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Educator's Social Representations For Cooperating Teacher Effectiveness: Implications For Policy And Practice

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DEDICATION

To “my Kelly girl” who continues to inspire me every day.

To my parents who taught me to follow my dreams and always finish what I start.

To my late husband who started this journey with me.

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ABSTRACT

The purpose of this study was to identify, examine, and compare core social representation systems for "cooperating teacher" and "teacher effectiveness" through perceptions of members of a regional committee spearheaded by the university, campus administrators, teachers from campuses who hosted student teachers (cooperating teachers), and student teachers through a three-part questionnaire. As well, this study aimed to compare and elaborate the meaning of each groups' core descriptive concepts for "cooperating teacher" and "teacher effectiveness" with those identified by Roberts' (2006) Cooperating Teacher Effectiveness model. Social representations were derived for each participating group of subjects utilizing the structural analysis approach suggested by Abric (1993). Hierarchical structures by examining each concept's for each group were elaborated, and based on these hierarchies core and peripheral concepts for each group's social representations were identified.

Critical to this study was the inability of members of the regional committee and campus administrators being able to establish a social representation for "cooperating teacher". While the group was able to identify descriptive concepts, the overall idea of "cooperating teacher" for this group was ambiguous allowing none of the concepts to become centrally important. Possible reasons included lack of a clearly defined and understood cooperating teacher selection process, lack of a unified mentor training, lack of authentic involvement in the work and practices of cooperating teachers and student teachers, and a lack of support from campus administrators and university personnel.

Only 11 of 28 or 39% of the cooperating teacher effectiveness attributes from this study were found in Roberts' (2006) Cooperating Teacher Effectiveness model where he identified 30 attributes of cooperating teacher effectiveness. Only two of the 11 were found in both

"cooperating teacher" and "teacher effectiveness" core systems and none of these descriptors were share among all four groups. As well, some key attributes according to experts in the field of teaching such as "knowledge of content, pedagogy, and student learning", "metacognitive/reflective practices", and "feedback" were missing all together from a group's social representation or found in the peripheral system rather than the core system. Overall, it was found that social representations of the groups were more unique than alike.

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CHAPTER ONE

INTRODUCTION

The design and structures of teacher preparation programs vary extensively across the nation depending on national, state, and local standards and accreditation policies and how institutions interpret these standards and polices (National Academies of Sciences, 2010; U. S. Department, 2001). A critical and perhaps the most important part of any teacher preparation program is the student teaching experience. In 2011 The National Council on Teacher Quality (NCTQ) released a report titled, "Student Teaching in the United States" where the authors ascertain,

> the stakes in student teaching are high. Teachers have only one chance to experience the best possible placement. Student teaching will shape a student teacher's expectations for their own performance and a mediocre or much less a disastrous placement can never be undone. (p. 1)

Within the student teaching experience, the cooperating teacher is identified as having significant influence in developing a student teacher's attitudes and perceptions regarding their roles and responsibilities as future practitioners (Clarke & Jarvis-Selinger, 2005; Duquette, 1994; Johnson, Holcombe, & Hutchens, 1988; Karmos & Jacko, 1977).

Yet, cooperating teachers' work with student teachers varies in a wide variety of ways. As noted in a 2001 report prepared for the U. S. Department of Education by the Center for the Study of Teaching and Policy,

> Some [cooperating teachers] focus on subject matter and strategy, others assume that novice teachers know the subject matter they will teach, and others focus more on principles and maxims of teaching. Some cooperating teachers offer little by way of

> advice or support. Some collaborating [cooperating] teachers interpret their job as one of socializing the student teacher into the status quo of the school or into the practices of the cooperating teacher. Sometimes cooperating teachers see their role as enabling innovation and independence on the part of the new teachers. (p. 20)

Additionally, the NCTQ's (2011) report examines the quality of the cooperating teacher based on the following qualifications.

1. They must have been in the job long enough that they, too, would not be considered novices.
2. They must be worthy of emulation, meaning that they must be instructionally effective teachers.
3. They must have insight and ability to mentor another adult about the job of teaching. (p. 18)

Using this set of criteria, they estimate that one in every 25 teachers at a campus is qualified and willing to be a cooperating teacher. Moreover, they claim this to be proportionately misaligned with the approximated 186,000 new teachers graduating every year. This implies that each year several pre-service teachers are assigned to less than adequate cooperating teachers. Also reported is institutions' lack of clear, rigorous criteria for the selection of cooperating teachers. Eighty-two percent of the institutions note years of experience as the most common criteria, 38 % require cooperating teachers to have some qualities as a good mentor, and 28 % look for teachers to be effective. Fourteen percent of the institutions in the study consider all three criteria concurrently (NCTQ, 2011, pp. 17-21).

With attention given to teacher preparation programs at the national and state levels, in 2008 and 2010 the Texas Education Agency (TEA) revised their policy regarding teacher

preparation programs. Student teaching is defined by the TEA as "a twelve week full-day teaching experience through a program provided by an accredited university at a public school accredited by the TEA or other school approved by the TEA may lead to completion of a standard certificate" (Texas Administrative Code (TAC) 19, Chapter 228.2). Most traditional teacher preparation programs include a ten to fifteen week student teaching experience that transpires within the four walls of a classroom setting in the context of a student teacher's area of study, a cooperating teacher's expertise and experiences, a diverse group of students with an myriad of talents and challenges. Additionally, the student teaching experience occurs near the end or during the last semester in a traditional teacher preparation program. The student teaching involvement allows the student teacher to be actively engaged in the craft of schooling and begin to construct meaning through real-time experiences with their cooperating teacher and students. Simply stated it is a time when, "theoretical concepts are paired with real life classroom experiences" (Hughes, 2006, p. 115).

A typical model of student teacher supervision occurs in a triadic relationship between the student teacher, a cooperating teacher, and a university or field supervisor. In 2008, TEA revised their policy for teacher preparation programs to include the on-going support of a field supervisor—defined as, "a certified educator, preferably with advanced credentials" (TAC 19, 228.35). Field supervisors are to be hired by the teacher preparation program to observe assigned student teachers, monitor their performances, and provide constructive feedback to improve their effectiveness as an educator. Field supervisor candidates must receive training as a field supervisor and be prepared to oversee each of their assigned student teachers with structured guidance and regular ongoing support (TAC 19, 228.35). Additionally field supervisors:

- must make the initial contact with their assigned candidate within the first three weeks,
- must provide a minimum of three with no less than 45 minute duration observations—the first observation must occur within the first six weeks,
- document instructional practices observed,
- provide written feedback through an interactive conference with the candidate, and
- provide a copy of the written feedback to the candidate's campus administrator. (TAC 19, 228.35)

In addition, field supervisors are expected to provide informal observations and coaching as appropriate (TAC 19,228.35).

On the other hand, a cooperating teacher is defined by the TEA as "the campus-based mentor teacher for the student teacher or clinical teacher" (TAC 19, 228.2). TEA elaborates on the meaning through their definition of a campus-based mentor as

> a certified educator assigned by the campus administrator who has completed mentor training; who guides, assists, and supports the beginning teacher in areas such as planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies; and who reports the beginning teacher's progress to that teacher's education preparation program (TAC 19, 228.2).

TEA requires the education preparation program to collaborate with campus administrators in order to assign each student teacher a cooperating teacher during their student teaching experience. It is the responsibility of the teacher preparation program to provide cooperating

teachers scientifically-based research mentor training; however a school district can provide the training if it is properly documented (TAC 19, 228.35).

While it is a shared responsibility of teacher educators, field supervisors, cooperating teachers, and school administrators to support a positive experience that promotes the professional learning of a student teacher, it is well documented that student teachers view their cooperating teacher as having noteworthy influence during their student teaching experience (Copas, 1984; Duquette, 1994; Karmos & Jacko 1977; Lowther, 1968). John Dewey (1938) cautions that not all practicum experiences are good experiences. He states,

> The belief that all genuine education comes about through experiences does not mean that all experiences are genuinely or equally educative. Experience and education cannot be directly equated to each other. For some experiences are miseducative. Any experience is miseducative that has the effect of arresting or distorting the growth of further experience. (Chapter 2, para. 4).

Furthermore, in his theory of experience, Dewey (1938) notes that experience arises from the interaction of two principles—continuity and interaction. He asserts that continuity is every experience a person has will influence his or her future, for better or for worse. He refers to interaction as the situational influence on one's experience. In other words, one's present experience is a function of the interaction between one's past experiences and the present situation.

It is important to consider, then, that cooperating teachers can greatly influence the student teacher's teaching context and, also, their behavior and beliefs in both positive and negative terms (McIntyre, Byrd & Foxx, 1996). Understanding that cooperating teachers have the power to either promote or hinder a student teacher's professional growth requires us to pay

attention to who our cooperating teachers are and how their language, values, beliefs and behaviors influence the development of a student teacher's professional growth. TEA does not elaborate on or define what constitutes cooperating teacher effectiveness. They simply state that they must be "a certified educator, have completed mentor training, must guide, assist and support in the areas of planning, classroom management, instruction, assessment, working with parents, obtaining materials, district policies and report progress" (TAC, 19, 228.2).

But, what does this tell us about effectiveness? How do we know that teachers who are selected to be a cooperating teacher are indeed effective? To what degree of depth and complexity are our cooperating teachers supporting, guiding, and assisting student teachers in the craft of teaching and learning? This raises questions about how state actors, university personnel, school administrators, student teachers, and cooperating teachers, themselves, define cooperating teacher effectiveness beyond a set of perfunctory criteria. Questions such as, "what does it mean to be an effective cooperating teacher, what does effectiveness look like, sound like, feel like, what considerations does one need to reflect on when thinking about who their cooperating teachers should be, why does "effective" cooperating teachers matter, how do we value cooperating teacher effectiveness," should be asked, discussed, deliberated, and negotiated in order to determine a universal unambiguous understanding and common lexicon.

Linda Darling-Hammond (2006) helps us understand the fundamentals of teacher effectiveness by exploring how we learn to teach and describing three challenges in learning to teach—the challenges of "the apprenticeship of observation, the problem of enactment, and the problem of complexity" (pp. 35-40).

The Apprenticeship of Observation

First, teachers need to know that they must teach differently than they were taught. Darling-Hammond (2006) cites Lortie (1975) who submits this challenge as "the apprenticeship of observation," which refers to "the learning that takes place by virtue of being a student for twelve or more years in traditional classroom settings" (p. 35). Student teachers often enter teaching assuming they know how to teach and believe a few strategies, skills, and some technical routines are all that is required to be a good teacher (Darling-Hammond, 2006). Feiman-Nemser (2001) uses Ball's (1988) description that when student teachers imagine themselves teaching, they often picture themselves in front of a group of attentive students presenting information, going over problems and giving explanations. In order for student teachers to develop and amend their deep-rooted beliefs they need opportunities to critically scrutinize them. Typically student teachers are not privy to how a cooperating teacher goes about thinking through a lesson and their personal reflections on classroom events. Therefore, they are not pressed to place a teacher's actions into an instructional or pedagogical framework (Darling-Hammond, 2006). As cited by Feiman-Nemser (2001) "the study of teaching requires skills of observation, interpretation, and analysis" (p. 1019). Cooperating teachers must engage student teachers in thoughtful discussions of actual teaching and critical examinations of their entering beliefs (Feiman-Nemser, 2001).

The Problem of Enactment

Next, Darling-Hammond (2006) cites what Mary Kennedy (1999) refers to as "the problem of enactment" where "learning to teach requires that new teachers not only "think like a teacher" but, also, "act like a teacher" (p. 35). During their university coursework student teachers are introduced to the language and behaviors of the craft of teaching through theoretical

frameworks coupled with their own preconceived ideas about certain aspects of teaching based on past educational experiences. Once student teachers enter the classroom under the guidance of their cooperating teacher, they have firsthand opportunities to use curriculum and instructional approaches to plan and facilitate learning tasks in the presence of groups of diverse students. However, as Darling-Hammond (2006) points out several ideas and strategies about teaching "emerge during the course of enacting plans that cannot be fully known ahead of time in the abstract or theory of practice" (p. 37). If student teachers have no opportunities to engage in a student teaching experience where critical concepts are modeled in practice and deconstructed for further study, they may enact certain ideas about practice differently from what their teacher program intends (Darling-Hammond, 2006).

The Problem of Complexity

Last, learning to teach entails student teachers to understand and respond to the complexities of the classroom milieu which involves juggling numerous academic and social goals that set up continuous daily negotiations (Darling-Hammond, 2006). Teaching is laden with complex and demanding tasks that require teachers to make hundreds of decisions simultaneously every day (Lambert, 2001). The mission of schools is to prepare a diverse set of students regardless of ethnicity, gender, background, readiness levels, interests and experiences for high standards of learning using a multitude of instructional strategies that attend to various learning styles, this alone forces teachers to accomplish a more elaborate kind of teaching than in the past. Teachers are asked to prepare students to engage in rigorous and critical thinking that extend beyond standardized curriculum objectives and expectations. Darling-Hammond (2006) describes this

> like simultaneously pursuing both sides of a double helix that repeatedly intertwines and separates and intertwines again: the teacher bends the curriculum toward the students by making connections and adaptations and then nudges students toward the curriculum by scaffolding and motivating their learning. (p. 40)

Background and Rationale for the Study

During a student teacher's time with their cooperating teacher they participate in amalgamated social, cultural, and political systems of the university, district, campus, and classroom teacher. However, most profoundly, the student teacher is influenced by a system of values, ideas, and practices and learns the daily talk and actions of their cooperating teacher and those he or she is closely tied. Indeed, cooperating teachers should demonstrate the "desired" teaching behaviors expected of student teachers (Garton & Cano, 1994, p. 213). With this in mind, "the value of the direct learning experience in schools seems to depend upon the quality of the [cooperating] teacher with whom the student [teacher] is placed" (Copas, 1984, p. 49). Therefore, not only does the cooperating teacher need a solid understanding of what it takes to become a professional teacher and the challenges it brings as previously described, they need to understand that being a cooperating teacher requires them to go from being a classroom teacher to a teacher of teachers. Also, it requires them to engage in making visible their thinking about the challenges of learning how to teach (Feiman-Nemser & Buchmann, 1985). In particular, cooperating teachers need to know that student teachers approach their student teaching experiences with preconceptions about what classrooms are like and what teachers do. They should be willing and prepared to plan for the learning of their student teacher (Feiman-Nemser & Buchmann, 1985).

Assuredly, we cannot assume that all cooperating teachers have the qualities and disposition to help advance the development of student teachers (Atputhasamy, 2005). Atputhasamy (2005) emphasizes

> the assumption that any teacher who is effective with students in the class has the capacity to be a successful teacher educator cannot be taken as the sole criterion for selecting cooperating teachers. It is important to establish some criteria that reflect local definition of teacher expertise, evidence of commitment to mentoring and personal qualities that reveal self-confidence, interpersonal skills and empathy in relationship to others. (p. 9)

Learning to teach in and of itself is complicated and a highly complex and social undertaking. Within different social contexts individuals are constantly co-constructing their understanding of the complexities of teaching through their daily talk and action (Wagner, Duveen, Jovchelovitch, Jovechelovitch, Lorenzi-Cioldi, Markov & Rose, 1999). How these individuals and groups of individuals perceive and make sense of teaching impacts their understandings and perceptions of cooperating teacher effectiveness. Because members of the regional committee, campus administrators, teachers from campuses who host student teachers and student teachers are all included to some extent in the decision-making of who our cooperating teachers are and what they do, it is important to unpack and examine these collective beliefs about cooperating teacher effectiveness from their different perceptions.

