that has not been tried. Teacher 1 exclaimed, "With history, they have to study their notes; they have to watch an Ed puzzle and try to explain some concepts." Trying in the focus group meant that teachers are trying and working hard. As long as everyone is doing their best, classrooms will be successful.

The single interviews brought out threads that overlap with other threads. Showing interest as a way of trying was one of the first to be established. Teacher 1 had to look hard to find things to applaud and praise students; but in doing so, it showed Teacher 1 put forth the effort to try and find a positive in every child. Learning student names on the first day of school from Teacher 2 was another example. For most teachers, this is impossible when they have approximately 30-90 students and it takes a great demonstration of getting to know who each child is in a short time frame. Teacher 1 said, "So I called her house and told her I was out at the store and asked if she and her mom needed anything." Calling a student while you are at the store and offering to bring the groceries, run an errand, or help that student do anything is an act of trying and showing

the teacher is investing time in that student.

  The next common area between the teachers was a way of communication between the students and teachers. Teacher 5 provided a communication dialogue where she explained some students use it daily, and others use it randomly. This is a place where they are able to write and tell the teacher anything they would like. Teacher 3 talked about how art brings out feelings and they made sure the students knew "this is a safe space to discuss any feelings that are brought up while creating." As art is creating feeling, Teacher 3 was able to communicate with the students about how they felt on an emotional level and connect deeper than an everyday experience would normally allow. As teachers spend time with the students to help create and build relationships either individually or in small groups, it greatly impacts the student-teacher relationships as they are able to establish and maintain a bond as noted from Teacher 2. Conclusively, a little effort goes a long way. Some of the smallest things a teacher does for a child may be something they will remember for the rest of their lives. Trying is what counts in a student's eyes–checking on students even when they think they do not want to be checked on and establishing rapport and connection with students so they know teachers have taken time and know the teacher cares about them. Communication is important with students, simply letting them know the teacher is there for them.

Table 13

Codes for Self Efficacy

	Number of times each code appears per teacher		
	Caring	Environment	Trying
Teacher 1	8	4	6
Teacher 2	3	3	2
Teacher 3	2	3	2
Teacher 4	7	11	3
Teacher 5	5	3	3
Teacher 6	3	3	1

How does the experience of having a student teacher impact the self-efficacy of the cooperating teacher? After analyzing the different themes that are present within the self-efficacy questions, the qualitative data determined whether or not the student teacher had an impact on the cooperating teacher. When looking through the themes and the common trends, the following is found.

Self-efficacy is not impacted by the student teacher. Statements are provided for details, all of which were done before student teachers were present.

- Teachers care about students beyond the classroom.

- Teachers gives students a structured environment with rules and love.

- Teachers try new strategies for engagement.

- Teachers communicate and build relationships.

Research Questions 2 and 3

The cooperating teacher survey directly answered Research Questions 2 and 3. In order to understand how these variables work together, I conducted a multiple correlation analysis to determine how the variables relate to one another. When looking at the Correlation Matrix (Table 14), there are two options to be either statistically significant

by having a difference of .05 or greater or not statistically significant. In understanding the matrix, I dissected the data from top left down the bottom right.

Table 14

Correlation Matrix

	Instructional practice	Coaching skill	Self-efficacy	Years of teaching	Years with ST
Instructional practice	1				
Coaching skill	.645*	1			
Self-efficacy	.625*	.734*	1		
Years of teaching	.278	.062	.239	1	
Years with ST	.354	-.017	.110	.455*	1

*. Correlation is significant at the 0.05 level (2-tailed).

Instructional practice has a positive association to coaching skills, meaning when hosting a student teacher both instructional practice and coaching skill are impacted positively and have a significant impact on each other. Cooperating teachers will tell you the most significant reward is the passing of knowledge that comes with the job; this takes years to build up in order to pass reputable knowledge to the ones entering into the world of teaching as shown in the cooperating teacher survey by 26 of 31 participants. Instructional practice has a positive correlation to self-efficacy. The more time a person spends teaching, the more capability to affect change within themselves. Each teacher believes different levels of instructional practice show the differences of self-efficacy performance that produce how teachers think, feel, and motivate themselves. Instructional practice and years of experience had a positive effect of less than .05 and

therefore was not a statistically significant difference. Instructional practice and the number of years spent with a student teacher did not produce a positive effect of greater than .05 and therefore was not a statistically significant difference.

Coaching skills has a significant statistical correlation to self-efficacy with a difference greater than .05. Coaching a student teacher often gives a cooperating teacher the ability to believe in themselves to train others to do their job with passion. Self-efficacy and coaching go hand in hand at the end of the day of knowing you made a difference in someone else's life and your own. Coaching skills and years of teaching have less than a positive .05 correlation, which makes the relationship not statistically significant. Coaching skills and the number of years spent with student teachers have a negative correlation which makes the correlation not statistically significant.

Self-efficacy has a positive correlation to the years of teaching, but it is less than .05; therefore, this makes the correlation not statistically significant. Self-efficacy also has a positive correlation with years spent with student teachers, but it is less than .05 and is not statistically significant.

The last relationship examined was years of teaching with years spent with a student teacher. This is a positive correlation, and it is greater than the .05 standard, which means it does have a statistically significant correlation. The numbers of years teachers have taught has a positive effect on the number of times student teachers are under the mentorship of cooperating teachers. This only makes sense understanding that as teachers gain experience over the years, the experiences help cooperating teachers with coaching and help in the experiences they have with student teachers.

Research Question 2: To what extent is there an association between the number of years taught and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers?

Research Question 2 asks to what extent there is an association between the number of years taught and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers. Once I evaluated and analyzed the data of the Pearson R Correlation matrix, it was determined that the number of years teaching was not statistically significant for the professional development and growth of teachers. All impacts were insignificant positive between .062 and .278.

Research Question 3: To what extent is there an association between the number of years hosting student teachers and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers?

Research Question 3 asks to what extent there is an association between the number of years hosting student teachers and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers. I used the same matrix to evaluate, and the data ruled that there was no statistical significance with the number of years hosting a student teacher and the professional development and growth. The correlations were negative and positive ranging from insignificant negative -0.17 to insignificant positive .354.

Conclusion

After reviewing and analyzing the results from the survey, focus group, and interviews, I determined student teachers impacted the area of instructional practice from the results of the survey and the coding responses of the focus group and interviews.

Student teachers impacted cooperating teachers by influencing the cooperating teachers to try new ideas and strategies in their classrooms, reflecting on their instructional practices, and going through a more thorough planning process with the student teacher. In the areas of coaching skills and self-efficacy, the survey read positively that most questions had a high percentage of an impact, but the coding process from the focus group and interviews determined neither of these areas was impacted by the student teacher. Research Questions 2 and 3 address if the number of years teaching or if the number of student teachers had an effect on instructional practices, coaching skills, and self-efficacy; while all but one relationship was a positive relationship, none of the relationships was significantly statistic.

Chapter 5 provides an overview of the research and an overview of the study that correlates with the connection to the theory. Recommendations based on my conclusions of the triangulation of data from the survey, focus group, and interviews are discussed. Implications for the university and districts are stated based on the knowledge from the literature review.

Chapter 5: Discussion

Introduction

The purpose of this mixed methods study was to determine the impact of hosting

a student teacher on cooperating teacher professional growth. I sought to determine if the

professional learning experience of having a student teacher impacts instructional

practice, coaching skills, and self-efficacy. The experience of being a cooperating teacher

should not only include guiding student teachers into the role as learners but also pushing

the cooperating teacher to enhance teaching and coaching skills to become a lead teacher

(Holm, 2004).