The literature on cooperating teacher effectiveness presents a limited number of studies who examine perceptions of cooperating teacher effectiveness from the lens of the student teacher and or cooperating teacher (Clarke & Jarvis-Selinger, 2005; Edwards & Briers, 2001; Epps, 2010; Harlin, Edward, & Briers, 2002; Kasperbauer & Roberts, 2007). Notably, Robert's

(2006) developed a Cooperating Teacher Model of Effectiveness (see Figure A1) which identifies a categorical listing of attributes. He categorizes cooperating teacher effectiveness into four broad categories: "Teaching/Instruction, Professionalism, Student Teacher/Cooperating Teacher Relationship and Personal Characteristics" (p. 9).

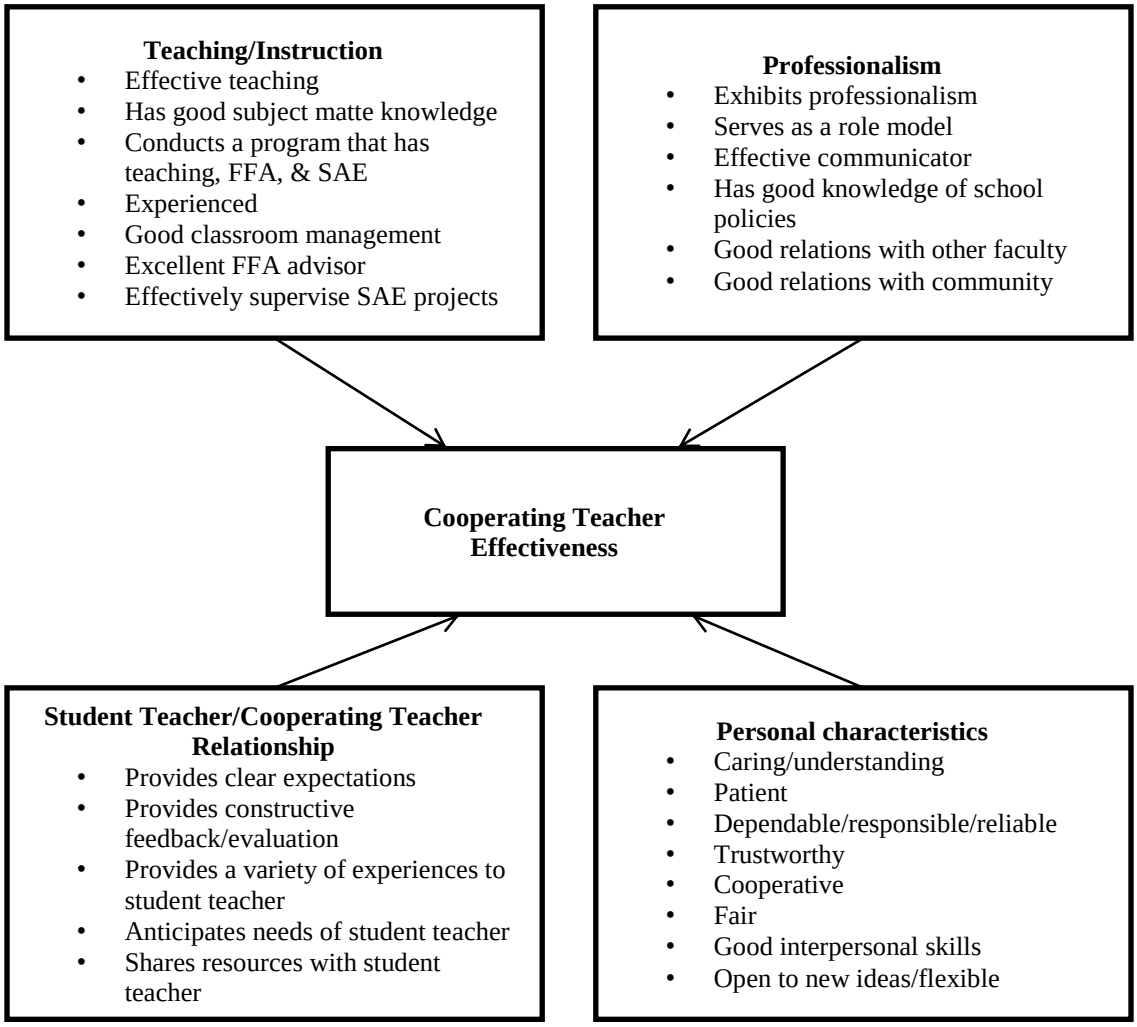

Figure A1. Model of Cooperating Teacher Effectiveness by T. G. Roberts, 2006, *Journal of Agricultural, 47(3),* p 9.

However, the model offers no extension or elaboration about exactly what is meant by each characteristic, rather it provides a list of perfunctory and personal characteristics of effectiveness

that are left to interpretation. Additionally, his study is limited to the perceptions of only student teachers and the field of agriculture education.

To this end, there exists a gap in the literature when examining other groups' perceptions on cooperating teacher effectiveness. Additionally, there are no studies that I became aware of or was able to identify through the literature review that examined different educators' perceptions of "cooperating teacher" and perceptions of "teacher effectiveness" simultaneously, and, yet, independently.

Purpose of the Study and Research Questions

Because it is the cooperating teacher who provides the initial social contexts for a student teacher by way of how they themselves think and acts like a teacher while interacting with students, it is, therefore, he or she who plays a compelling role in the professional development and preparation of their student teacher. Cooperating teachers set the affective and academic setting by the way they perceive, understand, and carry out their role as a teacher educator. The way they perceive, understand, and carry out their role as a teacher educator, shapes the way a student teacher begins to learn and process the complexities of learning how to teach. It is important, then, to examine the perceptions that varying groups of educators have about "cooperating teacher" and "teacher effectiveness".

This study examines the social representations for "cooperating teacher" and social representations for "teacher effectiveness" from varying groups of educators; more specifically it aims to identify concepts that represent social representations of members of the regional committee, campus administrators, teachers from campuses who hosted student teachers (cooperating teacher), and student teachers. Given that the literature provides a broad body of

research that determines the role of the cooperating teacher as one of the most influential on a student teacher's teaching experience, yet a limited body of research that defines cooperating teacher effectiveness, I investigated the following questions.

1. What social representations about "cooperating teacher" can be identified from four different groups—members of a regional committee led by university personnel, campus administrators, teachers from campuses who hosted student teachers, and student teachers?
2. What social representations about "teacher effectiveness" can be identified from four different groups—members of a regional committee led by university personnel, campus administrators, teachers from campuses who hosted student teachers, and student teachers?
3. How do the social representations identified for "cooperating teacher" compare within and among the groups—members of a regional committee led by university personnel, campus administrators, teachers from campuses who hosted student teachers, and student teachers.
4. How do social representation identified for "teacher effectiveness" compare within and among the groups— members of a regional committee led by university personnel, campus administrators, teachers from campuses who hosted student teachers and student teachers.
5. How do social representations identified for "cooperating teacher" and "teacher effectiveness" link together?

By identifying the various conceptions for "cooperating teacher" and the various conceptions for "teacher effectiveness", this study supports frameworks for "cooperating teacher" and "teacher

effectiveness" that will inform and support policy and practice that outline who the cooperating teachers should be and what is expected of them in terms of effectiveness during the critical time of a student teacher's initiation into teaching.

Limitations and Assumptions

Assumptions of this study include the following:

1. It is possible to identify cooperating teacher effectiveness.
2. Participants are honest.
3. Social representations theory is an appropriate approach for studying different groups' perceptions of "cooperating teacher" and "teacher effectiveness".
4. A timed-prompted open-ended questionnaire appropriately gets at participants in-use theories of action versus their espoused theories of action (Argyris & Schon, 1978).

Limitations of this study included the following:

1. As the researcher, I participated in the regional committee hosted by the university that supported making decisions for their teacher education program. I was involved in developing an online cooperating teacher mentor training that was to be implemented in the fall of 2012. Also, I coordinated the teacher induction program in my district until the spring of 2012. As coordinator, I supported overseeing placement of student teachers with cooperating teachers. Therefore, my role as an authority figure in the program may have influenced participant responses. As well, my knowledge and experiences as a member of the regional committee and the district's teacher induction coordinator influenced my interpretation of the data results.

2. The study is conducted in one district limiting the perceptions of the cooperating teacher and school administrators to the influences of that district.
3. A limited number of perceptions from other school districts are included from those participants who served on the regional committee.

The study is organized by the following:

- Chapter 2 includes a body of both conceptual and empirical studies that examines the role of the cooperating teacher and teacher effectiveness. As well, it establishes social representation theory as best suited for this study.
- Chapter 3 outlines the methodology as descriptive statistics coupled with a structural analysis approach. As well, it provides the background and context of the study.
- Chapter 4 includes an analysis and interpretation of the results from each group in relation to their identified concepts for "cooperating teacher." The analysis for members of the regional committee and campus administrators includes results of the data as well as an interpretation and discussion of driving issues based on my experiences as a member of the regional committee and my role as the district's induction coordinator coupled with what experts in the field of teacher preparation have found. The analysis for teachers from campuses who hosted student teachers and student teachers includes results of the data and an explanation of how social representations are established. Also, open-ended responses are used to interpret each group's core concepts within their social representation.
- Chapter 5 includes an analysis, interpretation, and discussion for each groups' core concepts within their established social representations for "teacher effectiveness".

Participants' open-ended responses from the questionnaire in the study, research from experts in teacher preparation as well as my experiences as a member of the regional committee and the district's induction coordinator are used to analyze and interpret the data. Additionally, each group's core concepts are compared to Roberts' (2006) Cooperating Teacher Effectiveness model for similarities and differences. Identified core concepts among the groups are compared for similarities and a discussion of how identified concepts for "cooperating teacher" and "teacher effectiveness" linked together is included.

- Chapter 6 includes a discussion of my conclusions, recommendations, limitations and possible future studies.

CHAPTER TWO

REVIEW OF THE LITERATURE

"Improvements to the quality of the teacher workforce have the potential to radically improve the performance of America's schools," (Goldhaber, 2013). Due to the passing of federal policy No Child Left Behind in 2002, by the end of the 2005-2006 school year the U. S. Department of Education (USDOE) mandated that all elementary and secondary teachers of core academic subjects must be "highly qualified". "Highly qualified" is defined as a teacher attaining their full state certification, having a high level of content knowledge, and having earned a bachelor's degree. During this time the USDOE "contend that extensive preparation in pedagogy is counterproductive in producing high quality teachers as defined by federal policy in NLCB" (Boe, Shin, & Cook, p. 158).

In 2007, Boe, Shin, and Cook designed research to analyze data from a national perspective between the amount of teacher preparation and variation in qualifications of beginning special and general education teachers. Teacher self-reports (1999/2000) conducted by the National Center for Education Statistics is used for their study. This survey provided the researchers with information about the amount of preparation in pedagogy, practice teaching, and teacher qualifications, such as, certification status. In regards to the two central components of "highly qualify teachers", they concluded that "completing extensive preparation in pedagogy and supervised teaching [cooperating teacher] contributes a great deal to preparing qualified beginning teachers" (p. 173). They, also, concluded that "de-emphasizing instruction in

pedagogy and supervised teaching [cooperating teacher] is counterproductive in producing a national force of "highly qualified teachers" (p. 173).

The National Council for Accreditation of Teacher Education's (2010) summary of key research findings on teacher preparation also identify pedagogical training and clinical practice as key components that impact what makes an effective teacher. Darling-Hammond (2005) states, "perhaps the most pervasive pedagogy in teacher education is that of the supervised student teaching, which has long been acknowledged as having a profound impact on student teachers," (p. 409). She cautions that

> the actual student teaching experience is highly variable both within and across programs. Variables include "how cooperating teachers are recruited, how the experience is guided, and what the expectations are for both the novice [student teacher] and cooperating teacher, (p. 409).

It is well documented that cooperating teachers have a commanding influence on the conditions of the student teaching experience. Yet as noted, their work with student teachers varies significantly based on how their expectations as a teacher of teachers has been communicated and, possibly more importantly, their own set of ideas, beliefs, and values about teaching and learning they have amalgamated through their years of experience as a teacher. Insert into the classroom a student teacher who brings their own set of ideas, beliefs and values about teaching and learning influenced by their personal schooling experiences and their college coursework into the cooperating teacher's social context and a new merger of ideas, beliefs and values about teaching and learning begins.

This chapter examines relevant literature that explores how cooperating teachers' beliefs and actions influence the development of their student teachers. Presented, as well, is literature

that investigates different perceptions about cooperating teachers and how student teachers perceive their relational roles. Attributes of teacher effectiveness are investigated and explored through the presented literature of different perceptions about cooperating teacher effectiveness. Additionally, this chapter lays out how social representations theory is regarded within an educational context, specifically how different groups—cooperating teachers, student teachers, school administrators, and university personnel might understand and make sense of what is meant by "cooperating teacher" and "teacher effectiveness".

The body of literature that explores cooperating teachers and their work is broad. It includes conceptual literature that describes the student teaching experience as one of the most influential components in preparing how student teachers begin to think and act like a teacher (Dewey, 1938; Hughes, 2006; Perry & Power, 2004). It, also, includes empirical studies that examine the role of the cooperating teachers and characteristics that define their role and how cooperating teachers' beliefs and actions impact the professional growth of student teachers (Boudreau, 1999; Fairbanks, Freedman, & Kahn, 2000; Feiman-Nemser & Buchmann, 1986; McNay & Graham, 2007). Other studies (Atputhasamy, 2005; Clarke and Jarvis-Selinger, 2005; Kasperbauer and Roberts, 2007; Roberts and Dyer, 2004; Roberts, 2006) examine different perspectives about cooperating teachers' expectations and effectiveness in the context of the student teacher experience.

Theories cannot be taught in a vacuum; prospective teachers need to understand the relationship between the ideas they are taught and the applications they encounter (Hughes, 2006). The student teaching experience is an important approach for student teachers to develop the understanding of the why, what, and how of teaching and learning. Simply placing student teachers in the field with an experience teacher does not automatically result in a valuable

experience (Hughes, 2006). Dewey (1938) asserts that "…it is not enough to insist upon the necessity of experience, nor even the activity in experience. Everything depends upon the quality of the experience had" (Chapter 2, para. 4).

Perry and Power (2004) describe a conventional model of field experience as one where a student teacher works with a cooperating teacher taking over more teaching tasks as the semester progresses often imitating the cooperating teacher without examining why. They argue that student teachers focus mainly on the observable behaviors of their cooperating teachers with little to no recognition of the cooperating teachers' reasoning behind those observed behaviors or their own thinking. Perry and Power (2004) identify teacher's practical knowledge as the knowledge developed through practice and reflection of that practice. This knowledge owned by the cooperating teacher has the potential to assist the student teacher in understanding the contexts and complexities of teaching. However, in the conventional model of field experience, cooperating teachers do not share their implicit theories and their thinking behind their teaching practices. Perry and Power (2004) contend that only when cooperating teachers begin to make explicit their practical knowledge will student begin to think and act beyond just modeling their behaviors.

Boudreau (1999) found through his qualitative research study of thirty-six cooperating teachers taking a course in supervision that cooperating teachers conceived their role as a facilitative function. Meaning, they were primarily concerned with providing encouragement and the opportunity to learn by trial and error. He found that participants in his study did not perceive supervising student teachers as a means to develop reflective practices on teaching. He argued that the "automaticity" cooperating teachers have developed represents an obstacle when they assume the role of cooperating teacher, especially in developing a reflective teacher. Further, he

found cooperating teachers need to bring their routine actions back to a conscious level and consider them carefully before being able to explain them to a student teacher and to present the reflective process used to develop the routine.

Fairbanks, Freedman, and Kahn (2000) corroborates Boudreau's work, but suggest the cooperating teacher and their student teacher are constantly involved in a complex negotiation trying to figure out who they are as cooperating teachers and student teachers. Fifteen pairs of cooperating teachers and student teachers participated in action research that explored the characteristics of successful mentoring. Through the course of the student teaching experience both the cooperating teacher and student teacher documented their experiences, attended workshops, observed and discussed a videotaped lesson, and each composed a reflective essay that addressed a significant aspect of their mentoring experience. Student teachers quickly noted teaching not only included planning and presenting lessons, but a host of additional tasks such as paperwork, after school meetings, bus duty, and parent conferences that interrupted the daily routines of teaching. The nature of this qualitative research pressed cooperating teachers to think about teaching practices that they did and why. They found it difficult, but necessary, to clearly articulate practices they have acquired over the years explicit enough for their student teachers to grasp how they do things and why.

McNay and Graham (2007) add a further dimension to this notion of metacognitive practice—thinking about your thinking on teaching practices. They sought to understand if identifying an educational vision as a teacher is important to develop during the student teaching experience. In a questionnaire designed to explore the origins of each cooperating teacher's vision and their work with student teachers, the researchers found that cooperating teachers feel

responsible for providing their student teachers supportive and respectful contexts in which they would take risk to build their confidence.

While this next study in this review is dated, the researchers' findings, insights, and views on "metacognitive" practices are foundational to later studies on similar topics. Therefore I include it here because of its foundational importance. Feiman-Nemser and Buchmann's (1985) case studies of two pairs of cooperating teachers and student teachers dramatize the failure of cooperating teachers to take serious their role as teacher educators. However, through their dramatization they identify the same key idea that a cooperating teacher must share their thinking with their student teacher by talking aloud about what they are doing and why. They found that cooperating teachers fail to model aloud their reasons for decisions and actions and, in turn, ask their student teachers to do the same. They establish that cooperating teachers are effective classroom teachers, but fail at being a teacher educator who clearly articulates to their student teacher the difficulties inherent to finding out what students know and what they need to learn.

Additionally, Feiman-Nemser and Buchmann (1986) identify another key idea not specifically noted by the other studies. They found that both cooperating teachers praise their student teachers more than they give constructive specific feedback. These cooperating teachers thought it important to build their student teacher confidence with praise instead of feedback in areas they were struggling. Feiman-Nemser and Buchmann (1986) argue that praise without specific feedback will not support the development of a student teacher to the next level of professional growth.

So far these studies have identified the importance of going beyond technical supervision to engaging student teachers in authentic dialogue that explain what they are doing and why.

More recently studies specifically examine cooperating teacher effectiveness through the lens of different groups' perceptions developed as a result of involvement in the student teaching process. Atputhasamy (2005) studied the concerns and expectations of student teachers and their perspectives on the level of help they receive during their student teaching experience. Through an open-ended questionnaire he established the 20 most common areas of concern and developed survey questionnaires from which areas were categorized into four broad areas: teaching the curriculum, functioning well in the school environment, classroom management, and evaluation and feedback. More than 80% of the participants considered teaching the curriculum, classroom management, and evaluation and feedback as most important. However, from the perspective of the student teachers in Atputhasamy's (2005) study, the level of help actually provided by the cooperating teacher fell short of the expectations of the student teachers in all areas.

Clarke and Jarvis-Selinger (2005) used Pratt's and Collins (1992) and Pratt's (1998) Teaching Perspective Inventory (TRI) to differentiate between five perspectives on teaching:

> Transmission perspective — is directly associated with content or subject matter expertise where it is the learners' responsibility to learn the content in its sanctioned forms. Developmental perspective—is anchoring new knowledge to prior knowledge to understand how their learners think and reason about content. Apprenticeship perspective—assumes both teaching and learning are rooted in the doing and talking about their work of authentic tasks in real classroom settings. Nurturing perspective—promotes a climate of caring and trust helping student teachers set challenging but achievable goals and support learners' efforts in achieving them. Social Reform perspective—emphasizes that the practice of teaching is inherently political and any

discussion of teaching should not be isolated from the social milieu in which it occurs. (p. 67)

For their study they used Pratt's (1998) description of a teaching perspective, "the beliefs, actions, motivations and intentions in relation to the manner in which one conceives the context of learning" (p. 66). They found more than half of the 301 cooperating teachers who participated operate from a Nurturing perspective, describing trust and caring as pivotal attributes of the perspective. The researchers caution that while the Nurturing perspective is an essential perspective for cooperating teachers to draw from in terms of establishing trustful and caring relationships, the near absence of the other perspectives can be problematic in that this perspective can remain tacit and unchallenged. They, also, note it stifles what could be a rich engaging conversation among cooperating teachers as they compare and contrast their ways of working with student teachers.

Roberts and Dyer (2004) conducted a Delphi study to determine the characteristics of effective cooperating teachers in the field of agriculture. They concluded there are nineteen characteristics that support five categories of effectiveness. These categories include: "Instruction, Advising, Professionalism, Relationship, and Personal Characteristics" (Roberts, 2006, p. 2). While the study captures and categorizes cooperating teacher effectiveness into a model of effectiveness it is a small sample size ($n = 7$) and is limited to the student teacher's perspective.

In 2006 Roberts replicated the work of Roberts and Dyer (2004) again using a Delphi study that consisted of three face to face sessions beginning by asking participants, "What are the characteristics of an effective cooperating teacher" (p. 4). Participants identified 35 characteristics and through a constant-comparative method (Glasser & Strauss, 1967), Roberts

refined Roberts and Dyer's (2004) original model into four categories and developed a visual representation, (pp. 8-9). The categories include, "Teaching/Instruction, Professionalism, Student Teacher/Cooperating Teacher Relationship, and Personal Characteristics" (p.9). Again, his sample is small (n = 13) and limited to the field of agriculture. Additionally, the study is limited to only identifying attributes without deconstructing or unpacking exactly how a cooperating teacher exhibits effectiveness through specific characteristics such as "constructive feedback", "patience", and "professionalism".

In another study that focuses on perceptions about the student teacher and cooperating teacher relationship, Kasperbauer and Roberts (2007) asked student teachers at four different points during their student teaching semester to indicate the importance level from high to low of fourteen different characteristics related to the student/cooperating teacher relationship and the current level of these characteristics as possessed by their cooperating teacher to see if student teachers perceptions change throughout their experience. They found that regardless of the student teachers' advancement through their student teaching experience they consider the relationship with the cooperating teacher important. However, their perceptions of the level to which cooperating teachers' exhibit the characteristics needed for a good relationship decreased as the student teaching experience advance. Again, like previous studies discussed, this study is limited to only one perspective, that of the student teacher and does not go into any depth on the meaning behind each attribute of effectiveness.

What defines teacher effectiveness or what makes a great teacher, are questions that many educators have asked and pondered throughout time. Depending on whom you ask will result in different responses. If you ask a group of students what makes a great teacher they most likely will give you a list of attributes that include someone who is nice, fun, and fair. If you ask

student teachers, principals, teacher educators, and or parents, all of these groups will most likely produce some similar and some different responses. Trying to understand teacher effectiveness can be compared to herding cats, once you think you have one attribute tightly secured it slips away and you find yourself chasing after another one. Yet, in order for us to make sense of what we do and why, there needs to be some measure or framework to help conceptualize what teacher effectiveness looks like and sounds like.

Pacheco (2009) "studied the context of teacher quality by examining the most basic teacher-student interaction" (p. 165). By mapping and examining the interaction of one teacher-student interaction and how that interaction plays out into multiple interactions with the teacher and students within array of multilayered contexts, he gives us a starting place to begin to understand the complexities of teaching and the multitude of possible attributes for quality teaching. In alignment to this thinking, Darling-Hammond and Bransford (2005) reports "teacher educators [university personnel, school administrators and cooperating teachers] must work out a conceptual framework or cognitive map in order to structure the content they are teaching so they can explain the structure to prospective teachers [student teachers]," (p. 397).

To examine teacher effectiveness further I found most studies regarding teacher effectiveness connect its value to student achievement and or teacher qualifications. However, some researcher have begun to look beyond just student achievement and teacher qualifications. Stronge, Ward, and Grant (2011) used a two phase process to determine teacher effectiveness versus ineffectiveness and the relation to student achievement. In Phase I, they used two years of student test scores in reading and math from three public school districts. Through a regression-based methodology a hierarchical liner modeling was used to determine top and bottom quartile teachers based on multiple variables. They found students taught by the top quartile teachers

have significant gains over those taught by bottom quartile regardless of gender, ethnicity, free or reduced lunch status and English as a second language, special education status, and prior achievements on reading and math scores.

Phase II used classroom observations that captured questioning activities and time on task coupled with a teacher survey and data from the Teacher Effectiveness Rating Form. Effective teachers demonstrated significant differences on four of the 15 variables: classroom management, better organized, more positive relationships with students, and greater student responsibility," While this study is significant in that it goes beyond solely tying teacher effectiveness to student achievement, it is specific to classroom teachers not cooperating teachers. As stated by Feiman-Nemser and Buchmann (1986),

> just as becoming a classroom teacher involves making a transition from being a student to being a professional, becoming a mentor [cooperating teacher] involves making a transition from classroom teacher to teacher educator. p. 42

When a classroom teacher transitions to a teacher educator, what attributes are needed to be successful? "There is a common belief in the educative value of firsthand experience. We say things like "that was a real learning experience," "practice makes perfect," "experience is the best teacher," and "let experience by your guide" (Feiman-Nemser & Buchmann, 1985, p. 1). Most teachers claim that most of what they know and do about teaching and learning come from real-time experiences (Feiman-Nemser & Buchmann, 1985). As demonstrated through this review of literature student teachers spend their first experience under the direct guidance of a cooperating teacher making them well situated to provide the conditions for student teachers to assimilate into the school culture and function successfully in the school environment. However,

it is, also, well documented how the different perceptions about the role and effectiveness of the cooperating teacher impact the professional growth of the student teacher.

While many studies have explored perceptions about the role and effectiveness of cooperating teachers' or the student teachers' perceptions it is difficult to locate studies that have considered congruently the perceptions of student teachers, cooperating teachers, campus administrators and university personnel. As well, I found no study during my research that separated "cooperating teacher" and "teacher effectiveness" in order to get a deeper understanding of a group's perceptions. In determining what theory is best suited to study four different groups and two different concepts, I use Moscovici (1976) social representation theory. In the study, Theory and Method of Social Representation, Wagner et al. (1999) presents details of methods used and findings to illustrate Serge Moscovici's (1976) social representation theory. Wagner et al. (1999) uses Moscovici's (1973, p. xiii) definition to define social representation as

> a system of values, ideas and practices with a twofold function: First to establish an order which will enable individuals to orient themselves in their material and social world and to master it; and secondly to enable communication to take place amongst members of a community by providing a code for social exchange and a code for naming and classifying unambiguously the various aspects of their worlds and their individual history and group history. (p. 96)

Focusing on how different groups characterize "cooperating teacher" and how they characterize "teacher effectiveness", Serge Moscovici's (1973) social representations theory is well-matched for this study since his theory examines how groups interpret their collective experiences and how they make sense of their roles through these experiences. Social representation theory directs consideration to structures of daily discourse about a particular idea,

value or practice (Stenzel, Saha, & Guareschi, 2006). Because "social representations are socially and culturally shared, the quest for their ultimate origins often lead to the attention of agents such as media, parents, peer groups, and schools, depending on the target group being studied" (p. 613).

In terms of cooperating teachers there exists a universal understanding of this group's identity in that they support the professional growth of preservice teachers, assumable for the better. Yet, what sets a cooperating teacher apart from being just a classroom teacher? As noted before "becoming a professional teacher involves a transformation from person to teacher, so becoming a teacher of teachers (cooperating teacher) means shifting to another role" (Feiman-Nemser & Buchmann, 1985, p. 65).

According to Wagner's et al. (1999) explanation of social representation theory, there should exist a shared understanding of what distinguishes cooperating teachers as a social group based on a shared social identity. Social representation theory offers an authentic and culturally-webbed approach for studying how different educators construct their understanding of "cooperating teacher" and "teacher effectiveness" deemed essential when supporting and coaching student teachers. Social representation theory is, also, novel in that it has not been used in studies regarding "cooperating teacher" and "teacher effectiveness". The theory is relevant for studying these understandings of "cooperating teacher" and "teacher effectiveness" in several ways. It will help educators anchor a set of understandings for "cooperating teacher" and "teacher effectiveness" as identified by varying levels of educators by naming and objectifying them. This act of naming and objectifying can begin to expose the abstract and ambiguous issues of "cooperating teacher" and "teacher effectiveness" into recognizable frames of references. Developing frames of references that different actors involved in the preparation of student

teachers can recognize can offer new dimensions and qualities to their work of preparing teachers for the profession of teaching and learning (Wagner et al., 1999).

How are the abstract and relational concepts for "cooperating teacher" and "teacher effectiveness" objectified into concrete elements of public thinking? According to Hoijer (2011), objectification occurs when different groups' thinking about "cooperating teacher" and about "teacher effectiveness" is made visible and regarded as concrete anecdotal evidence. With this evidence of ideas of "cooperating teacher" and "teacher effectiveness", a complex and abstract phenomenon becomes materialized into similar frames of references and transformed into everyday common language. Assumptions and patterns of thoughts about "cooperating teacher" and "teacher effectiveness" from all key actors is exposed by their "in-use" theories (Argyris & Schon, 1978) allowing researchers to identify problems of practice and develop frameworks that will explore and examine these practices that get at the root of the problems rather than superficially acknowledging them.

In summary, several studies have determined that cooperating teachers have significant influence on their student teacher's professional growth during the student teaching experience and have identified the roles and responsibilities of cooperating teachers. Other studies have identified what student teachers and cooperating teachers perceive as attributes of cooperating teacher effectiveness. This study adds to the current knowledge base of cooperating teacher effectiveness by examining multiple perceptions within the context of a borderland community. Additionally, the study attempts to unpack a deeper level of understanding of some of the characteristics of cooperating teacher effectiveness already identified by Roberts (2006) model of Cooperating Teacher Effectiveness.

CHAPTER THREE

METHODOLGOY

The purpose of this study is to investigate social representations for "cooperating teacher" and social representations for "teacher effectiveness" through the lens of varying groups of educators. Specifically, it aims to examine how student teachers, teachers at campuses who host student teachers, campus administrators, and members of a regional committee hosted by the local university in charge of planning and supervising the student teaching experience perceive what is meant by "cooperating teacher" and what is meant by "teacher effectiveness". In the previous chapter, relevant studies of literature provide a backdrop for understanding the purpose of this study.

Given that the focus is uncovering perceptions about "cooperating teacher" and perceptions about "teacher effectiveness", a quantitative approach is employed within the context of social representation theory (Moscovici, 1973). The approach is also descriptive in that I seek to understand "cooperating teacher" and "teacher effectiveness" from the perspectives of varying groups of educators who are directly involved in the decision-making and relational interplay of the student teacher and the cooperating teacher.

Research Design

The primary objective is to examine differences in perceptions among multiple groups of educators regarding their social representations for "cooperating teacher" and "teacher effectiveness". A three-part questionnaire (see Appendix C) was developed to collect participants' demographics and descriptive concepts. The goal of the instrument is to collect the everyday thoughts and language about the concepts for "cooperating teacher" and the concepts

for “teacher effectiveness” among different groups and to have participants elaborate their thinking about characteristics of cooperating teacher effectiveness already identified in Robert’s (2006) Cooperating Teacher Effectiveness Model (see, Figure A1). In order to establish suitable timeframes for Part I and establish a set of clearly defined directions for all sections of the questionnaire; in the spring of 2012, I conducted a pilot survey using the three-part questionnaire with student teachers during a district training session. As a result of the pilot survey findings and feedback from participants, the questionnaire was modified for aptness and clarity by being more specific about participants’ certification as well as the ranking of importance of their descriptive concepts.

Data Collection

A three-part questionnaire is used to collect a portion of the data for the research project. The questionnaire specifically includes: Part I: Descriptive Concepts Questionnaire, Part II: A Set of Open-Stem Statements, and Part III: Demographics Questionnaire (see Appendix C).