In a particular study of ongoing professional development, teachers experienced

94.7% growth in personal development and 92.6% growth in skills; additionally,

professional development met 92.7% of the needs of the teachers (Lessing & de Witt,

2007). This led to the reason to conduct this research, which revealed whether or not

cooperating teachers experience professional growth and to what extent (Gibbs &

Montoya, 1994). Cooperating teachers and student teachers can learn from each other

through collaboration (Arnold, 2002; Handcock, 2013; Mecca, 2010; Sayeski & Paulsen,

2012).

Research Questions

1. How does the experience of having a student teacher impact the professional

   development and growth of the cooperating teacher?

   a. How does the experience of having a student teacher impact the

      instructional practice of the cooperating teacher?

   b. How does the experience of having a student teacher impact the

instructional coaching of the cooperating teacher?

    c.   How does the experience of having a student teacher impact the self-efficacy of the cooperating teacher?

2. To what extent is there an association between the number of years taught and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers?

3. To what extent is there an association between the number of years hosting student teachers and the professional development and growth (instructional practice, coaching skills, and self-efficacy) of cooperating teachers?

Summary of Research

The study focused on cooperating teachers within the district who hosted a student teacher within the last 2 years. Many different authors and researchers argue that this experience is a professional development experience (Handcock; 2013; Holm, 2004; Kiraz, 1997; Landt, 2002; Magaya & Crawley, 2011; Mecca, 2010; Rivera, 2016). I then identified three areas of the professional development experience as impacting the growth of the cooperating teacher: instructional practices, coaching skills, and self-efficacy.

Professional development is an ongoing process where participants are actively involved with investigating ideas and practices that fit the condition of their specific situation while also expanding their comprehension of the larger context of school and society. It is a process of inquiry that includes opportunities to acquire and practice innovative pedagogy, reflect on and share experiences, and collaborate with colleagues (Landt, 2002). This is what a cooperating teacher does with a student teacher (Mecca, 2010).

A cooperating teacher's instructional practice can be impacted through several different ways: collaboration, collegial learning, and teaming. As teachers work to collaborate, teachers are able to reflect on each one's own work and the work of others, making every effort to improve and refine teaching for the benefit of students. This practice helps support growth and learning in both professional and personal lives (Brookfield, 1995; Kegan & Lahey, 2009; York-Barr et al., 2006). Cooperating teachers must model reflection by asking questions about the different parts of the lesson for the student teachers (Mecca, 2010). Using different questioning strategies will allow a deeper conversation between the collegial pair and model for the student teacher the depth of reflection that needs to happen in order for self-growth to occur (Handcock, 2013; Mecca, 2010).

One of the main focuses during the instructional coaching role is multimodal feedback (Sayeski & Paulsen, 2012). Feedback as mentioned above is multimodal, meaning it comes in many forms: written, oral, positive, negative, formative, and summative (Clarke et al., 2014). When coaching a student teacher through the professional semester, it is important that the feedback received is specific and in depth in order for the student teacher to grow in the areas of weakness. Cooperating teachers will also model high-quality feedback by starting with a positive comment, then following up with an area of improvement, and finally concluding with another positive (Sayeski & Paulsen, 2012).

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves, and

behave (Bandura, 1994). Self-efficacy for a cooperating teacher is how the teacher feels they are doing the required job. This is where the skill of reflection is modeled for the student teacher. The cooperating teacher should first be able to identify each one's own strengths and weaknesses and teach the student teacher the different ways to identify these for themselves (Mecca, 2010).

Summary of Study

The research design that best fits the study is the explanatory sequential mixed methods as shown in Figure 2. The main purpose of this research design is that qualitative data explain the quantitative data. This

> involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the result to plan (or build on to) the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants. (Creswell, 2014, p. 224)

The first part of the triangulation of data is the survey made up of six different sections: consent to the survey, background information, instructional practice, coaching skills, self-efficacy, and further participation. The survey link was emailed to 84 candidates, and 32 candidates participated in the survey. The candidates worked through the survey to answer questions focusing on instructional practice, coaching skills, and self-efficacy. At the end of the survey, participants were asked if they would like to volunteer in a focus group; this determined how the applicants were selected for Stage 2 of the research, the focus group.

The second part of the triangulation of data was the focus group created from the

analysis of the survey data. The focus group was planned to consist of three to five cooperating teachers. Initially, there were six cooperating teachers invited based on the interest question on the survey. Two participants were able to come in person, and two others were able to respond to the questions electronically; this is noted in the transcription. The other two participants who initially showed interest showed no response. This brought the focus group total to four, two in person and two virtual. The focus group took place at the professional development center, a central location to all participants on a regular working day. During the focus group, the participants were recorded as the focus group followed the PowerPoint presentation that displayed the questions for the session.

The last phase of data collection was the individual cooperating teacher interviews. Teachers were chosen on a volunteer basis for the interview process, according to a question in the survey. An email was sent to each candidate to let them know they had been chosen for the interview phase. The goal was to select candidates who could discuss a wide variety of experiences that would provide quality data. The interviews were planned to be held over the phone as a way to gain access to the same material and be more convenient for the candidate. However, due to the current pandemic that took place, it was more fitting with the current situation to email the interview questions and have the candidates respond back if they had any questions. All six participants answered the questions and returned the responses with no problems noted.

Interpretation of Findings

Instructional Practice

How does the experience of having a student teacher impact the instructional

practice of the cooperating teacher? Three significant themes emerged from the analysis of cooperating teacher responses related to the impact of hosting a student teacher on their own instructional practice. The themes were planning, reflecting, and making change; these trends were nearly identical to the three supports of instructional practice in the conceptual framework. Instructional practices had several different themes that appeared and trends that appeared within the themes. Within each theme, the strands of comments each participant made from either the interview or the focus group started to come together as units within the themes.

Planning. The first important large find for instructional practices was planning that consists of collaborating with colleagues with full details of explaining and thinking through all options (Clarke et al., 2014). This was consistent with what the survey said as well as the focus group and interviews. An example of this is, Teacher 1 stated, "I have definitely put more effort into trying to make notes and documentation which indicates the sequence of resource usage." Explaining further, it was important that the order in which her lessons were presented in each unit made a difference in the way the students comprehend the material. Teacher 1 noticed she had several things not written down that she had been teaching, so she made the conscious effort to start writing them down.

Collaboration, collegial relationships, and feedback are three concepts that work together through the idea that the student teacher and cooperating teacher are working together towards the same common goal. Student teachers absolutely must have specific feedback and open communication from the cooperating teachers in order to grow and be successful (Rodgers & Keil, 2006; Smith, 2007). This statement directly states the relationship between literature, conceptual framework, and the first important idea of

planning with open communication that came from this study of how much cooperating teachers are impacted from the professional development of hosting a student teacher.

Looking at the conceptual framework, collaboration is a role within the planning process between the student teacher and cooperating teacher. Collaboration and in-depth discussions with student teachers lead to positive experiences, increased advice, and support through their collegial relationship with the cooperating teachers (Handcock, 2013). In the conceptual framework, collaboration is one of the three components to instructional practice. Collaboration demonstrates a concept that will be used to work with other adults and colleagues (Handcock, 2013) and establishes a concept that will be used to work with other adults and colleagues in their future.

Collaboration is consistently used in the PLC, which is the model most schools follow for best practices when working in teams (DuFour, 2007). During the advance planning, the sharing of resources is expected to occur with tools such as planning guides, curriculum maps, standards to be covered, pacing guides, timelines, and any materials valued essential by teachers (Sayeski & Paulsen, 2012). Campbell and Williamson (1983) found working with student teachers allowed cooperating teachers to think more deeply about teaching, an opportunity to spend more time in planning, and exposure to new professional materials (Clarke et al., 2014). Collaboration and planning happen simultaneously, as if they are one, in the conceptual framework. Collaboration is listed as a key component under instructional practices, while the theme planning is listed as one of the main themes for instructional practices. Looking at the different literature that supports collaboration and planning, I realized nearly the entire conceptual framework is supported by different authors who support this major find.