In Part I of the questionnaire, each group’s spontaneous descriptive concept responses for “cooperating teacher” are collected by explaining the directions and letting them know that they have three minutes to respond. Specifically participants are asked to write one word responses when they think of the phrase “cooperating teacher” and are directed when to start and when to stop. Once participants complete the first step in naming the descriptive concepts, the second step is ranking their level of importance from one to five. Level 1 is explained to be important and each level thereafter two, three, and four, becomes more important until it reaches level five which is essential. Essential is explained to mean a cooperating teacher must have this attribute in order to serve as a cooperating teacher. Asking participants to quantify a concept’s level of

importance serves to provide the hierarchical structures for the representation (Pereira de Sa, 1996). Participants are given three minutes to rank the level of importance and they are directed when to start and when to stop. Time limits are implemented during Part I to attempt to get at participants in-use theories (what they *actually* did or thought) rather than their espoused theories (what they say they did) (Argyris & Schon, 1978). The same steps are repeated for the phrase "teacher effectiveness".

Part II includes a set of open-stem statements designed to unpack some of the characteristics identified in Roberts (2006) model of Cooperating Teacher Effectiveness (see, Figure A1). My purpose is to get beyond the set of perfunctory criteria of effectiveness as discussed in Chapter 1 and dig deeper about what an attribute might actually mean. For example, what does a cooperating teacher do when he/she provides constructive feedback to a student teacher? Participants are directed to read a stem and finish the statement. This information is used also to interpret and verify results in Part I.

Descriptive statistics is used to summarize and interpret frequencies of different descriptive concepts within each set of data. Concepts are categorized and identified by number of frequencies from highest to lowest and the levels of importance are also categorized by the number of frequencies by their ranking. The ranking of importance is identified as the variables—V1 = level 1, V2 = level 2, V3 = level 3, V4 = level 4, and V5 = level 5. Using the top fifteen to twenty-five most common descriptors and importance variables, phi coefficient correlation matrices are generated to demonstrate statistical significance in order to identify those concepts that are core and those concepts that are peripheral to each group's social representation for "cooperating teacher" and "teacher effectiveness" (Martinez, 2013). In order to determine

the central nucleus of a representation, Moliner's (1994) description in that core cognitions have two kinds of properties: qualitative and quantitative is utilized.

> Qualitative properties of central elements are those which assure its centrality and are directly derived from the theory of social representations. In this sense, a given cognition is central because it holds a privileged tie with the object of the representation—that as, it has symbolic value—and an inherent capacity for connections or associative power. The quantitative properties of central elements derive themselves from the qualitative ones, as their consequences. These are the saliency of the elements that is, for example how frequently and or promptly they are made present regarding the object of representation, and their connectivity, that it is how many connections they hold with other elements of the representation (Pereira de Sa, 1996, section 4).

Ensuing the suggestions and work of Martinez (2006) and Ramos (Chapter IV), a structural analysis approach is employed using the following steps.

1. Using the priority matrices generated from the raw data (Martinez, 2013), phi coefficients relationships among the concepts lower than .200 are studied. The proximity among these concepts lower than .200 is closer, meaning that the strength of the relationship of these concepts are stronger thus more prevalent.
2. Concepts with three or more low correlations are identified as starting points to develop a hierarchical structure, (Martinez, 2013). To the extent possible, the tree map charts connects concepts by lowest correlations. Therefore, core concepts are established by both its privileged tie with "cooperative teacher" and "teacher effectiveness" and how many connections to other elements it contains. To further understand the systems of central/core and peripheral and the functions they

govern Abric's (1993) definitions of core and peripheral concept is used. He defines the core systems as those that are "determined by historical, sociological, and ideological conditions and are strongly marked by the collective memory of the group and the system of norms to which it referred" (p.75). The central core of a social representation is "stable, coherent, and rigid" (Abric, 1993). Accordingly, it is the essential essence of the group's information, beliefs, opinions, and attitudes regarding "cooperating teacher" and "teacher effectiveness". On the other hand, Abric (1993) describes the peripheral system of social representation as those elements that allow for individual modulation of the representation. It tolerates strong interindividual differences that support the heterogeneity of the group (Abric, 1993). The peripheral system is where new information is negotiated and challenged to protect the central core system.

3. Once hierarchical structures are developed to establish the core and peripheral systems for each social representation, circle maps are created to illustrate graphical representations for each group's core and peripheral concepts for both "cooperating teacher" and "teacher effectiveness" (Martinez, 2006; Martinez, 2013).
4. Additionally, tables are developed to compare core concepts among the groups and compare those core concepts with Robert's (2006) Cooperating Teacher Effectiveness Model (see, Figure A1).
5. To help make sense of some of the results of the data, I use my knowledge and experiences as a member of the regional committee and as the teacher induction coordinator for the district included in this study coupled with what the experts in

the literature review deem essential attributes of an effective cooperating teacher. It should be noted that it is my opinions and perceptions as the researcher, embedded within the analysis.

Part III includes items that collect participants' demographics by asking them to provide their gender, current assignment and title, years of experience in education, years of experience in current assignment, and number of years they served as a cooperating teacher, if applicable. This information in conjunction with participants' descriptive concept responses from Part I is used to conduct group comparisons using the correlation phi coefficients.

Background and Context of the Study

The description of participating institutes' demographics, the nature of their organizational structures, and personnel that influence the work of key participants in this study include the following:

- Teacher preparation program/Student Teachers
- Members of a Regional Committee Spearheaded by the University
- The School District/Campus Administrators and Teachers from Campuses Who Hosted Student Teachers
- The Researcher

The university in this study is located in the southwest region of the United States and serves binational communities that include primarily a Hispanic population. The College of Education (COE) partners with three large urban school districts and four smaller school districts in the region to support student teachers during their student teaching experience. Schools

partner with the university by becoming a partnership or professional development school. Schools become partnership or professional development school by completing an application and going through a selection process. The COE defines a professional development school as

> a collaboratively planned and implemented partnership for the academic and clinical preparation of Interns [student teachers] and the continuous professional development of both the school system and institution of higher education (IHE) faculty. The focus of the PDS partnership is improved student performance through research-based teaching and learning. A PDS may involve a single or multiple schools, school systems and IHEs and may take many forms to reflect specific partnership activities and approaches to improving both teacher education and Pre K-12 schools. (The Borderland University Teacher Education Cooperating Teacher Handbook, 2011-2012, p. 25)

Specifically, professional development schools have four goals:

1. Improvement of student learning
2. Preparation of educators
3. Professional development of educators
4. Research and inquiry into improving practice (p. 25)

The idea is to bridge theory to practice in the context of real time classroom experiences. A partnership school includes everything as a professional development school with the exception of the engagement of university personnel and research teams. At the time of this study the COE was reviewing partnership and professional development schools memberships and revising the application and selection process to become a professional development school or partnership school based on Texas Education Agency (TEA) (2009 & 2010) policy revisions and mandates. Additionally and as a result of TEA's policy requirements, the university's

teacher preparation program was in the process of making changes to its student teaching experience framework. Specifically, the university was transitioning from operating out of four different frameworks for student teaching to one framework (see Table B1).

Table B1.

The University's Teacher Preparation Student Teaching Models

Framework	Weeks	Days Per Week	Responsible for Evaluation	Comments
Elementary Student Teaching I or Block I	15	2 full days	The cooperating teacher provides seven biweekly evaluations based on a rubric of 1 to 4. Four being "highly proficient, 3 "proficient", 2 "basic" and 1 "unsatisfactory. Cooperating teachers are also required to complete three formal observations.	• Elementary student teachers enrolled in the block schedule are required to complete both Student I and II in order to receive credit their student teaching requirement. • Under the new model elementary student teachers will be required to complete 15 weeks that will include five full days of student teaching experience.
Elementary Student Teaching II or Block II	15	3 full days	The cooperating teacher provides seven biweekly evaluations based on a rubric of 1 to 4. Four being "highly proficient, 3 "proficient", 2 "basic" and 1 "unsatisfactory. Cooperating teachers are also required to complete three formal observations.	
New Elementary Model due to state mandates	15	5 full days	Field supervisor will be responsible for two 45 minute observations and the final evaluation for the student teacher. Cooperating teachers will still be required by the university to provide biweekly evaluations based on a 1-4 rubric and three formal observations.	
Secondary Model/ All Levels Student Teaching	15	5 full days	Field supervisor will be responsible for two 45 minute observations and the final evaluation for the student teacher. Cooperating teachers will still be required by the university to provide biweekly evaluations based on a 1-4 rubric and three formal observations.	• In 2009 the university changed their secondary model from 4 ½ days to 5 full days for 15 weeks.

Note: The Borderland University Teacher Education Internship Handbook Academic Year 2011-2012, pp. 17-19

Helping to make decisions about the changes due to state mandates is a regional committee that consists of approximately twenty-two members—the Dean of the College of Education, the Associate Dean of the College of Education, the Department Chair of the Teacher Education Program, an Associate Professor of Education Psychology, Director of the College's Alternative Certification Program, Co-Director of Center for Arts & Science Education, two university Lecturers, Manager of the university's Advising, Recruitment and Career (ARC) Center, Program Director of the Alternative Education Program for the area Education Regional Center, and the Instructional Dean from the local committee college's Technical Education Program. There are seven area districts represented that include two district directors, and seven district coordinators. On average, ten to fifteen members attend monthly meetings. The purpose of the committee is to serve as a think tank, keep current with national and state policy, make decisions and write local policy for the university's teacher preparation program. Because the committee is instrumental in keeping the university informed of independent and real time practices within the school districts, their perceptions about "cooperating teacher" and "teacher effectiveness" are important to this study.

While the university serves multiple school districts, for the purpose of this study, the research is conducted in the school district that I worked due to convenient access for conducting the study and access to research subjects. The school district is a large urban district that serves approximately 43,000 students with 91% Hispanic population. It includes forty-three campuses—five comprehensive high schools, one ninth grade academy, eight middle schools, six preschool through eighth grade campuses, nineteen elementary schools, and four specialty schools. At the time of my study, nineteen of the forty-three campuses served as partnership schools—eight elementary schools, one preschool through eighth grade school, four middle

schools, and four high schools. Two campuses served as professional development schools—one elementary school and one high school.

As the researcher it is important to understand my involvement in the regional committee and my responsibilities as the district induction coordinator and how I use my knowledge and experiences to analyze and interpret the data. From 2006 to 2012, I coordinated the teacher induction program and, as a result, worked closely with the university teacher preparation program. As the induction coordinator, I had direct involvement with supporting both student teachers and cooperating teachers. Part of the my responsibilities included coordinating, developing, and facilitating student teachers' initial orientation to the district, student teacher trainings and mentor training for cooperating teachers. I was, on occasion, asked to speak to student teachers at the university's orientation about the expectations of their student teaching experience from a district perspective. As well, part of my responsibilities included collaboration with the local university in supporting assignments of student teachers with cooperating teachers. Each semester approximately 100 to 150 student teachers were assigned to a cooperating teacher at one of the partnering campuses in the district.

Because it is important to understand criteria and guidelines that influence who cooperating teachers are and what they are expected to do, this section describes how the university communicates their expectations with local school districts. Each year the Advising, Recruitment, and Career (ARC) center contacts their partnership and professional development campus administrators via fax to update a list of potential cooperating teachers. The fax includes a list of the names of teachers who have previously served as cooperating teachers and directs them to make any revisions on teacher assignments, delete names of teachers who no longer work at that campus, and to add any names of teachers who would be willing to serve as a

cooperating teacher the for that school year. From this list the ARC center coordinates and matches a student teacher's schedule and certification area with that of a cooperating teacher.

Because there was no written document that outlined specific criteria for the selection of cooperating teachers, two university personnel who are members of the regional committee were directed by the Dean of the COE to draft a document for the committee to review and approve (Regional Induction Consortium Meeting, April 2012). To this end, the university's 2011-2012 Teacher Education Cooperating Teacher Handbook does not include any criteria guidelines for the selection of cooperating teachers. However, the handbook does outline the roles and responsibilities of the cooperating teachers. Information detailing the role and responsibilities of cooperating teachers is highlighted in Table B2 and is presented because of its relevance to expectations of the cooperating teachers' participation at the time of this study.

Table B2.

Roles and Responsibilities of Cooperating Teachers

Student Teaching/Secondary, All-Levels Student Teaching
1. Conducts a brief campus orientation that includes but is not limited to: meeting key personnel, identifying important campus locations, and explaining emergency evacuation and disaster procedures. 2. Coordinates the school district calendar with the university student teaching calendar. 3. Assist the student teacher in planning and teaching required lessons during the semester as reflected in the calendar. 4. Complete bi-weekly evaluation forms and discuss with the student teacher every week. Touch base with the student teacher daily. 5. Ensure that the student is involved in all planning, grading, teaching, and extracurricular activities/duties, for a minimum of eight full weeks. 6. Notify the university field supervisor of any issues or concerns related to the student teacher and assist in creating an action plan, if necessary. See page 15 for the student teacher improvement plan. 7. Works with university field supervisor on any concerns about the logistics of the student teaching semester. 8. Refer additional concerns immediately to the field experience office, fieldexperience@borderland.edu or 000-0000. 9. Sign the final evaluation form, along with the student teacher and submit to campus administrator for delivery to the field experience office.

Note: The Borderland University Teacher Education Internship Handbook Academic Year 2011-2012, pp. 28-29

It should be noted that the district in this study provides a set of criteria to administrators for the selection of cooperating teachers. Criteria specifically state that cooperating teachers:

- must have at least 3 years teaching experience,
- be recognized as exemplary classroom teachers, exemplify high moral and ethical conduct,
- have strong content knowledge base,
- have effective interpersonal and communication skills,
- demonstrates commitment to and participates in personal professional growth and learning,
- have a willingness to work collaboratively and share instructional ideas and materials, have a willingness to engage in formative assessment processes, and
- have a willingness to participant in professional preparation to acquire the knowledge and skills needed to be an effective mentor/coach. (Borderland District Website, 2011)

Participant Selection and Data Collection

During the timeframe that the research is conducted, I moved from the region making access to these campuses more limited. For the purposes of the study, I contacted three partnership campus principals and one professional development campus principal and requested to spend the day at each of their campuses in order to collect data from campus personnel who host cooperating teachers. Forty-three campus personnel (n = 43) from the four different campuses participated in the study. Included are thirty-six elementary teachers, three campus curriculum coaches, two librarians, one counselor and one retired teacher. Twenty-four of the forty-three who participate have served as cooperating teachers. All participants stated they are comfortable answering the survey regardless if they served as a cooperating teacher or not.

Fourteen campus administrators (*n* = 14) participated in the study. Included are eight assistant principals, three principals, and three retired principals who worked directly with the district's cooperating teachers and student teachers. Four of the fourteen administrators have served as a cooperating teacher. All fourteen administrators have hosted cooperating teachers at their campuses. During the 2013 university's spring orientation, research is conducted with elementary and middle student teachers (*n* = 115) who are getting ready to begin their student teaching assignments. Regional members who participated include five university staff members, five district central office administrative personnel, and one region center coordinator. Four of eleven regional members (two university staff members and two central office administrators) reported having served at one time as a cooperating teacher. See Table 3 for sample groups and sizes.

Table B3.

Sample Groups and Sample Sizes

Group	Number of Participants
Student Teachers	*n* = 115
Teachers from Campuses Who Host Student Teacher	*n* = 43
Campus Administrators	*n* = 14
Members of the Regional Committee	*n* = 11

Each group is administered the three—part questionnaire. It takes approximately 15 to 20 minutes for participates to complete all parts of the questionnaire. All participants completed Parts II and III individually with no time parameters. For Part I, all groups were asked to wait until directed to begin because of time limitations being used to get at their in-use theories of

action (Argyris & Schon, 1978). A stop watch is used to maintain consistency with this timed activity.

CHAPTER FOUR

ANYALSIS OF DESCRIPTIVE CONCEPTS FOR COOPERATING TEACHER

The previous chapter outlines and highlights the methodologies used to identify the social representations of "cooperating teacher" and "teacher effectiveness" concepts for each group. In this chapter, I analyze and interpret the results from each group in relation to their identified concepts for "cooperating teacher". The research questions that guide this section of the study are:

1. What social representations about "cooperating teacher" can be identified from four different groups—members of a regional committee led by university personnel, campus administrators, teachers from campuses who hosted student teachers, and student teachers?
2. How do the social representations identified for "cooperating teacher" compare within and among the groups—members of a regional committee led by university personnel, campus administrators, teachers from campuses who hosted student teachers, and student teachers?

The analysis is organized by the following and interspersed with a comparison analysis of social representations for "cooperating teacher" within and among each group:

1. Analysis of the results for members of the regional committee's responses about "cooperating teacher" concepts.
2. Analysis of the results for campus administrators' responses about "cooperating teacher" concepts.

3. Analysis of the results for teachers from campuses who hosted student teachers responses about “cooperating teacher” concepts.
4. Analysis of the results for student teachers’ responses about “cooperating teacher” concepts.

Data sets for members of the regional committee and campus administrators include a table that shows the top descriptive concepts named and levels of importance for each concept. Data sets for teachers at campuses who host student teachers and student teachers consist of a tree map that establishes a hierarchical relationship among descriptive concepts identifying the core and peripheral systems, and a circle map that illustrates the core and the peripheral concepts, (Martinez, 2013).

1. Analysis of the results for members of the regional committee’s responses about “cooperating teacher” concepts.

Members of the regional committee (n = 11) identify 84 descriptive concepts for “cooperating teacher”. Table 4 shows the top eighteen descriptors in order from highest frequency to lowest with number of frequencies for levels of importance (see Table B4).

Table B4.

Descriptive Concepts for Cooperating Teacher for Members of the Regional Committee

Descriptive Concepts	V1	V2	V3	V4	V5	Total
coach/guide/mentor	0	0	0	3	16	19
team player/teamwork/collaborative	0	0	1	2	9	12
caring/understanding/nurturing	0	1	3	3	2	9
model	0	0	0	5	3	8
teach/instruct/teacher	0	1	3	2	0	6
knowledgeable	0	0	0	4	1	5
leader	0	0	1	3	1	5
supportive	0	0	1	1	3	5
driven/focused/goal-oriented	0	0	0	3	1	4
experienced/expert/master teacher	1	0	1	0	2	4
exemplary	0	0	0	1	2	3
learner	0	0	3	0	0	3
partnership	0	0	0	2	1	3
informed	0	0	0	0	2	2
positive/optimistic	0	0	0	0	2	2
student centered	0	0	0	0	2	2

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for cooperating teacher. Essential was explained to mean a cooperating teacher must have this attribute in order to serve as a cooperating teacher.

In trying to establish a hierarchal mapping of concepts from the phi coefficient correlations (see Table B5), it is determined that there is not a significant distance among the descriptive concepts to establish a core set (Martinez, 2013). All identified concepts are highly correlated, meaning all concepts are considered of equal importance allowing none to rise or be deemed more important than others. While the group is able to identify descriptive concepts, the overall idea of "cooperating teacher" for this group is ambiguous allowing none of the concepts to become centrally important. According to Abric (1993), the central core of a representation should have two functions. First it needs to be consensual so that the homogeneity of this group can be achieved and defined through it. Second, it needs to resist change and to assume continuity and consistency of the representation.

This can be interpreted to mean that this group has no consensual core representation for "cooperating teacher", is not homogenous, and does not assume stability or consistency. This is

important since it is the members of this regional committee who are key decision makers for policy regarding cooperating teachers for all public schools within the region. This finding, then, becomes both key and notable. . However, it should be noted that the small sample size (n = 11) or this group may have also caused the inability to establish a social representation. This being said, a thorough exploration of possible reasons the committee is unable to establish a social representation is discussed based on my experiences as a member of the regional committee and the district's teacher induction coordinator in conjunction with what experts in teacher preparation have determined as effective cooperating teacher attributes.

While the primary function of the regional committee is to make decisions and write policy regarding cooperating teachers, the members themselves are involved in the working with cooperating teacher only to the extent that their position allows them within their own institutions. None of the members are directly involved in the actual practice of a cooperating teacher. Members of the regional committee are a conglomerate of experts in education, but in different milieus and at different levels. Each member brings a unique perspective from their specific culture, history, opinions and beliefs based on their experiences from their personal professional work environments. According to Wagner et al. (1999), objectification depends upon the characteristics of the social unit where a social representation is elaborated. Unless this group is involved in the social milieu where the social representation is authentically elaborated—in schools and more specifically in the classroom, they will continue to have an ambiguous understanding of cooperating teacher and not be able to objectify or capture a core essence that socially represents the phenomenon—"cooperating teacher".

This committee's social representation is lacking due to the disparity between the idea and a real understanding for "cooperating teacher" within the group. Collectively members have

an idea of what a cooperating teacher should be based on discourse within the group that meets every two to three months. Because the members lack real-time involvement and understanding of what "really" happens with cooperating teacher practices as opposed to what "ideally" happens, a disparity of theory and practice emerge. This disparity is, in part, the reason for ambiguity about "cooperating teacher". To further investigate this group's lack of ability to produce a central system composed of essential cooperating teacher attributes, I examine some issues of known practices that as a member of the committee I have firsthand knowledge.

Discussion of Driving Issues

Assignments of Cooperating Teachers. The university assumes that all student teachers are matched to a corresponding grade level/content area cooperating teacher that is a best fit. The system for assigning student teachers to cooperating teachers involves the university sending a fax to campus administrators with names of teachers who have served as cooperating teachers and asks them to update the list and send it back. Then, the university assigns student teachers to cooperating teachers based on certifications and best fits. Many administrators claim they never receive or see this list. As a result, administrators reassign some student teachers because cooperating teacher assigned by the university no longer teach in the same grade level, no longer want to serve as a cooperating teacher, or have moved out of district. Assignments, then, are dependent upon, in part, on the selection process administrators have in place for cooperating teachers.

Criterion Selection of Cooperating Teachers. Equally important, then, is the selection of cooperating teachers being assigned a student teacher. How do administrators determine who their cooperating teachers are? What criteria do they base their decisions for selection? The

university assumes that administrators know how and who to select as cooperating teachers and that administrators most likely select their best. The university does not offer a clearly defined set of criteria for what constitutes an effective cooperating teacher; rather they provide a list of roles and responsibilities that inform the assigned cooperating teacher of their function. Because of the constant moving of teachers and change of assignments, a set of criteria that defines attributes of an effective cooperating teacher coupled with clearly defined expectations that communicate their roles and responsibilities would have served as a more consistent way to communicate with districts across the region. Assuming that members of the committee, themselves, know what a clearly defined set of criteria for what constitutes an effective cooperating teacher is presumptuous and causes inconsistencies in and among the region's public schools.

Actions Administrators Should Not Do. As well, a set of attributes or list of things administrators should not do and why is equally important. It is important because administrators, intentionally or unintentionally, assign student teachers inappropriately. For instance, one high school administrator assigned a student teacher to a cooperating teacher who was struggling with classroom management. The principal had received several phone calls from parents complaining about the cooperating teacher's use of inappropriate language and bullying. The principal believed if another adult was in the room, the likelihood of the teacher misbehaving was significantly less.

Another example and common practice among some campus administrators is sending out a general email inviting anyone who is interested in being a cooperating teacher. This action disregards Atputhasamy (2005) warning that we cannot assume all cooperating teachers have the qualities and disposition to help advance the development of student teachers. Atputhasamy

recommends the establishment of "criteria that reflects local definition of teacher expertise, evidence of commitment to mentoring and personal qualities that reveals self-confidence, interpersonal skills and empathy in relationship to others" (p. 9). If a universal document exists that emulates this criterion as well as the do's and don'ts for the selection process of cooperating teachers and is communicated to the appropriated actors, all members of the regional committee will at least have a set of guidelines they can be held accountable.

Mentor Training. So that cooperating teachers have a common set of mentoring skills and tools, mentor training is not only mandated by the state, it is a crucial factor. In 2009, the university rolled out mentor training in response to the state mandate. While several regional lead cooperating teachers attended, not all campuses were represented. From this training, it was left up to individual campuses and districts to turn around this training at their respective campus and or district.

In 2011 the university recruited me to write and develop an online mentor training course to support mandates by the state. The online training includes four modules and was due to be launched in the fall of 2012. I have been unable to determine if the training was rolled out as planned. When cooperating teachers and administrators were asked about it during collection data visits, they were unaware of the training, indicating that it had not been implemented. Basically, as a result of lack of funding and follow through, the university left the responsibility for training cooperating teachers up to individual districts.

Lack of Follow Through. The university's lack of follow-through on determining if, when, and how districts provides mentor training for cooperating teachers is problematic. The only time I was asked to produce sign-in sheets as proof of training was when the university was going to be audited by the state. Some districts were unable to produce sign-in sheets for the university. It

could be assumed, then, that some cooperating teachers did not receive mentor training. Again, this practice leads to not having a clear and common understanding of what mentor training includes, how it is rolled out, or how cooperating teachers are held accountable for information and practices within such training.

No Set Guidelines for Quality or Quantity of Mentor Training. It is important to point out that there are no written guidelines on the quality or quantity of mentor training for cooperating teachers. Therefore, to some extent it is left up to the discretion of individual districts. This practice with no guidelines from the university allows for inconsistencies in and among the districts. Again, contributing to the lack of a consistent common language and a consistent understanding of what constitutes quality mentor training supports the lack of a social representation.

Lack of Quality Support from University Personnel. Another issue that had more of an indirect impact on cooperating teachers is the university personnel who support student teachers. Ideally the relationship should be a working partnership between the cooperating teacher and field supervisor to support the student teacher during their student teaching experience. However, at the time of this study there were four university field supervisors who served as mentors to support approximately 300 student teachers; this also meant 300 cooperating teachers. This was a ratio of 1 to 75. What was the quality of support provided by these university field supervisors? Was it possible for them to observe and provide feedback to all of their student teachers as required by TEA (TAC 19, 228.35) within a fifteen week block of time? Two of the four university supervisors reported spending most of their time putting out fires and not having time to observe or mentor student teachers. The university was aware of this issue and stated funding as a major roadblock in hiring more field supervisors.

In conclusion, according to Wagner's et al. (1999), one of the key functions of a social representation is to establish an order which enables this committee to orient themselves in the phenomenon of "cooperating teacher" and the social world it entails and enables communication by providing a code for social exchange and a code for naming and classifying unambiguously the various aspects of this phenomenon. The regional committee, themselves, needs to be a part of the daily language and actions of cooperating teachers. Members of this regional committee should visit classrooms and observe cooperating teachers working with student teachers. Independently, collectively and collaboratively the committee should ask questions about what's working, what's challenging, reflect on their observations and conversations, and make informed decisions based on their data collection and current research. They need to create a space and time to immerse themselves to some extent in the social milieu of cooperating teachers in order to establish a core system for the social representation of "cooperating teacher".

2. Results for campus administrators responses about "cooperating teacher" concepts.

Campus administrators (n = 14) identify 106 descriptive concepts for "cooperating teacher". Table B6 shows the top fifteen descriptors in order from highest frequency to lowest with number of frequencies for levels of importance.

Table B6.

Descriptive Concepts for Cooperating Teacher for Campus Administrators

Descriptive Concepts	V1	V2	V3	V4	V5	Total
collaborative/team player	0	0	0	1	5	6
sharing/sharing ideas/will share all tips - secrets	0	0	0	1	5	6
knowledgeable/intelligent/knows the content	0	0	0	0	0	6
exemplary teacher/successful/high achieving/master teacher	0	0	0	0	0	6
Organized	0	0	1	2	3	6
Patient	0	0	1	3	2	6
mentor/guides	0	0	0	0	4	4
models	2	0	0	0	2	4
life-long learner/thirst for learning	0	0	1	2	1	4
trainer of trainers/well trained/skilled	0	0	0	0	3	3
takes time to explain/stays after to explain/ability to convey knowledge	0	0	0	1	2	3
Caring	1	0	0	0	2	3
open minded	0	0	1	0	2	3
Plans	0	0	0	0	3	3
respectful	0	0	1	0	2	3

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for cooperating teacher. Essential was explained to mean a cooperating teacher must have this attribute in order to serve as a cooperating teacher.

In trying to establish a hierarchal map of concepts from the phi coefficient correlations (see Table B7), it is determined that all concepts are highly correlated, meaning concepts are considered of equal importance allowing none to rise or be deemed more important than others (Martinez, 2013). While the group is able to identify descriptive concepts, the overall idea of "cooperating teacher" for this group is ambiguous allowing none of the concepts to become centrally important. Results from the data determined campus administrators are not able to

produce a core set of concepts to establish a social representation for the phenomenon of "cooperating teacher". Again, it should be noted that the small sample size (n = 14) of the group could have been the reason a social representation was not established.

Discussion of Driving Issues

Just like members of the regional committee, campus administrators have no consensual core representation for "cooperating teacher", are not homogenous, and do not assume continuity or consistency for cooperating teacher (Abric, 1993). This is important since it is the campus administrators who are key decision makers for the policy and procedures at their campuses that impact who cooperating teachers are and certain things they do in response to policy and procedures.

What is keeping campus administrators from establishing a social representation for the phenomenon "cooperating teacher"? Campus administrators shared some of the same driving issues as the regional committee such as cooperating teacher selection and mentor training that caused them to be unable to establish or distinguish core descriptive concepts. A thorough exploration of these issues as well campus administrators' responsibilities in meeting with and supporting student teachers as another contributing issue based on my experiences as a member of the regional committee and the district's teacher induction coordinator in conjunction with what experts in teacher preparation have investigated follows.

Criterion Selection for Cooperating Teachers. While campus administrators are not provided a clearly defined set of selection criteria from the university, a clearly defined set of criteria is provided by the district. Criteria specifically state that cooperating teachers:

- must have at least 3 years teaching experience,

- be recognized as exemplary classroom teachers, exemplify high moral and ethical conduct,
- have strong content knowledge base,
- have effective interpersonal and communication skills,
- demonstrates commitment to and participates in personal professional growth and learning,
- have a willingness to work collaboratively and share instructional ideas and materials, have a willingness to engage in formative assessment processes, and
- have a willingness to participant in professional preparation to acquire the knowledge and skills needed to be an effective mentor/coach. (Borderland District Website, 2011)

Even though campus administrators are provided the criteria some send out a mass email inviting anyone to serve as a cooperating teacher disregarding the criteria as set by the district. Often times it is not the very best teachers who respond, meaning that student teachers are assigned to mediocre or less than effective teachers.

Additionally, campus administrators intentionally or unintentionally placed student teachers in a classroom where the regular teacher is struggling either instructionally and or with classroom management believing that the student teacher will make a positive impact. This could mean that campus administrators lack understanding of the importance of specific abilities needed for cooperating teachers to serve as a mentors, and to "understand that being a cooperating teacher requires this teacher to go from being a classroom teacher to a teacher of teachers and be prepared to engage in making visible their thinking about the challenges of learning how to teach" (Feiman-Nemser & Buchmann, 1985, p. 69).

To further elaborate, if one envisioned a student teacher entrenched in a 15 week student teaching experience observing and participating in an ineffective classroom with poor instructional and or classroom management, it could be compared to a cycle of poverty. Bradshaw (2006) describes Sher's (1977) description of a cycle of poverty as a

> community where unemployment leads to people moving, which leads to the closing of businesses, which leads to a decline in local tax revenues, which leads to deterioration of schools, which leads to poorly trained workers, leading firms unable to utilize cutting edge technology and the inability to recruit new firms to the area, which leads back to a greater lack of employment (p.14)

In other words, a lack of education and unemployment interact to create a spiral of disinvestment and decline (Bradshaw, 2006, p. 14). Assigning student teachers to ineffective cooperating teachers could be seen as a disinvestment and decline on the part of our profession.