Reflecting. The next two important finds of the instructional practices were focused on reflection. The first in the area of reflection, daily reflection activities, helps modify classroom activities or lessons. Daily collaboration about reflection is the most important part between a student teacher and a cooperating teacher during classroom experiences. The two individuals sit down together to analyze, reflect, and discuss what happens each day (Arnold, 2002; Handcock, 2013). As a teacher is reflecting on how to make lessons better, it is important to make sure reflection is documented about how each lesson went, what would be changed and why, and a plus delta. Teacher 1 asked, "Why do I keep doing this particular thing? Hey, this is a good idea, I am glad I still do this." Along with this, Carter (1989) stated the primary purpose of the cooperating teacher as a role model is to be a provider of feedback, mentor, and coach (Kiraz, 1997).

The second large finding for reflection was that self-reflection is key for a cooperating teacher's growth. Continuous reflection and self-analysis enhanced the cooperating teacher's practice by making decisions and allowing the student teacher to take action (Mecca, 2010). Teachers are often their own worst critics and want to be the best versions of who they are. In order for this to happen, reflection must take place. This goes right along with what was voiced by Teacher 6: "As we push our student teachers to reach their fullest potential, we should also be striving for continuous improvement." As teachers reflect, the next question that comes to mind is an explanation of whether what is happening can stay or needs to change. Overall reflection is important to the development of the learner and the teacher (Laverick, 2016).

Looking at the conceptual framework of the professional development experience of hosting a student teacher and the impact it has on cooperating teachers, reflection

comes under the concept of self-efficacy directly. However, reflection also appears in the area of feedback as this requires reflections in the coaching skills concept; this includes two areas of the conceptual framework. When looking at the conceptual framework and what is stated in literature daily, reflection is provided in different forms of feedback. Feedback can be written, oral, plus/delta, or on a note attached to a lesson plan, as also stated by Sayeski and Paulsen (2012) and Clarke et al. (2014). Responses on the cooperating teacher survey supported reflection as an important instructional practice. Through the process of feedback and reflection, student teachers would like to be given feedback in many different modes specifically referring to written feedback (Handcock, 2013). Daily collaboration about reflection is an important function between a student teacher and a cooperating teacher during classroom experiences. The two individuals sit down together to analyze, reflect, and discuss what happens each day (Arnold, 2002; Handcock, 2013). During this time of reflection, the collegial pair makes decisions to improve outcomes for future lessons (Holm, 2004). Student teachers must have specific feedback and open communication from the cooperating teachers in order to grow and be successful (Rodgers & Keil, 2006; Smith, 2007). During the process of student teaching, daily reflection and feedback are essential to the student teaching process in order for the student teachers to grow, as also stated by Tatel (1994) and Mecca (2010).

Self-reflection is associated with self-efficacy in the conceptual framework; however, reflection is also part of instructional practices and coaching skills. The literature states when cooperating teachers encourage student teacher reflection, this allows a review of each one's own philosophy and practice; this leads to new experiences. These new experiences are triggered by cooperating teachers who are

refining the instructional practices as educators (Chou, 2011; Goh & Matthews, 2011; National Council for Accreditation of Teacher Education, 2008; Ostorga & Estrada, 2009; Rajuan et al., 2007; Snyder, 2011). The conceptual framework shows the only support to self-efficacy is self-reflection; one way this is possible is by using different questioning strategies that will allow a deeper conversation between the collegial pair and model for the student teacher the depth of reflection that needs to happen in order for self-growth to occur (Handcock, 2013; Mecca, 2010). As cooperating teachers continue to use strategies such as collaboration, reflection, analyzing feedback, and collegial learning, teachers have the opportunity to learn from one another and change practice in order to become a better teacher (Tatel, 1994). Cooperating teachers seek to develop mentoring opportunities that develop reflection. As this reflection is developed, Pella (2014) stated growth is allowed not only in the learner but also in the teacher. Cooperating teachers ultimately will continue to grow in their profession as lifelong learners (Clarke et al., 2014).

Making Change. Making change was the last major theme to appear within instructional practices; this is not a theme or concept mentioned anywhere else except in the results. The first major idea within making change was cooperating teachers being able to identify small ideas that make a large difference in their classrooms. The second major finding was cooperating teachers showing an understanding of student teachers bringing in new ideas; this was a common trend in the literature review (Arnold, 2002; Borko, 2004; Handcock; 2013; Holm, 2004). Making change in these two ways secures the connection to the conceptual framework. The first major idea is tied into the idea of the cooperating teachers who make the changes in the classroom. This can happen

through self-reflecting that is linked to self-efficacy or collegial learning linked to instructional practice. For the two major outcomes of making change for instructional practice, teachers had the following examples to go with each one. The cooperating teacher learning new ideas from the student teacher was demonstrated when Teacher 2 noticed, "Some of her tasks and methods worked better than the ones that I had previously used. She got students to use more creative writing in the process than I had in years prior." In this situation, the cooperating teacher learned from the student teacher and was allowed the opportunity to apply what each educator has learned from the student teacher and use the knowledge to reflect upon each educator's own instructional practices (Loucks-Horsley et al., 2003). The cooperating teacher being able to make small changes that allowed big differences was exhibited when Teacher 4 asked these two questions: "Why do you do this? Why is this done this way? And so it really causes me to reflect on why I do it this way." This corresponds with cooperating teachers including the hows and whys of the teaching and creating the opportunities for the student teacher to find answers in complex situations.

The literature does not address the term making change directly since it was not one that was researched in previous areas of this study. However, understanding the context that making change comes with the knowledge of reflections, new ideas came from collegial learning, and instructional practices are changed by cooperating teachers in order to increase student learning show the idea is well researched through different terms linked to making change (Masunga & Lewis, 2011; Rajuan et al., 2007). The first major idea of reflection allows cooperating teachers to identify small ideas that make a large difference in classrooms. This first starts with the conceptual framework as the

student teacher and cooperating teacher work as a collegial team and reflect together. This allows new ideas to emerge into the educational practice of the classroom, as also stated by Arnold (2002), Borko (2004), Handcock (2013), and Holm (2004). The student teacher and cooperating teacher have to be able to share ideas, collaborate, agree, disagree, make decisions, and change plans. Most of the time, the two will have everything planned out in advance; however, there are times plans are changed or altered within the lesson due to informal assessments or observations. The cooperating teacher has to be one who is open-minded (Magaya & Crawley, 2011). As cooperating teachers begin to keep an open mind and work with the student teachers, collegial learning and collaboration help the cooperating teacher make an impact or change on their instructional practice (Mecca, 2010). Through this ongoing reflection, it is critical to recognize the area of strength and weakness and to start addressing those different needs quickly (Mecca, 2010). Improving daily practice in the classroom will be any changes small or large that are immediately adaptable for the betterment of the students in the classroom (Tatel, 1994). Borko (2004) concluded encouraging teachers to learn and explore new ideas, concepts, strategies, and methods can serve as catalysts for promoting change and improving practice. This will increase academic achievement of students (Mecca, 2010).