To further illustrate, I borrow Bradshaw's (2006) description of a cycle of poverty to metaphorically create a diagram that demonstrates a cycle of poverty for teacher preparation, (see Figure A2). A system where lack of clearly defined policies leads to misconceptions about effective cooperating teaching practices, which leads to the development of ineffective habits and skills of practice, which leads to maintaining a status quo, which could leads to unprepared student teachers.

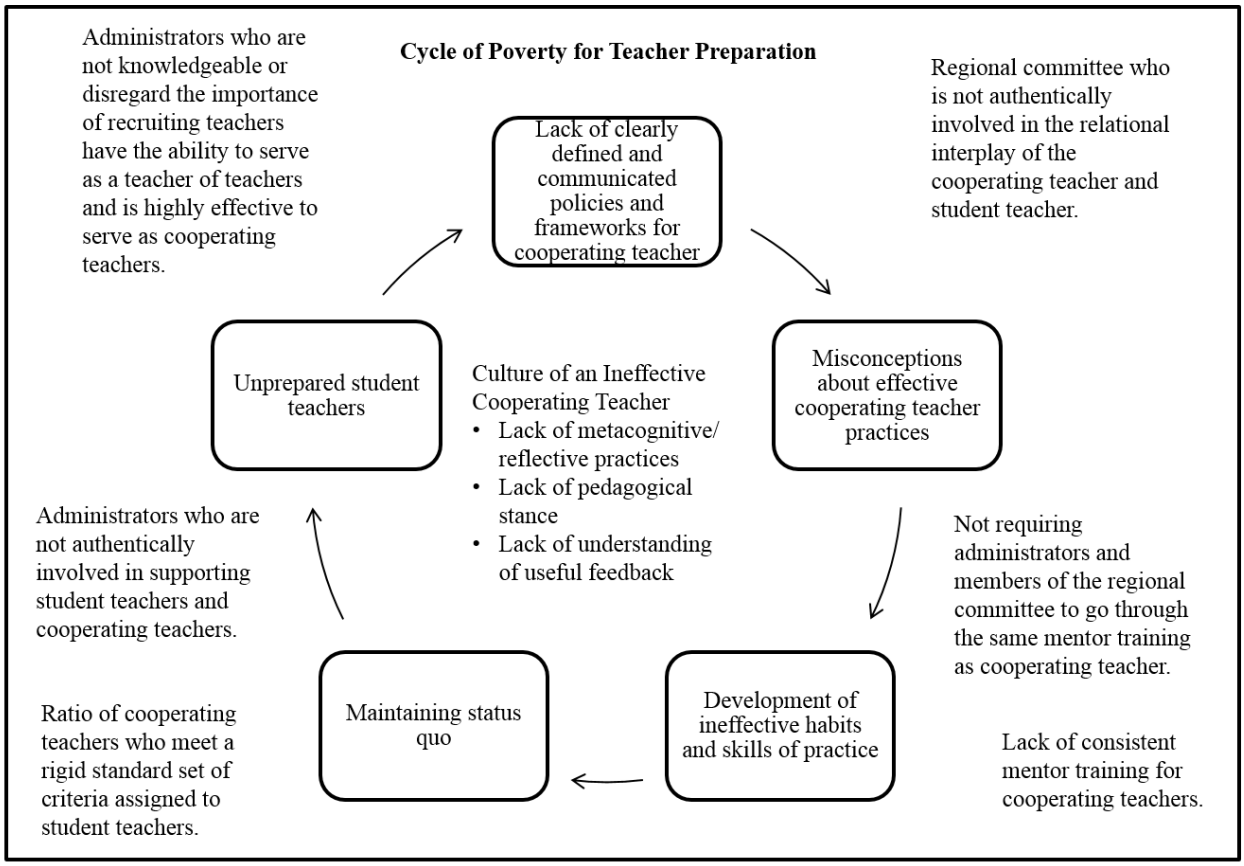

Figure A2. Cycle of poverty for teacher preparation developed from Jonathon Sher's description of a cycle of poverty in Theories of Poverty and Anti-poverty Programs in Community Development, by T. K. Bradshaw, 2006, *Rural Poverty Research Center*, p. 14. This model was developed to demonstrate how certain practices in a teacher preparation program might perpetuate ineffective policies and actions.

If we want our profession to advance and continue to grow in successful ways, we need to place student teachers in environments that house our very best cooperating teachers. Places where cooperating teachers and student teachers work together on problems of practice, ask questions, observe, analyze, provide feedback, reflect on their practice, and have serious conversations about teaching and learning (Feiman-Nemser, 2001). In order to accomplish this, both the members of the regional committee and campus administrators need social representations that include clearly defined concepts at its core.

Lack of Qualified Cooperating Teachers. To further examine the selection process of cooperating teacher, The National Council on Teacher Quality (NCTQ) (2011) reported that public schools do not have enough qualified cooperating teachers to mentor student teachers. The NCTQ (2011) report outlines cooperating teacher qualifications to include being on the job long enough that they are not considered novices, they are worthy of emulation, meaning they are instructionally effective teachers, and they have insight and the ability to mentor another adult about the job of teaching (p. 18). Additionally, the NCTQ found that only one in every 25 teachers at a campus are qualified and are willing to be a cooperating teacher.

The professional development school in this study has forty-eight teachers. According to NCTQ's report this means only one to two teachers are qualified to serve as a cooperating teacher. This becomes problematic for campus administrators who host large numbers of student teachers. According to this report, more than likely student teachers are assigned to mediocre or worse, ineffective teachers. Do administrators realize that they do not have enough qualified teachers to serve as cooperating teachers? How might this influenced how campus administrators make sense of a shared understanding of what distinguishes cooperating teachers as a social group (Wagner et al., 1999)?

Lack of Mentor Training for Campus Administrators. Another issue that causes problems with campus administrators being able to establish core descriptive concepts for cooperating teacher is mentor training. Cooperating teachers are required by TEA to have some form of mentor training either provided by the university or the district. TEA does not specify how many hours or any specifics on the type of mentor training. This leaves a lot of room for interpretation. Interestingly, campus administrators are not required to have the same or similar mentor training. If campus administrators do not have the training how can they have a clear vision or

understanding of the intricacies and complexities involved in being a cooperating teacher supporting/coaching a student teacher? Are they informed on instructional coaching? Are they up-to-date with best practices in the area of instructional coaches? How does the lack of knowledge for instructional coaching impact their beliefs, opinions, and attitudes for cooperating teachers?

Campus administrators' ability to influence the structure, culture and mission of a school is well documented in the literature. Bredeson, & Johansson (2000) explain,

> Who principals are as people, what they believe, and what they know and are able to do significantly influenced teacher professional development. Principals in collaboration with teachers needed to examine closely the design, delivery, content and outcomes of professional development so that they could communicate its importance and initiated new ways of thinking and talking about teacher learning and its connections to student learning and organizational success (p. 391).

Not having a deep understanding of what qualities cooperating teachers should have and the importance of their role in mentoring student teachers creates indistinctness and inconsistencies with the concept of cooperating teacher. As stated, defining a social object's ambiguity is key in establishing a social representation (Wachelke, 2012).

Lack of Quality Campus Administrator Support. Lastly, campus administrators are expected to play a key role in a student teacher's student teaching experience. As part of their responsibility of being a partnership or professional development school, they should meet regularly with student teachers to assess how their student teaching experience is going and how they can best support their transition from student teacher to classroom teacher. However when asked, administrators report welcoming student teachers and periodically and informally asking

them how things are going when they meet in the hall or other parts of the school building. None of the administrators in this survey reported having regular meetings with their student teachers. Many administrators rely solely on input from the assigned cooperating teacher about a student teacher's performance. Being involved is key to knowing and understanding the daily talk and happenings between cooperating teachers and student teachers, thus establishing a social representation for "cooperating teacher".

In conclusion, campus administrators do not meet as a group and talk about what it meant to be a cooperating teacher. For the most part, they rely on information about cooperating teachers through emails that they may or may not read carefully. Having conversations and asking questions about cooperating teachers is essential for this group to establish a common set of values, ideas, and practices that will enable them to form a social representation. By not engaging in conversations as a group about cooperating teachers, campus administrators for the most part rely on their individual set of values, ideas, and practices they individually deem important.

Like members of the regional committee, campus administrators need to be directly involved in the daily language and actions of cooperating teachers. They need to have the same mentor training that the cooperating teacher has in order to support the complexities of coaching a new teacher through the art and craft of teaching and learning. They need to purposefully observe cooperating teachers working with students teachers and provide meaningful feedback that will nurture the professional growth of both.

3. Results for teachers from campuses who hosted student teachers (cooperating teachers) responses about "cooperating teacher" concepts.

Teachers from campuses who host student teachers (*n* =43) identify 238 descriptive concepts for "cooperating teacher". From the 238 concepts 25 descriptive concepts are established to represent the social representation for "cooperating teacher" based on highest number of frequencies, frequencies of importance and the connections they hold in relation to each other (see Table B8). From these frequencies, phi co-efficient correlations lower than .200 coupled with my experiences as coordinator for the district induction program and as a member of the regional committee, as well as, my investigation of literature influenced how concepts are arranged for connectivity (see Figure A3).

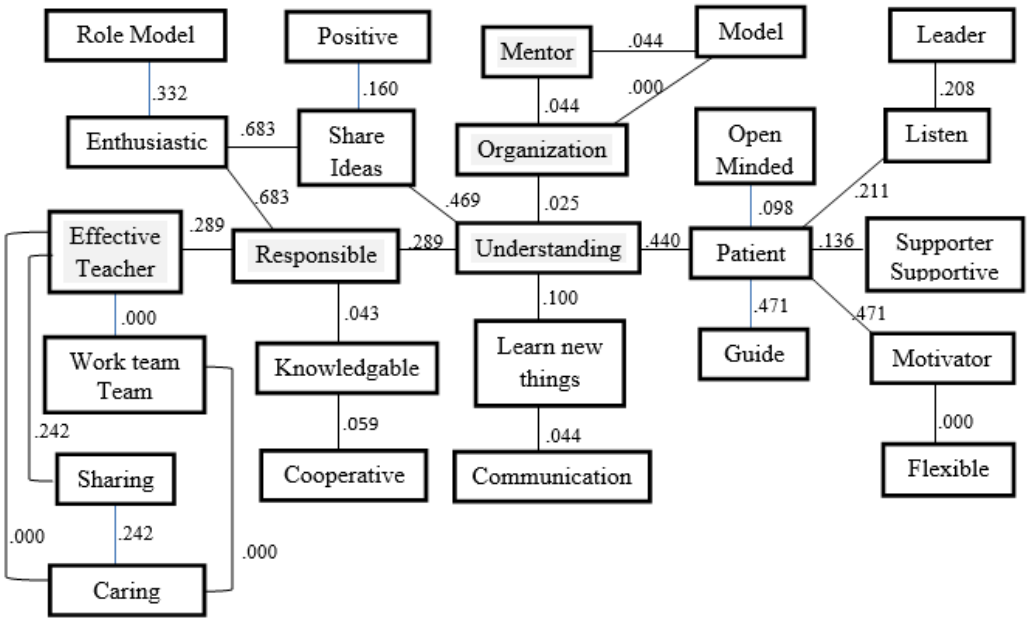

Figure A3. Hierarchical structure of descriptive concepts for cooperative teacher for teachers from campuses who hosted student teachers. Phi coefficients relationships among concepts lower than .200 were identified as starting points and to the extent possible were connected by lowest correlations. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Descriptive concepts at the core of teachers who host student teachers are “mentor”, “effective teacher”, “responsible”, “organization”, “understanding”, and “patient” (see Figure A4).

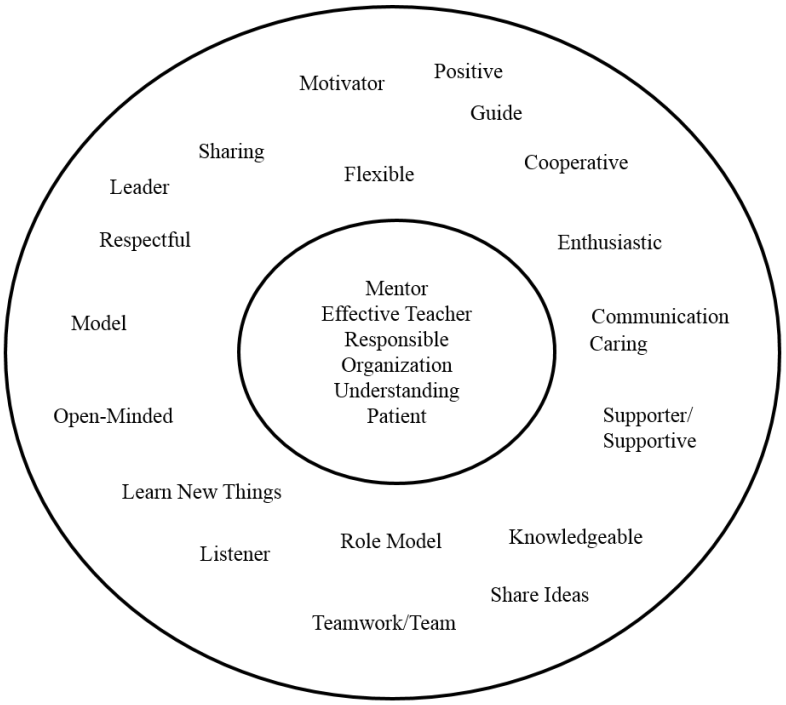

Figure A4. Core and peripheral concepts for cooperating teacher for teachers from campuses who hosted student teachers. Adapted from Representaciones Sociales de Discapacitado,” by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Mentor. Nine of forty-three participants name “mentor” as a descriptive concept for “cooperating teacher”. Six rank it as level 5 or an essential attribute and three rank it at a level 4 (see Table B8). In the opened-ended statements comments include:

- “A cooperating teacher who provides a variety of experiences is a model and mentor.”
- “A cooperating teacher who serves as a role model cooperates with others and is a mentor.”
- “A cooperating who has good classroom management is able to manage, teach, and mentor at the same time.”

- "A cooperating teacher who provides constructive feedback is a mentor and does what they say."
- "A cooperating teacher who assists their student teacher when needed is a good mentor."

Comments reveal that cooperating teachers know that a mentor is someone who provides a variety of experiences, serves as a role model, has good classroom management, provides constructive feedback, and assists their student teacher when needed.

Effective Teacher. Six of forty-three participants name "effective teacher" as a descriptive concept for "cooperating teacher". Four rank it as level 5 or essential and two rank it at a level 4 of importance (see Table B8). In the opened-statements the term "effective teacher" comments include:

- "A cooperating teacher who is fair provides a model example of an effective teacher."
- "A cooperating teacher who is effective at teaching helps creates another effective teacher."
- "A cooperating teacher who provides clear expectations holds up the standards that makes an effective teacher.

A thorough discussion on teacher effectiveness is included in Chapter 5. It can be concluded that cooperating teachers have an understanding that being an effective teacher is important. Part of their responsibility is to model effective teaching and, in turn, help their student teacher begin to form effective teaching practices and skills.

Responsible. Five participants name "responsible" as a descriptive concept for "cooperating teacher". Four participants rank responsible at a level 5 importance or essential and one rank it at level 4 (see Table B8). Open-ended comments include,

- "A cooperating teacher who is dependable/responsible/reliable always keeps communication lines open, if something arises teacher makes sure to inform, teacher is responsible to share passion for teaching and responsible to help student teacher grow."
- "A cooperating teacher who provides clear expectations prepares the student teacher and makes her more responsible."

Cooperating teachers reveal that it is in part their responsibility to make their student teacher responsible by providing clear expectations. Also, they determine it is their responsibility to share their passion for teaching and to help their student teacher grow.