The second idea related to making change is cooperating teachers are acknowledging and implementing new ideas that student teachers bring to their classrooms. The conceptual framework houses this idea within collegial learning as cooperating teachers learn from student teachers in their reflective partnership. Collegial learning and collaboration impact the cooperating teacher as they change their

instructional practice (Mecca, 2010). Both the cooperating teacher and the student teacher

will then use collegial learning to address a problem that has occurred in the classroom

and analyze what happened and both give suggestions, possible solutions/outcomes, and

participate in solving to make the problem better (Mecca, 2010); this will bring the

suggestions of new ideas, possibilities, and activities. When using this process of

collegial learning and trying strategies such as collaboration, reflection, and analyzing

feedback, teachers have the opportunity to learn from one another and change practice in

order to become a better teacher (Tatel, 1994). When the cooperating teacher and the

student teacher engage in an active dialogue about what happens in the classroom,

reflective practice occurs. During this time of reflection, the collegial pair makes

decisions to improve outcomes for future lessons (Holm, 2004). These improvements for

future lessons are new ideas that both the student teacher and the cooperating teacher

have come up with together. As this happens, the cooperating teacher allows the student

teacher to make changes and implement new ideas and strategies to improve student

achievement based on observations and data collection that would not be possible without

the student teacher (Arnold, 2002; Handcock, 2013; Holm, 2004).

Coaching Skills

How does the experience of having a student teacher impact the coaching skills of

the cooperating teacher? The survey reveals the professional development experience of

hosting a student teacher does impact or change a cooperating teacher. Not all of the

examples mention the effect a student teacher had on the cooperating teacher; however,

this gives insight there has been an impact on the cooperating teacher. After analyzing the

different themes present under the coaching skills questions, the qualitative data need to

determine what type of impact it has on the cooperating teacher. Coaching skills and the professional development experience of hosting a student teacher are affected, as a cooperating teacher is giving feedback and moving into teacher leader roles.

Three themes formed under coaching skills were teaching, thinking, and explaining; this system of themes formed together in the thought processes of cooperating teachers as they think and explain their teaching to cooperating teachers, as well as what they are teaching to students. These themes directly overlap with the most important findings revealed in the coaching skills results. While this seems simplistic, it is a complicated task.

Teaching. The first important finding about teaching within coaching was the most rewarding belief that a teacher passes on their knowledge. Passing of knowledge is one of the largest rewards to a cooperating teacher determined by the cooperating teacher survey given in the study. This allows the teachers the gift of giving what they know to others. This is explained in the examples provided by Teachers 2, 4, and 5. Teacher 2 exclaimed, "The entirety of my job as a teacher relies on the importance of passing knowledge to future generations. Not only is this included in the scope of teaching students, but also impacting and inspiring future educators." According to Holm (2004), 99% of the respondents either agreed or strongly agreed each cooperating teacher had changed some aspect of teaching due to having a student teacher.

> By building a level of trust between the cooperating teacher and student teacher through the sharing of teaching materials and knowledge of the social aspect of the profession, there will obviously be a clear emotional connection between the student teacher and cooperating teacher. (Laverick, 2016, p. 24)

This helps explain why cooperating teachers often consider one of the highest honors of their job is to pass on their knowledge. Cooperating teachers who participated in the interviews and focus group shared that most experiences are positive; there were nine student teachers hosted, and only one was a not a positive experience, resulting in 88% positive. This relationship can be mutually beneficial because cooperating teachers are likely to modify, improve, and gain new teaching strategies from preservice teachers in addition to evaluating the strengths and weaknesses of themselves (Spencer, 2007).

Cooperating teachers often view themselves as learners, and many look forward to personal growth in gaining new perspectives, ideas, sharing ideas, and "catching enthusiasm" from student teachers (Koskela & Ganser, 1995). As the two teachers work closely together, they work as a team. The student teacher has to understand the knowledge is being passed down to them from the cooperating teacher. Teaming is used to build a collaborative culture between adults that allows each person to share and exchange ideas while having ownership of the decisions made, as this also helps the growth of teachers (Garmston & Wellman, 2000, 2009). Researchers argue teaming builds capacity for individuals and schools and is designed to improve student achievement, which makes it the center of professional learning (DuFour, 2007; Hannay et al, 2006; McAdamis, 2007). Teaming allows the two individuals to work together and pass knowledge back and forth for the betterment of the students.

The second largest finding regarding teaching is that student teachers help cooperating teachers learn new strategies such as apps, technology, and different organizational systems. For example, Teacher 6 mentioned how being tech savvy is not her thing, so the student teacher was helpful in that way: "They have taught faster and

easier ways to create graphics and introduced me to helpful apps." Teacher 5 gave some examples of the technology the student teacher was able to bring to the table such as NearPod and FlipGrid. As seen through these examples, providing new strategies is a way student teachers make an impact on cooperating teachers (Arnold, 2002; Handcock, 2013; Holm, 2004; Rivera, 2016).

The notion of student teachers contributing new ideas for cooperating teachers to try has been shown in literature through the years. Different examples are discussed in the following sentences. One example is cooperating teachers who are willing to be open to new ideas have higher engagement and success rates as new ideas are tried in the classroom (Olson, 2008). The cooperating teacher allows the student teacher to make changes and implement new ideas and strategies to improve student achievement based on observations and data collection that would not be possible without the student teacher (Arnold, 2002; Handcock, 2013; Holm, 2004). This gives them a leadership role in the classroom to make changes and implement new strategies and activities to improve student work and mastery. These ideas bring forth new tactics for motivation and refer to adding to the "teacher bag of tricks" on presentation and assessment (Mecca, 2010). While looking at the benefits of the cooperating teacher and the student teacher working together, Rivera (2016) stated supervising a student teacher is beneficial to the professional development of the cooperating teacher by bringing in new and creative ideas to the classroom.

Think and Explain. Explain appeared as a theme for the focus group and interviews in two different ways: one as breaking down information and the other as reflection. Breaking down information seems logical because that is what most would

associate with explaining. The first large find under the category of think and explain was cooperating teachers need to break down the conceptual understanding when student teachers try to use rote memorization. Examples of breaking down information is summed up as Teacher 4 stated,

> So what I do have to help her do is show her how to conceptually explain it to the kids because she can do the math the way that she learned it, but she can't necessarily explain it. So it's not the content that she has a problem with, it is how you break it down and explain it to them.

Thinking about what you are teaching is much like the theme planning mentioned earlier. Campbell and Williamson (1983) found that working with student teachers allowed cooperating teachers to think more deeply about teaching, the opportunity to spend more time in planning, and exposure to new professional materials (Clarke et al., 2014). The first finding of think and explain was cooperating teachers think and explain concepts to student teachers in order for them to understand lessons. Teacher 4 stated, "Reflecting on their presentation of material, the assignments given, and their general interactions with their students." Thinking about the materials teachers use while teaching and during the lesson helps teachers understand the lesson from the student's point of view. Thinking about the directions and the words they use to direct the students also helps in this area. Questioning and thinking is typically part of the "magic" of teaching; it is what makes the job difficult yet rewarding. Teacher 4 had two different examples of this: "She always had things down to a minute, never actually put up a timer, but kept kids on target at all times." In order to grow and improve, we must constantly reflect on our practice, and if we care about the future of education, we must invest time to properly

prepare our student teachers. Mentors who share their way of thinking and process for inquiry help make the invisible now visible, which supports the novice teacher learning to think like a veteran teacher, and can help them develop a greater competency (Borden, 2014; Feiman-Nemser, 1983).

Cooperating teachers need to break down the conceptual understanding when student teachers try to use rote memorization, by explaining how students are learning without memorization. As a cooperating teacher breaks down the information for a student teacher, they have to be able to demonstrate several things. They have to demonstrate what to teach each day, how to teach the concept, different activities, centers, or stations that support the main concept for the day. During the process of learning how to do these, the cooperating teacher and student teacher use two major concepts within the conceptual framework: feedback and collaboration. The first place to start, suggested by the student teachers, was the frequency of feedback. Student teachers suggested having frequent feedback with specific suggestions (Sayeski & Paulsen, 2012). As student teachers learn the conceptual process of this new information, they must have specific feedback and open communication from the cooperating teachers in order to grow and be successful (Rodgers & Keil, 2006; Smith, 2007). Feedback allows the student teacher to see what they have done well and what the areas of weakness are in the lesson taught. The feedback should also include different high-quality questions that require student teachers to reflect on each person's own teaching and decision-making; this leads into the next find of modeling reflection.

The second largest finding of think and explain was cooperating teachers model reflection for student teachers and explain reasoning for changing lessons or parts of

lessons. Teacher 5 says, "We also happen to work with kids who are very understanding and appreciate those days of--hey guys, that didn't go well, let's start again." The best way to sum up reflection in these types of moments is called action-reflection, a type of reflection when one corrects a problem or error immediately, explains the difference, or tries it again. A benefit to having a cooperating teacher and student teacher start reflecting immediately is that it allows the cooperating teacher to explain decisions and actions taken to the intern (Mecca, 2010).

Modeling how to reflect on your own practice is a crucial part of the cooperating teacher role; this sets the stage for how student teachers will learn to reflect, as also stated in Arnold (2002) and Handcock (2013). As cooperating teachers and student teachers work together to create a system of reflection, each teacher is allowed to check on the success of classroom management, planning, and teaching (Handcock, 2013). Allowing student teachers to see the reasons a lesson needs to change and why is part of reflecting. The feedback that happens during a collaboration or collegial conversation is part of the conceptual framework. These areas are not directly supported by each other, but each indirectly supports each other. Cooperating teachers must model reflection by asking questions about the different parts of the lesson for the student teachers (Mecca, 2010). The cooperating teacher models for the student teacher the different types of reflection, such as collaborative reflection, which helps by refining one's teaching skills through collaborating with others (Handcock, 2013).

Cooperating teachers think and explain concepts to student teachers in order for them to understand lessons is the last of the major understandings in the coaching skills area. When analyzing this, it means cooperating teachers and student teachers have to

have open communication, collaboration, feedback, and reflection in order to explain

what is being changed and why. The conceptual framework includes this work in the area

of instructional practices and coaching skills. Collaboration demonstrates a concept that

will be used to work with other adults and colleagues (Handcock, 2013). All of

collaboration is based on the willingness to talk and share resources. Teachers are able to

introduce new ideas, plan more carefully, and focus on specific teaching methods

(Arnold, 2002). Daily collaboration needs to happen when looking at breaking down

information and explaining it as this is an important part between a student teacher and a

cooperating teacher during classroom experiences. The collaboration that takes place

during teaming gives the individual a chance to confirm or reject the new theory by

providing evidence to support or deny the theory. The teacher or individual may do this

by observing, collecting, or analyzing data (Osterman & Kottkamp, 2004). After the

student teacher and cooperating teacher collect data on the lessons taught, they are then

able to assess the lesson and explain what parts need to be changed and if the change is

necessary. Fullan and Hargreaves (1991) stated, "effective collaborations operate in the

world of ideas, examining existing practices critically, seeking better alternatives, and

working hard together at bringing about improvement and assessing their work" (p. 55).

Not only does the literature support these big concepts, but each one is tied back into the

conceptual framework.

Self-Efficacy

How does the experience of having a student teacher impact the self-efficacy of

the cooperating teacher? After analyzing the different themes that are present under the

self-efficacy questions, the qualitative data need to determine what type of impact it has

on the cooperating teacher. The data from the survey results support what the focus group and interviews determine. When interpreted, the survey says that the professional development experience of hosting a student teacher does have an impact or change the self-efficacy of a cooperating teacher. None of the examples mention the effect a student teacher had on the cooperating teacher; however, this gives insight there has been an impact on the cooperating teacher. After analyzing the different themes present under the self-efficacy questions, the qualitative data need to determine what type of impact it has on the cooperating teacher. Self-efficacy and the professional development experience of hosting a student teacher are affected as a cooperating teacher is reflecting on their own practice and the practice of others. Self-efficacy produced three major finds to acknowledge about the impact of student teachers on cooperating teachers in the themes of caring, environment, and trying.

Caring. In the theme of caring, the first major find is teachers communicate and build relationships with students. Teacher 6 supported this by stating, "I've always believed that building strong relationships with students is one of the most important things we can do as educators." The second find of caring in self-efficacy, teachers care about students beyond the classroom, is confirmed by Teacher 3 with, "Checking in on a student when they had experienced a traumatic family event–outside of the hours that I normally see that student."

Caring is a natural part of the teachers' role as they develop relationships with student teachers, colleagues, students, and others involved in the world of education. This was important for the cooperating teacher to establish a nurturing relationship of trust, caring, and support where the student teacher can freely express feelings of challenge

when there is a lack of understanding or agreement (Lewis, 2017; Mecca, 2010). It is

important to understand when analyzing the results that caring shows through teachers in

many different ways: student relationships, teacher communication to parents and

students, and outside of school. Caring does not have one shape, form, or size. Teachers

can show it in different ways as seen in examples provided in Chapter 4.

      Caring is connected to the conceptual framework through self-efficacy; the beliefs

determine how people feel, think, motivate themselves, and behave (Bandura, 1994).

Self-efficacy affects the emotional, social, and mental parts of our brains. Teachers would

not continue to care or invest in a job that is not rewarded, as they are not given many

extra incentives unlike other jobs that receive yearly bonuses and consistent salary

increases. The one huge incentive teachers have is to make a difference by giving

children an education. This part of caring is not just about the education but going beyond

it creating lasting student relationships and caring outside the classroom. Self-efficacy for

a cooperating teacher is how the teacher feels they are doing the required job. This is

where the skill of reflection is modeled for the student teacher. Reflective teachers foster

student learning, and student teachers look to cooperating teachers to teach them how to

reflect upon each experience in order to improve teaching (Masunga & Lewis, 2011;

Rajuan et al., 2007). Teachers caring about their students in the classroom, outside of the

classroom, and how they are throughout the day is part of what they do. This is what

makes teachers who they are, in that self-efficacy is determined by how they feel they

have done their job.

      Environment. The third find of self-efficacy was in the theme of the

environment; teachers give students a structured environment with rules and love. This is

supported when Teacher 1 stated that at school, there is a "calm environment, a caring environment, but a firm individual tempered." Teachers give students a structured environment with rules and love is another large belief from self-efficacy. Environment can be viewed as the physical place where students are or the type of place, meaning the style of teaching and atmosphere (Kiraz, 1997). Teachers often create a type of environment by the way they build a classroom culture within their room. A classroom can be four walls with desks and chairs, but the environment is when you bring a teacher with their personality, classroom management, rules, expectations, and students into that room. The parallel of importance of a stable environment for both students and student teachers can be seen by the quotes of the teachers and in literature. Teacher 2 said,

> I learned a lot about my unspoken classroom routines/expectations, and having to name those for my student teacher was helpful in shaping my routines and expectations in order for my classroom to also be a place where she could step in and have power while being consistent.

Being able to explain the unspoken expectations that happen in a classroom to a student affects behavior, according to Teacher 2. Students are able to understand what is expected and what is unacceptable. The university is expected to verify that the room environment arranged by the teacher and the teacher's classroom management skills are appropriate for new teachers to experience (Kiraz, 1997, p. 211).