Organization. Eight participants name "organization" as a descriptive concept for "cooperating teacher". Five participants rank it at a level 5 importance or essential and three rank it at level 4 (see Table B8). One comment in the open-ended statement states, "A cooperating teacher that has good classroom management shows organization."

Understanding and Patient. Because one has to be "patient" to be "understanding" and to be understanding requires being patience, I grouped these two core values together. Comments from the open-ended statements include:

- "A cooperating teacher who is cooperative gets along with and is understanding of others, gives others opportunities before judging."
- "A cooperating teacher, who is fair, understands any situation."
- "A cooperating teacher who provides constructive feedback does this by listening, understanding, and providing effective strategies."
- "A cooperating teacher who is caring/understanding/patient shows care and understanding of the issues at hand."

- “A cooperating teacher who provides a variety of experiences is patient and gives an objective point of view of learning environment.
- “A cooperating teacher who serves as a role model is professional, objective, patient, and involves the cooperative teacher.”
- “A cooperating teacher who serves as a role model is patient and supportive with others.”

It can be concluded that cooperating teachers see themselves as role models who are patient and understand by being cooperative, fair in situations, and provide feedback through understanding.

Discussion

I further explore the core concept of “mentor” because it is a cooperating teacher’s primary role and it is crucial for them to have a commanding knowledge base of what mentoring entails. I argue that while this group identify “mentor” in their core system they lack a deep understanding of what mentoring entails because core values such as “knowledge of content, pedagogy, and child/adolescent development and learning”, “metacognitive/reflective” and “feedback” are missing from both the core and peripheral systems. Feiman-Nemser & Buchmann (1986) state

> [cooperating teachers] must be actively engaged in student teaching to give the student teacher a concrete sense of pedagogical thinking and acting. As a trusted person in the setting, cooperating teacher is well-positioned to induct [student teachers] into the invisible world of teaching. The job of the cooperating teacher is to talk aloud about what they do and why, to demonstrate and extend student thinking, to alert student teachers to interpret signs of understanding and confusion in [students], to stimulate student teachers

> to talk about their reasons for decisions and actions, and the difficulties inherent to finding out what [students] know and what they need to learn (p. 40-41).

I maintain, that those in the position of creating policy and making decisions for cooperating teachers need to make their own thinking about mentor and cooperating teacher expectations visible for cooperating teachers.

"Knowledgeable" is in this group's peripheral representation, however because the literature review highlights knowledge about content, pedagogy, and how child/adolescent development and learn as a key attribute of cooperating teachers, it should be reflected in the core system for "cooperating teacher" (Atputhasamy, 2005; Boudreau, 1999; Clarke & Jarvis-Selinger, 2005; Kasperbauer & Roberts, 2007; Feiman-Nemser & Buchmann, 1986; Perry & Perry, 2004). Perry and Perry (2004) identify knowledge owned by the cooperating teacher has having the potential to assist the student teacher in understanding the contexts and complexities of teaching.

Having knowledge and being able to articulate it is two very different skills sets, yet equally important. Being able to communicate knowledge requires cooperating teachers to use "metacognitive/reflective" practices. According to Feiman-Nemser (1996) cooperating teachers assume that student teachers know why they do what they do. Therefore, it never occurs to them that they need to articulate out loud the steps it takes to do something. For example, why they have students turn and talk with a partner when posed a question and when she/he knows to probe students' thinking further.

Until systems are in place that clearly articulate the importance of cooperating teachers engaging in "metacognitive/reflective" practices, they will continue to assume student teachers know why they do what they do. Student teachers more than likely will not ask and often do not

know to ask. “Metacognitive/reflective” practices need to be reiterated for cooperating teachers each time they are assigned a student teacher. In order for cooperating teachers to not only know, articulate, and actively engage in these practices, it will take planned redundancy on the part of the university and campus administrators—talking about it again and again, connecting it to real time problems of practice, and modeling how it looks and how it sounds.

Another important core element missing from cooperating teachers’ social representation is “feedback”. It is through constructive and useful feedback that a student teacher will be able to reflect, adjust, and enhance their own skills. Cooperating teachers are required to conduct biweekly evaluations. Evaluations are in the form of a check list based on a rubric of one to four (see Table A1). However, cooperating teachers do not receive any information or training on how to complete this evaluation. I contend that the university sees this form as self-explanatory and assumes cooperating teachers know how to use it as an evaluative-reflective tool. In reality, many cooperating teachers give their student teacher all four’s and sign the evaluation with no comments. Some cooperating teachers have reported not seeing all evaluation forms until they are due to be turned in to the university at the end of a student teacher’s field experience. Student teachers have reported that they receive no feedback from the university on the status of the evaluations. It can be concluded that this evaluation becomes a compliance activity rather than a time and space when the cooperating teacher could sit down and provide specific feedback based on their observations.

4. Results for student teacher responses about "cooperating teacher" concepts.

Student teachers (n =115) identify 297 descriptive concepts for "cooperating teacher". From the 297 concepts, twenty-two descriptive concepts are established to represent the social representation for "cooperating teacher" based on highest number of frequencies, frequencies of importance and the connections they hold in relation to each other (see Table B9). From these frequencies, phi co-efficient correlations lower than .200 coupled with my experiences as coordinator for the district induction program and as a member of the regional committee, as well as, my investigation of literature influenced how concepts are arranged for connectivity (see, Figure A5).

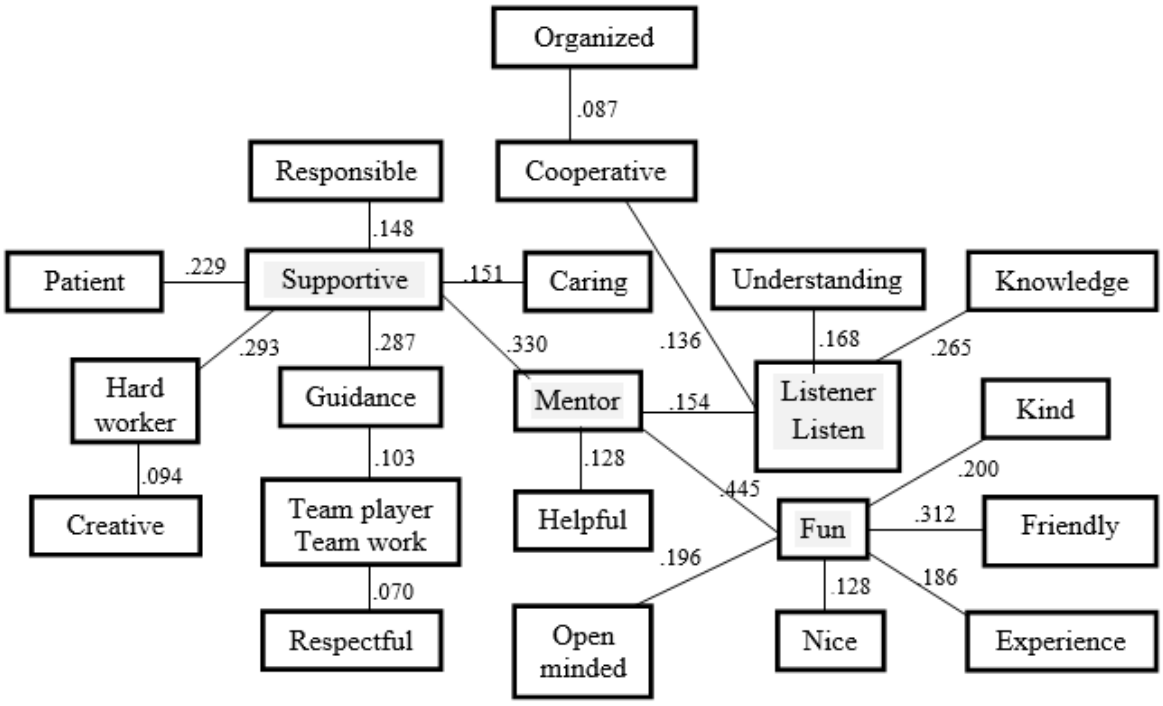

Figure A5. Hierarchical structure of descriptive concepts for cooperating teacher for student teachers. Phi Coefficients relationships among concepts lower than .200 were identified as starting points and to the extent possible were connected by lowest correlations. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

The arrangements of concepts for connectivity determine the core elements for the social representation for "cooperating teacher". At the core are "supportive", "mentor", "listener/listen", and "fun" (see Figure A6). Twenty-one of the twenty-two concepts are mentioned in various ways in Part 2 of the questionnaire when student teachers complete their set of 15 open-ended statements. The only concept not mentioned verbatim is "hard worker". In order to understand the social representation of "cooperating teacher" for student teachers I examine each core concept.

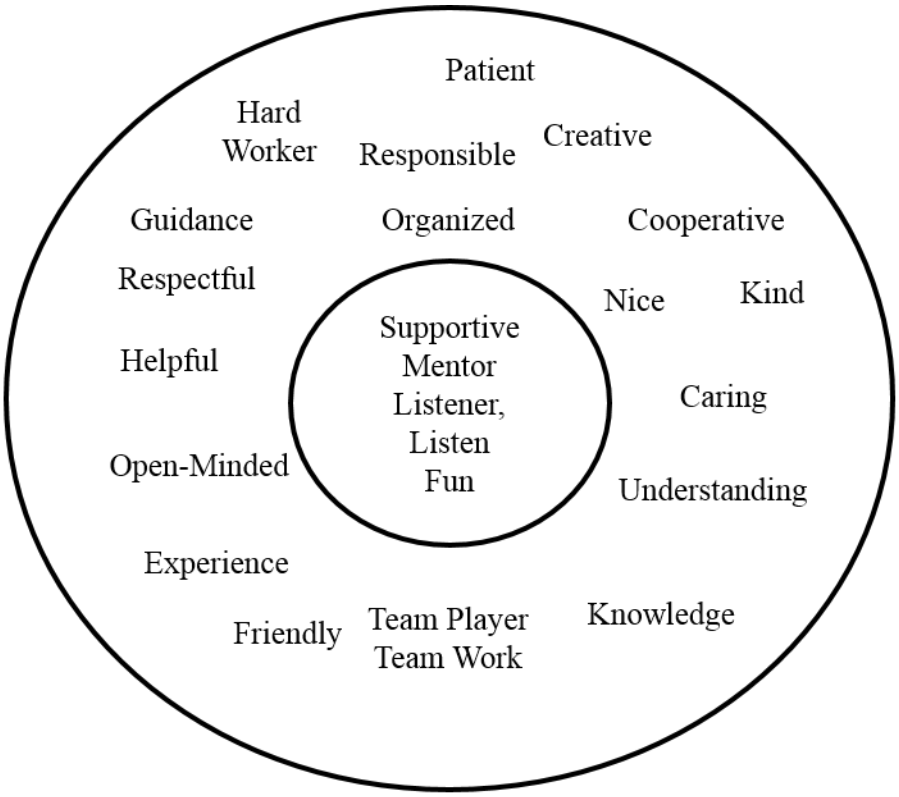

Figure A6. Core and peripheral concepts for cooperating teacher for student teachers. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Mentor. For the purpose of this study and because of the relational interplay of the cooperating teacher/student teacher, the core concept "mentor" is automatically assumed to be an important core attribute. For student teaches, mentor is to cooperating teacher as teaching is to learning; one should not exist without the other.

Supportive. To unpack and determine how student teachers make sense of the concept "supportive", I use Part 2 of the questionnaire. Open-ended responses include—

- helps the student teacher and supports them in their teaching."
- "…provides a level of support that does not come from books or classes but field of experience."
- "…is supportive and models mutual respect."
- "…is supportive and encouraging, ongoing communication."
- "A cooperating teacher who is caring/understanding/patient does what he/she can to ensure support for progress of the student teacher and classroom."

Overall I interpreted "supportive" to mean student teachers want the cooperating teacher to help them in the general sense of teaching through encouragement, respect, communication and things they cannot learn from books or coursework.

Fun. The concept "fun" is mentioned one time during the open-ended statements. A student teacher writes, "A cooperating teacher who assists their student teacher when needed makes the process much more informative, easy, and fun." Because student teachers are in their "anticipatory phase" (Moir, 1990) prior to entering their field experience, I interpret the core concept "fun" to help describe student teachers' anticipation of their upcoming student teaching experience. According to Moir (1990), there are six phases of first-year teaching.

> The anticipation phase begins during the student teaching portion of preservice preparation. The closer student teachers get to complete their assignment, the more excited and anxious they become about their first teaching position. They tend to romanticize the role of the teacher and the position" (Moir, 1990, para. 2).

It can be concluded that student teachers expect their experience to be enjoyable and fun. Coursework often times conditions student teachers for the joys and triumphs of teaching more than the challenges and trials of teaching. While the teaching experience should be enjoyable, it should also require student teachers to engage in problems of practice in serious and sustained ways (Feiman-Nemser, 2001).

Listen/Listener. Listening is an important skill for a cooperating teacher to have. Student teachers open-ended responses for "listen/listener" include:

- "A student teacher who exhibits professionalism is cordial, understanding, and a good listener."
- "A cooperating teacher who is caring/understanding/patient listens, considers others, and tries best in situations."
- "A cooperating teacher who is effective at teaching does a lot of listening, preparing, and brainstorming new creative ways for students to learn."

Discussion

While "listening" is an important skill for cooperating teachers to have, it is interesting that it is in the core of student teachers' social representation instead of the peripheral. Before student teachers enter their student teaching experience we must be reminded that they are connected to a larger group of student teachers by networking through their coursework. Therefore, they share

a common venue where they hear about others who are experiencing or have experienced their time with a cooperating teacher and began to conceptualize their own unlived experience. I deduce some of these assumptions/concerns bring the concept "listen/listener" to the forefront of their social representation possibly because it is a hope that the cooperating teacher will listen and a concern that they will not be heard.

Similar to the teachers from campuses who host student teachers, "knowledge" is in the peripheral system for student teachers. "Knowledge" is mentioned twenty-seven times in the open-ended statements under eight different characteristics—"constructive feedback", "dependable/responsible/reliable", "variety of experiences", "shares resources", "assist student teacher when needed", "communicates effectively", "cooperative", and "effective teaching". The number of times student teachers mention "knowledge" in the open-ended statements demonstrates the importance of this concept, yet it is peripheral and not core to their social representation for "cooperating teacher".

Two other attributes that are missing from student teachers' core and peripheral systems are "metacognitive/reflective" practices and "feedback". Because experts in the field of teacher preparation hold the concepts of "metacognitive/reflective" practices and "feedback" as essential attributes for cooperating and student teachers, I maintain that they should exist in the student teachers' core social representation (Boudreau, 1999; Feiman-Nemser & Buchmann, 1986; McNay & Graham, 2007). My research does not reflect whether the coursework at the university addresses "metacognitive/reflective" practices. However, if student teachers are not asked to engage in "metacognitive/reflective" practices they may not know how to prompt a cooperating teacher to engage in this practice when they have questions or need clarification about the art and craft of teaching and learning. These practices should situate student teachers to

continually ask questions about themselves that, in turn, would allow them to continually adjust and enhance their own knowledge base as well as their teaching practices and skills (Boudreau, 1999; Feiman-Nemser & Buchmann, 1986; McNay & Graham, 2007).

Additionally important to core attributes for cooperating teacher should be "feedback". The university requires cooperating teachers to conduct biweekly reports on student teachers' progress and conduct three full lesson cycle observations (see Tables B1 & B2). Student teachers are provided this information in their handbook. In Part 1, the timed segment of the questionnaire, "feedback" is recorded only two out of the 297 descriptive concepts. I argue that student teachers do not understand the value of specific useful feedback in relation to their practice. As reported by Feiman-Nemser (2001) "a culture of politeness and consensus make it hard to confront differences in teaching and philosophy and practice" (p. 1021). This corroborates student teachers' responses in Part 2 of the open-ended questions. Twenty-nine responses mention "feedback". Of these responses seven specifically ask for positive feedback, eight ask for constructive or concise feedback and fourteen simple ask for feedback. In order for student teachers to get beyond the surface level of politeness and simple praise, they need to know the value of concise useful feedback from cooperating teachers that should support them to reach their next level of professional growth, (Feiman-Nemser & Buchmann, 1986).