Self-efficacy is a place of growth where students can trust teachers to know they will have a safe environment to come, and there is no judgement. Teacher 2 disclosed, "My management strategies are all centered on creating a calm, structured place which I believe makes students feel safe and secure and able to learn." A safe and orderly

classroom often guarantees higher student engagement. The environment of a student's

learning comes from the teacher being able to provide best instructional practices with a

stable, secure, and safe classroom culture that stems from years of teaching. Best

instructional practices are like vehicles used by teachers to move students forward in

learning (Library of Congress, 2004). Just as cooperating teachers have distinct qualities

that are preferred, these same qualities are ones that give students a place to turn when

they need it. One of the main attributes is nurturing, and there are many other attributes

desired within cooperating teachers: modeling best practices, strong leader, organization,

collaboration, good listener, compassion, levels of control, feedback, and supportive

(Lewis, 2017; Mecca, 2010).

Try. The last major find in self-efficacy was in the theme of trying; teachers try

new strategies for engagement. This was confirmed when Teacher 3 talked about how art

brings out feelings and made sure that the students knew "this is a safe space to discuss

any feelings that are brought up while creating." These are the top beliefs for self-

efficacy and examples from the focus group or individual interviews that support each

belief.

Trying was a main theme that crosses back over and references some of strands

within the themes of environment and caring within self-efficacy, along with themes in

coaching skills and instructional practices. For the area of self-efficacy, trying new

strategies for engagement was the main focus. Trying new strategies came in many

different forms: trying new ideas, communication, and showing interest. The cooperating

teacher experience allows teachers to try activities that improve teacher skills,

knowledge, or practices while also increasing student achievement (Diez, 2010; Melder,

2014; Pavlini, 2014; Rivera, 2016). By trying new activities, this shows students teachers are invested in their future and want to make a difference. Teachers want students to be engaged at all times and learn as much as they can. Student achievement is at the center of education, and nearly all activities and tasks are linked to this; therefore, cooperating teachers and student teachers plan a range of activities to increase student achievement when teaching any topic. These activities or strategies are often new to the cooperating teacher due to learning the most current methods from the student teacher (Rivera, 2016). While teachers are planning the different activities and lessons each day, this cycles back to the ideas of collaboration, teaming, and collegial learning as the cooperating teacher and student teacher work together. Collaboration and in-depth discussions with student teachers lead to positive experiences, increased advice, and support through their collegial relationship with the cooperating teachers (Handcock, 2013). The conceptual framework that is founded in the theoretical framework was linked to themes that supported each of these components through each part of this study. The adult learning theory has four foundational pillar practices based on adults working together to improve student achievement in which this study is based (Drago-Severson, 2009).

Teaching Experience and Hosting Student Teachers

When principals are selecting cooperating teachers, they need to keep in mind the correlation chart. Years of experience for cooperating teachers do not have an effect on their instructional practice, coaching skills, or self-efficacy. This means that in terms of looking for a cooperating teacher who demonstrates proficiency in these areas, there are no specific ranges with the amount of years taught. Therefore, this means an effective cooperating teacher does not have to have a specified number of years of experience; they

need to be one who shows proficiency in the areas of the professional development experience (Clarke et al., 2014).

When interpreting the results of Questions 2 and 3, the focus needs to be on why there was not a significant impact between student teacher and cooperating teacher. The results of the focus group and interviews determined that there was, but the correlation does not show a relationship. The survey, focus group, and interviews show an impact has been made in the area of instructional practices, yet when looking at the correlation between the two, it does not show the same impact. While the statistical results were not significant, the qualitative data suggest X is influencing Y. This means that instructional practice has a statistically significant effect on coaching skills and self-efficacy. Coaching skills also have a statistically significant effect on self-efficacy as both are shown in the correlation matrix. Not all of the examples mention the effect a student teacher had on the cooperating teacher; however, this gives insight there has been an impact on the cooperating teacher (Masunga & Lewis, 2011; Rajuan et al., 2007). The survey, focus group, and interviews show an impact has been made in the area of coaching skills, yet when looking at the correlation between the two, it does not show the same impact. Even though the statistical results were not significant, the qualitative data suggest X is influencing Y (Holm, 2004; Magaya & Crawley, 2011). This suggests the sample size of participants was not large enough for the qualitative data to match Pearson R correlation test. Future studies should reexamine these variables with a larger sample of participants to see if the relationships are significant.

Connection to Theory

The theory that drove the idea behind this research was the ongoing improvement

of instructional practice, coaching skills, and self-efficacy that teachers receive when

hosting of a student teacher where teachers learn new technologies, content methods,

delivery concepts, ways of mastery, and new pedagogical knowledge. This professional

development would certainly be one that would allow teachers to grow and have an

impact from what they have learned from the student teacher. According to the research

of Rivera (2016), supervising a student teacher is beneficial to the professional

development of the cooperating teacher by bringing in new and creative ideas to the

classroom. This goes along with not only the theoretical framework of the adult learning

theory developed by Drago-Severson in 2009 but also was founded in the works of Piaget

(1952). The adult learning theory uses concepts such as teaming, collegial learning,

mentoring, and providing leadership roles to encompass the relationship that takes place

between the student teacher and the cooperating teacher; these are also in the foundation

of the conceptual framework for this research. The overall professional development

experience is supported by growth, change, or impact in the areas of instructional

practices, coaching skills, and self-efficacy. Instructional skills have teachers working

together in teaming to find the best ways to engage and instruct the students. Working

together in the atmosphere of teaming, collaboration, and collegial inquiry allows two

individuals to learn from one another (Drago-Severson, 2009; Handcock, 2013; Holm,

2004; Mecca, 2010). Student teachers and cooperating teachers are able to do this during

the student teacher experience by working through the professional development

experience together (Holm, 2004; Mecca, 2010). Coaching skills have mentoring

occurring when the cooperating teacher is mentoring the student teacher as the student

learns to teach. Coaching skills tie into the findings and revelations by understanding the

journey that takes place during the student teaching experience benefits not only the student teacher but also the cooperating teacher. The cooperating teacher becomes a stronger leader through reflection and self-evaluation (Clarke, 2006; Handcock, 2013; Holm, 2004; Mecca, 2010; Sayeski & Paulsen, 2012). The cooperating teacher learns from the student teacher and is able to apply, adapt, and change their ways for the best student achievement (Borden, 2014). Self-efficacy is all about reflection which takes place most often in providing leadership roles, which is what a cooperating teacher does during the time of hosting a student teacher. Reflection is one of the largest revelations through this entire study not only for the student teacher but also for the cooperating teacher. Cooperating teachers learn how to reflect more in their daily work and teach student teachers how to reflect in many different ways to prepare them for their future (Arnold, 2002; Handcock, 2013). The reflection skills learned during the time of student teaching will stay with both the cooperating teacher and student teacher for years to come and make each one a better educator (Holm, 2004; Mecca, 2010).

Limitations of Study

Limitations of the research began with this study being conducted in one county where I lived and worked. The study was a convenience sampling as the survey was only sent to the cooperating teachers within the county and used the three major universities that supplied the student teachers to the district. The survey was sent out to 84 cooperating teachers; 32 participated in the survey. While this is larger than most cooperating teacher studies, it is difficult to look at a survey with smaller numbers.

Recommendations for Further Research

Based on the results from the survey and the findings from the focus group and

interviews, there are four recommendations for further research.

Recommendation 1

The first recommendation is to repeat the survey with a larger body of cooperating teachers to see if transferability applies. This research was based in one county using the cooperating teachers from just that county and the three major universities that supply the student teachers. Future suggestions would be to include more than one county in order to get a larger sample size; this will include more universities.

Recommendation 2

The second recommendation for research would be a more in-depth look into each of the areas of instructional practice, coaching skills, and self-efficacy to see what causes the influence on the student teacher experience for the cooperating teacher. Further research would suggest to look at the themes that were developed in this study and choose ones that could be measured in each of these areas to see which one has the largest impact in each area of the professional development (instructional practices, coaching skills, and self-efficacy). An example of this would be student teachers bringing new strategies for the cooperating teachers to try. What strategies have the most impact: organizational skills, new technology, and pedagogical knowledge? Another area to investigate are the individual questions under each section of instructional practice, coaching skills, and self-efficacy of the survey to see what areas are most affected.

Recommendation 3

In looking at the Correlation Matrix (Table 14), none of the projected x and y variables had a statistically significant relationship. However, three relationships were statistically significant: instructional practice (x) to coaching skills (y), instructional

practice (x) to self-efficacy (y), and years of teaching (x) to years of hosting student teachers (y). Research could be completed to study these student teacher and cooperating teacher relationships to find out why they have statistically significant relationships. One way to start is by looking at the questions in each area of the survey and the percentages scored to determine new questions to ask. Even though the statistical results were not significant, the qualitative data suggest that X is influencing Y as mentioned earlier.

Recommendation 4

In this study, the three areas chosen to research were instructional practice, coaching skills, and self-efficacy as a part of the professional development umbrella. The three areas chosen were difficult to determine growth and to measure. A suggestion would be to find a measurable aspect of the teaching and determine if the student teacher has an impact on the cooperating teacher in that aspect of teaching. One might do this with the standards that teachers have in the evaluations used to observe lessons of their teaching.

Implications

Universities and districts should partner together to develop a strong professional development plan and continued support for the cooperating teacher. This will help the university and district by creating a higher retention rate of beginning teachers and provide cooperating teachers continuous support in becoming teacher leaders and advancing into more leadership roles. Teachers will also be supported by the ongoing professional development to support student achievement through the process of having a student teacher. As evidenced in the literature review, with there being three different entities (university, district, and school), this creates different expectations; however, this

problem is not a new one. Many cooperating teachers are unprepared and rely on their

own experiences (Koerner, 1992). One of the largest problems with this element of

teacher education is that cooperating teachers are asked to take on a full encompassing

role, yet there are little to no trainings to support the work completed with student

teachers (Handcock, 2013). How can we expect cooperating teachers to successfully

"coach" student teachers through a professional development experience and have

professional growth when training has not occurred (Magaya & Crawley, 2011)? In order

for teachers to grow professionally during a cooperating teacher experience, the correct

training and support needs to be provided (Clarke, 2006; Handcock, 2013; Holm, 2004;

Mecca, 2010). The universities and school systems will benefit from this study as nearly

all the reported literature stated that universities provide limited training and preparation

for cooperating teachers for student teachers (Sayeski & Paulsen, 2012; Clarke, 2006;

Handcock, 2013). The National Education Association (2013) suggested that school

districts work with schools to train, support, and recruit teachers who can demonstrate

effective practices as cooperating teachers and provide professional development to

prepare them for their role.

Summary

Understanding the impact a student teacher has on a cooperating teacher is

indescribable. Cooperating teachers remember this impact just as the student teachers

remember this journey; both taking away invaluable experiences and lessons. During this

study, there were many unprecedented revelations that were unveiled; however, three

were determined to be most important. The first one being there is no magical number of

years teaching that make one a great cooperating teacher. What makes a great

cooperating teacher is one that has an open mind and a humble heart and is willing to listen and grow with their student teacher, knowing they can learn just as much as the student teacher (Lewis, 2017; Magaya & Crawley, 2011; Mecca, 2010). These attributes are not the only valuable ones of a cooperating teacher but are ones that are certainly at the top of the desired list.

The second most important revelation is student teachers impact cooperating teacher instructional practices. Student teachers bring in new ideas and thought processes for cooperating teachers. These include organizational ideas, technology apps and strategies, pedagogical knowledge, management styles, and more. A cooperating teacher may try or implement one or two ideas, but just that one idea can cause a change for the cooperating teacher (Arnold, 2002; Handcock, 2013; Holm, 2004). Using these ideas, the cooperating teacher was able to grow by trying new ideas themselves or keeping some of the ideas that the student teacher implemented. Cooperating teachers and student teachers work together to engage students and drive student achievement which is an ultimate goal for teachers (Diez, 2010; Melder, 2014; Pavlini, 2014; Rivera, 2016). This research was able to narrow down the research field by allowing to eliminate and confirm areas of growth for the cooperating teacher while having a student teacher (Clarke et al., 2014; Mecca, 2010).

The final revelation is the amount of reflection that happens when student teachers and cooperating teachers work together. Cooperating teachers find themselves thinking thoroughly through everything they are doing in order to give student teachers the best lessons and instructions possible. Daily reflection is an occurrence that happens individually and as a team between the two. Reflection is a large part of teaching and

helps improve teaching daily. Rajuan et al. (2007) suggested allowing both the preservice and cooperating teacher to reflect on teaching successes and dilemmas promoted learning for both teachers. The self-efficacy determines how much one can do about what is reflected. Once the teachers reflect, they have to decide what they are going to do about it. This process is where reflecting turns into making positive changes in the classrooms of our students!

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Appendix A

Cooperating Teacher Survey

<u>STATEMENT BY CANDIDATE AGREEING OR DISAGREEING TO PARTICIPATE IN THE COOPERATING TEACHER SURVEY</u>

<u>Are you willing to participate in the Cooperating Teacher Survey to further research?</u>

<u>Option 1</u>

[ ] No, I do not want to participate in this study.

Thank you for completing this portion of the form! This will securely allow the researcher to receive a response from everyone.

Thank you for your consideration.

<u>Option 2</u>
[ ] Yes, I want to participate in this study.

Consent to Participate in Cooperating Teacher Study

The following information is provided to inform you about the research on cooperating teachers. Please feel free to ask any questions you have about this study and the information given below. You will be given an opportunity to ask questions, and have your questions answered. In addition, you will be given a copy of this consent form.

This study is being conducted by Ashton Coppley, a doctoral student of the College of Education at Gardner Webb University at Charlotte in order to better understand the impact of a student teacher on the experience of a cooperating teacher. This research studies the experience of cooperating teachers and determines if student teachers have an impact on the instructional practices, coaching skills, and self-efficacy of cooperating teachers.

Participants in this study will complete an electronic survey on cooperating teaching. This data will be collected over a period of two months. No individual teacher, school, or district will be identified in this study.

This study will give school districts and schools the opportunity to critically examine professional development programs and consider the benefits of using a cooperating teachers as instructional coaches as well as a professional development experience. This study will also enhance the growth of both the student and cooperating teacher.

You are encouraged to contact the researcher and/or his faculty advisor should you have any questions about this study:

Ashton Coppley

This study has been reviewed and approved by the Institutional Review Board (IRB) at Gardner-Webb University. The IRB has determined that this study meets the ethical obligations required by law and University policies.

Participation in this study is voluntary. If you decided to participate, but change your mind later, you may withdraw from the study at any time. The records of the study will be kept private. In published reports, there will be no information included that would make it possible to identify the names of districts, schools, or individuals who participate. *Consent to Participate in Mentor Teacher Study was amended from Burks (2010).

By checking both boxes below I am agreeing that I have read the consent form and agree to participate in this survey.

[ ]I have read this consent form, and all of my questions have been answered. I freely and voluntarily choose to participate in this survey, and I understand I will receive a copy of this form.

[ ] The information contained in this consent form has been adequately explained to me. All my questions have been answered and I freely and voluntarily choose to participate. I understand that I may withdraw my consent at any time.

Enter the Date

_____

Part A: Background Information
1. How many years have you been teaching? _____ years
2. What is your level of education?
   _____ Bachelor's
   _____ Master's
   _____ Doctorate
3. Who trains cooperating teachers in your school/district?
   _____ District personnel
   _____ Building personnel
   _____ Experienced cooperating teachers in the school/district
   _____ Representative from a teacher preparation program
   _____ No training
4. How would you describe the training?
   _____ What we should be doing as cooperating teachers
   _____ Online module training
   _____ Traditional "sit and get" workshop model
   _____ Run-through of expectation and procedures
   _____ No opinion

5. How many years have you spent as a cooperating teacher to student teachers?

_____ 1-2 years

_____ 3-4 years

_____ 5-6 years

_____ 7-8 years

_____ 9 or more

6. How did hosting a student teacher impact your professional growth?

Part B: Teacher Beliefs: Instructional Practices

This part of the survey focuses on the influence of the mentoring relationship on the professional practice of experienced teachers who serve as cooperating teachers.

Instructions: How did your cooperating teacher experience impact your professional growth in each of the following areas? Mark the answers that best indicates the degree to which the statement described you. (5 = A great deal; 4 = Quite a bit; 3 = Some; 2 = Hardly at all; 1 = Not at all)

Instructional Practice					
1. Opportunity to further professional growth	5	4	3	2	1
2. Collaborating with colleagues	5	4	3	2	1
3. Understanding subject matter	5	4	3	2	1
4. Presenting content logically and correctly	5	4	3	2	1
5. Selecting research-based strategies, methods, and materials validated as sound practice with the content area	5	4	3	2	1
6. Organizing and using space, time, and resources more wisely to meet learning goals and objectives	5	4	3	2	1
7. Establishing standards and expectations for achievement	5	4	3	2	1
	5	4	3	2	1
8. Creating and maintaining learning environments	5	4	3	2	1
9. Adapting instructional opportunities for learners	5	4	3	2	1
10. Reflecting on strategies, methods, and materials used in instruction					

Please use this space to write about any of the above statements or the impact the student teacher had on in the area of your instructional practice.

Part C: Teacher Beliefs: Coaching Skills

How did your cooperating teacher experience impact your professional growth in each of the following areas? Mark the answers that best indicates the degree to which the statement described you. (5 = A great deal; 4 = Quite a bit; 3 = Some; 2 = Hardly at all; 1 = Not at all)

Coaching Skills					
1. Helping others is personally rewarding	5	4	3	2	1
2. Opportunity to pass on knowledge	5	4	3	2	1
3. Opportunity to be part of professional network	5	4	3	2	1
4. Managing conflict	5	4	3	2	1
5. Providing and receiving feedback	5	4	3	2	1

6. Communicating clearly and correctly	5	4	3	2	1
7. Planning instruction/designing learning experiences	5	4	3	2	1
8. Using content standards and assessment outcomes as a framework for reflection	5	4	3	2	1
9. Seeking out opportunities to engage in professional development activities	5	4	3	2	1
10. Professional growth as a result of mentoring partner	5	4	3	2	1
11. Understand the change process and will used my influence to initiate and lead change in my school	5	4	3	2	1
12. Seek opportunities to advance and obtain an upper level position (lead teacher, supervisor, assistant principal, instructional facilitator, content specialist/coach, coordinator, etc…)	5	4	3	2	1
13. Participate as a mentor/cooperating teacher in a learning relationship again	5	4	3	2	1

Please use this space to write about any of the above statements or the impact the student teacher had on in the area of your coaching skills.

Part D: Teacher Beliefs: Self-Efficacy

This section is measuring your beliefs on Self-efficacy. Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes (Bandura, 1994). Please answer the following questions based on this information.

How did your cooperating teacher experience impact your professional growth in each of the following areas? Mark the answers that best indicates the degree to which the statement described you. (5 = A great deal; 4 = Quite a bit; 3 = Some; 2 = Hardly at all; 1 = Not at all)

Self-Efficacy					
1. How much can you do to control disruptive behavior in the classroom?	5	4	3	2	1
2. How much can you do to motivate students who show low interest in school work?	5	4	3	2	1
3. How much can you do to calm a student who is disruptive or noisy?	5	4	3	2	1
4. How much can you do to help your students value learning?	5	4	3	2	1
5. To what extent can you craft good questions for your students?	5	4	3	2	1
6. How much can you do to get children to follow classroom rules?	5	4	3	2	1

7. How much can you do to get students to believe they can do well in school work?	5 4 3 2 1
8. How well can you establish a classroom management system with each group of students?	5 4 3 2 1
9. To what extent can you use a variety of assessment strategies?	5 4 3 2 1
10. To what extent can you provide an alternative explanation or example when students are confused?	5 4 3 2 1
11. How much can you assist families in helping their children do well in school?	5 4 3 2 1
12. How well can you implement alternative teaching strategies in your classroom?	5 4 3 2 1

Please use this space to write about any of the above statements or the impact the student teacher had on in the area of your self-efficacy.

Part E: Further Participation

Would you like to participate in a focus group study? Each group will have 3-5 members and will meet for 30-45 minutes.

[ ] Yes, I would like to participate in a focus group
[ ] No thank you

Would you be willing to drive to the PDC (Professional Development Center) to meet for these meetings?

[ ] Yes
[ ] No
[ ] Maybe

Appendix B

Permission to Use the Survey

Survey

Jeremiah Burks <jeremiah.burks@dcsms.org>   ↩ Reply all | ⌄
Tue 7/16, 10:49 AM
Ashton Coppley ⌄

Doctoral Research

You replied on 7/16/2019 10:53 AM.

[EXTERNAL EMAIL]
Please report any suspicious attachments, links, or requests for sensitive information

Hello Ashton,

Yes, you may use the survey in your research. I would very much like to see your findings once the results are in to see what if anything has changed in the last ten years. Best wishes for success with the dissertation!

Regards,

Dr. Jeremiah Baron Burks
Assistant Principal
Southaven Middle School
Phone: (662) 280-0422

Appendix C

Open-Ended Interview Questions

Open-Ended Interview Questions

Focus Group Questions
Instructional Practices
- How did having a student teacher give you opportunities to further your professional growth?
- Give examples of how having a student teacher changed the way you prepare instruction.
- Give examples of how having a student teacher changed the way you deliver instruction.

Coaching Skills
- How is managing conflict less influential than other coaching skill beliefs?
- What is your recommendation to other cooperating teachers for helping (the personal reward or passing on knowledge piece)?

Self-Efficacy
- How do you notice your self-efficacy changing from when you had a student teacher?
- In what way do you assist families in helping kids with homework?

Interview Questions
Instructional Practices
- Give an example of intentional planning you have done since having a student teacher in order to make sure the student teacher is prepared, and you are prepared for teaching.
- As you reflect and evaluate what you do as a teacher, and then evaluate what you do as a cooperating teacher, how does this alter your previous opinions or thoughts on education?
- Describe an activity you altered or stopped using after observing a student teacher use the activity, or after explaining it to the student teacher? (Once you realize it doesn't follow the objective or standard; or what is something that you thought was awesome and wasn't as great as you thought it was)

Coaching Skills
- In instructional beliefs, a number of cooperating teachers didn't help student teachers understand content; however, when it came to the coaching, a number of cooperating teachers don't spend time in coaching content/instruction/design… Explain… Thoughts?
- What is one thing that you learned from your student teacher that you use in the classroom? (Timers, class routines)
- Reflection and passing on knowledge to future generations seems to be the two biggest benefits of our job. Do you agree or disagree? Why or why not?

Self-Efficacy

- What is an example of when you demonstrated caring for a student and the student that you (the teacher) cared? (to the point it made a difference with your self-efficacy)
- Give an example of a way that you have provided a safe, calm, trusting environment for students?

Appendix D

Permission for Research

RE: Doctoral Dissertation

Tue 9/24, 2:55 PM

↩ Reply all | ⌄

Doctoral Research

You replied on 9/24/2019 5:32 PM.

Your project looks very interesting. Since you are not utilizing any student data, I will give you approval to move forward. Let me know if you need any assistance and good luck.