It should be noted that student teachers took this survey before they began their student teaching experience. Additionally, during a 15 week period the student teacher is expected to become acculturated into the district/campus/classroom by observing and asking questions about rituals, routines, procedures, and expectations. The student teacher is expected to completely take over the classroom responsibilities for a period of eight weeks under the direct supervision of the cooperating teacher. At this time they are expected to research, plan, and facilitate all classroom

lessons and activities with the support of the cooperating teacher. Toward the end of their student teaching experience they are expected to observe other master teachers in order to witness other styles and techniques for teaching and learning.

In reality, most student teachers take over one class period or in a self-contained classroom one subject area. Rarely is a student teacher afforded the opportunity to take over a classroom for eight weeks as outlined in the handbook. Mostly this is due to high stake testing and accountability issues. Results from this survey most likely would change if it were given at the end of a student teacher experience instead of the beginning.

In summary, both the regional committee members and campus administrators are not able to establish a social representation for "cooperating teacher". Both groups are able to identify similar key concepts as identified by teachers from campuses who host student teachers and student teachers. However, because they deem all identified concepts of equal importance none rose to the top or core. This is problematic because both groups are key decision makers in policy regarding cooperating teachers.

It is determined that both groups are not directly involved in the authentic practices of cooperating teachers and mentoring and do not engage in understanding what really takes place between the cooperating teacher and student teacher during the student teaching experience. Both groups should be involved in all aspects of cooperating teachers. If cooperating teachers are mandated by the state to take mentor training, then members of the regional committee and administrators should participate in the training in order to understand what it takes to be an effective teacher of teachers. Additionally, because of unintentional poor practices or lack of strong policies such as lack of a clearly defined set of criteria for the selection process of cooperating teachers, communicating this process to administrators, and placing student teachers

in classroom of ineffective teachers, these two groups were in risk of creating a cycle of poverty for teacher preparation (see Figure A2).

Teachers from campuses who host student teachers and student teachers share one core common concept—"mentor" for their social representation for "cooperating teacher". It is determined through open stemmed responses that teachers from campuses who host student teachers have a basic understanding of what it means to be a mentor, while student teachers understand that their cooperating teacher would be mentoring them during their 15 week student teaching experience. Both teachers from campuses who host student teachers and student teachers have the concept "knowledge/knowledgeable" in their peripheral system and not in their core. Understanding that cooperating teachers should have a "pedagogical stance rooted in knowledge of child/adolescent development and learning (Feiman-Nemser, 2001)" as well as curriculum and content knowledge is well documented in literature and should be in the daily discourse of all four groups.

Missing from both the teachers from campuses who host student teachers and student teachers core and peripheral systems are "metacognitive/reflective" practices as well as "feedback". It is well documented in the literature review the importance of cooperating teachers being able to make visible their thinking through "metacognitive/reflective" practices. As noted, cooperating teachers assume student teachers know why they do what they do (Boudreau, 1999; Feiman-Nemser & Buchmann, 1986; McNay & Graham, 2007). Additionally, for student teachers to grow professionally they need useful specific "feedback" from their cooperating teacher about their practice.

CHAPTER 5

ANYALSIS OF DESCRIPTIVE CONCEPTS FOR EFFECTIVE TEACHER

The previous chapter analyzes, interprets, and discusses core social representations for "cooperating teacher" from members of the regional committee, campus administrators, teachers from campuses who hosted student teachers, and student teachers. This chapter includes an analysis, interpretation and discussion of core social representations for "teacher effectiveness" for the same four groups. Because of the vast amount of research on teacher effectiveness, for the purpose of this chapter concepts are analyzed and interpreted using participants open-ended responses from Part 2 of the questionnaire in this study, research from experts in the field of teacher preparation and teacher effectiveness and my knowledge and experiences in my role as the district's teacher induction coordinator and my participation as a member of the regional committee. As well, Roberts (2006) Cooperating Teacher Effectiveness model is used to bring deeper understanding to identified concepts and compare this study's identified concepts with exiting data.

Hierarchical structures for each group are created from descriptive concepts determined by number of frequencies a concept is named and number of frequencies a level of importance is identified. Levels of importance ranged from V1 to V5. Level V1 is important and each level becomes more important until V5 which is considered an essential attribute for "teacher effectiveness". A correlation matrix that includes phi coefficients for each concept is generated to determine correlations among the concepts. Descriptive concepts with phi co-efficient correlations lower than .200 coupled with my experiences as coordinator for the district induction program and as a member of the regional committee, as well as, my investigation of literature influence how concepts are arranged for connectivity. Each data analysis set consists of

a circle map that illustrates the core and the peripheral concepts and a comparison table that demonstrates how each group's core and peripheral concepts compare with Roberts' (2006) Cooperating Teacher Effectiveness model.

The research questions that guide this section include:

3. What social representations about "teacher effectiveness" can be identified from four different groups—members of a regional committee led by university personnel, school administrators, teachers from campuses who host student teachers, and student teachers?
4. How do social representations identified for "teacher effectiveness" compare within and among the groups— members of a regional committee led by university personnel, school administrators, teachers from campuses who host student teachers, and student teachers?
5. How do social representations identified for "cooperating teacher" and "teacher effectiveness" link together?

The analysis is organized by the following:

1. Analysis of the results for members of the regional committee's responses about "teacher effectiveness" concepts and comparison to Roberts' (2006) Cooperating Teacher Effectiveness Model.
2. Analysis of the results for campus administrators' responses about "teacher effectiveness" concepts and comparison to Roberts' (2006) Cooperating Teacher Effectiveness Model.
3. Analysis of the results for teachers from campuses who hosted student teachers responses about "teacher effectiveness" concepts and comparison to Roberts' (2006) Cooperating Teacher Effectiveness Model.

4. Analysis of the results for student teachers' responses about "teacher effectiveness" concepts and comparison to Roberts' (2006) Cooperating Teacher Effectiveness Model.
5. Comparison analysis of core descriptors for "teacher effectiveness" among the members of the regional committee, campus administrators, teachers from campuses who hosted student teachers, student teachers, and Roberts' (2006) Cooperating Teacher Effectiveness Model.
6. Comparison analysis of core descriptors for "cooperating teacher" among the members of the regional committee, campus administrators, teachers from campuses who hosted student teachers, student teachers, and Roberts' (2006) Cooperating Teacher Effectiveness Model.
7. Linkage of identified core concepts for "cooperating teacher" and "teacher effectiveness".

1. Analysis of the results for members of the regional committee's responses about "teacher effectiveness" concepts.

Members from the regional committee (n = 11) identify 96 descriptive concepts for "teacher effectiveness". Seventeen descriptive concepts are established to represent the social representation for teacher effectiveness (see Table B10). Because of the low number of participants concepts that have the same or similar meanings are grouped together. "Caring", "thoughtful", and "understanding" could all produce similar actions, therefore they are grouped as one. Core concepts established for the regional committee include "adaptable/flexible", "purposeful/intentional/prepared", "caring/understanding/thoughtful", "planning", "communication", "guide/mentor" and student-centered (see Figure A7).

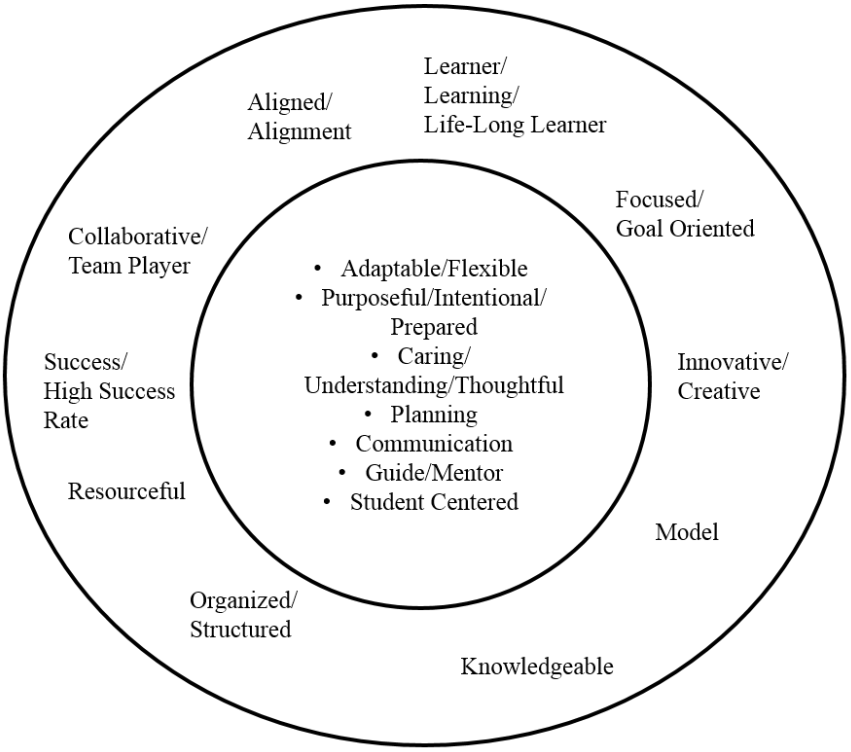

Figure A7. Core and peripheral concepts for teacher effectiveness for members of the regional committee. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Three of the seven identified core concepts and two of 10 identified peripheral concepts for "teacher effectiveness" fall into Roberts (2006) model for Cooperating Teacher Effectiveness. Twelve of the 17 identified descriptors for "teacher effectiveness" are not explicitly found in Robert's (2006) Cooperating Teacher Effectiveness model (see Table B11).

Table B11.

Members of Regional Committee's Teacher Effectiveness Descriptors Compared to Roberts' (2006) Cooperating Teacher Effectiveness Model

Roberts' Category	Core Descriptors	Peripheral Descriptors
Teaching/Instruction	• none	• knowledge
Professionalism	• Communication	• model
Student Teacher/Cooperating Teacher Relationship	• none	• none
Personal Characteristics	• adaptable/flexible • caring/understanding/ thoughtful	• none
Descriptors Not Explicitly found in Roberts' Model	• purposeful/intentional /prepared • planning • guide/mentor • student-centered	• creative/innovative • organized/structured • success/high success rate • focused/goal-oriented • aligned/alignment • collaborative/team player • learner/learning/ life-long learner • innovative/creative

Adaptable/flexible. Three participants name "adaptable/flexible" as a descriptor for "teacher effectiveness". One participant ranks it at level 5 importance and two rank it at level 4 importance. None of the open-ended responses mention "adaptable/flexible". While this group does not disclose their depth of understanding, Linda Darling-Hammond (2006) states, "Teaching is never routine." Additionally, "real teaching happens within a wild triangle of relations—among teacher, students, and subject—and the points of the triangle shift continuously (McDonald, 1992)" making it a constant shifting and changing with situations, learning needs, challenges, questions and dilemmas." (p. 39)

Caring/understanding/thoughtful. Five participants name "caring/understanding/thoughtful" as a descriptor for "teacher effectiveness". Two participants rank it at a level 5 importance and one ranks it at a level 4 importance. In their open-ended statement responses participants' record "caring/understanding/thoughtful" to mean—"understood the stages of learning and built trust with student teacher". This thought is supported by Feiman-Nemser (2001) who state, "understanding the stages of learning for both adults is essential when developing a pedagogical stance and being able to connect students and subject matter in meaningful ways. (pg. 1018)

Communication. Three participants name "communication" as a descriptor for "teacher effectiveness". One participant ranks it at a level 5 importance, one at level 4, and one at a level 3 importance. "Communication" open-ended statements include—"a cooperating teacher who communicates effectively does their best to be clear, concise, and is a role model not only for the student teacher, but students."

While "communication" is very broad and should include multiple ideas that a cooperating teacher must communicate to a student teacher, it is communication about teaching and learning and problems of practice that is missing from their open stemmed responses. Perry and Power (2004) contend that only when cooperating teachers begin to make explicit their practical knowledge will student begin to think and act beyond just modeling their behaviors. Models of explicit ways a cooperating teacher need to communicate and understanding what should be communicated to a student teacher about the study and skills of teaching need to be made available so that everyone involved in the process of teacher preparation carries to some extend similar messages about its importance and what it should look like, sound like, and feel like.

Purposeful/intentional/Prepared. Four participants name "purposeful/intentional/prepared" as a "teacher effectiveness" descriptor. Two participants rank it at a level 5 importance and two ranked it at level 4. Open-ended statements include—"A cooperating teacher who is "dependable/responsible/reliable" does not have issues with preparedness."

"A cooperating teacher who exhibits professionalism is prepared, knowledgeable, and willing to do what is best for their students and their teacher." These core descriptors are supported in Danielson's (2007) framework for teaching, "Teaching is a purposeful activity—it is goal directed and designed to achieve certain well-defined purposes" (Chapter 4, Domain 1, Component 1C, para. 1). She describes being prepared as "the critical, behind-the-scenes work of organizing classroom instruction." This "includes having a deep knowledge of the content itself and designing instruction that is appropriate to the diverse learners in one's charge" (Chapter 4, para. 2).

Planning. Three participants name "planning" as a "teacher effectiveness" descriptor. One participant ranks it at a level 5 importance and two rank it at a level 4 importance. Open-ended responses include—"A cooperating teacher who is effective does a great job of planning [and] accessing all possible resources." The data does not provide an extension to the thinking that goes into to the how, what, and why of "planning". Danielson (2007) in her framework for teaching offers a detailed description of planning and preparation. She identifies six components under Domain 1: Planning and Preparation that effective teachers must have and be able to do in order to be prepared for teaching and learning. These components include demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, setting instructional

outcomes, demonstrating knowledge of resources, designing coherent instruction, and designing student assessments, (Chapter 4).

Guide/Mentor. Three participants name "guide/mentor" as descriptor for "teacher effectiveness". One participant ranks it at level 5 importance, one at level 4, and one at level 3. The Texas Education Agency (TEA) defines cooperating teacher as "the campus-based mentor teacher for the student teacher or clinical teacher" (TAC 19, 228.2). Because of how TEA defines a cooperating teacher's role as a mentor, the terms "cooperating teacher" and "mentor" are used interchangeably among the members in regional meetings. In the context of "cooperating teacher effectiveness", there are two things to consider when determining the effectiveness of a cooperating teacher who serves as a mentor for a student teacher. First, do they have the ability to mentor adults? Second, are they willing to do it? According to the NTCQ (2011) only one in 25 teachers have both the ability to mentor adults and the desire (p. 20). This research supports the importance of the selection of cooperating teacher and mentor training noted in Chapter 4.

Student-centered. Three participants name "student-centered" as a descriptor for "teacher effectiveness". Two participants rank it at a level 5 importance and one ranks it at level 4 importance. "Student-centered" is mentioned one time in the open-ended responses. One participant states, "A cooperating teacher that has good classroom management uses organization, classroom rules and effective/diverse student-centered teaching." The results do not disclose any depth of understanding of the term "student-centered".

According to Collins and O'Brien (2003) student-centered instruction [SCI]

> is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning

process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. (Section, S).

2. Analysis of the results for campus administrators' responses about "teacher effectiveness" concepts.

Campus administrators (n = 14) identify 112 descriptive concepts for "teacher effectiveness". Seventeen descriptive concepts are established to represent the social representation for "teacher effectiveness" (see Table B12). Because of the low number of campus administrators who participate, concepts that had similar meanings are grouped together. Core concepts established for this group include, "uses best practices/strong instructional practices", "classroom management", "positive attitude", "knows subject matter/curriculum expert/content specific", and "data-driven" (see Figure A8)

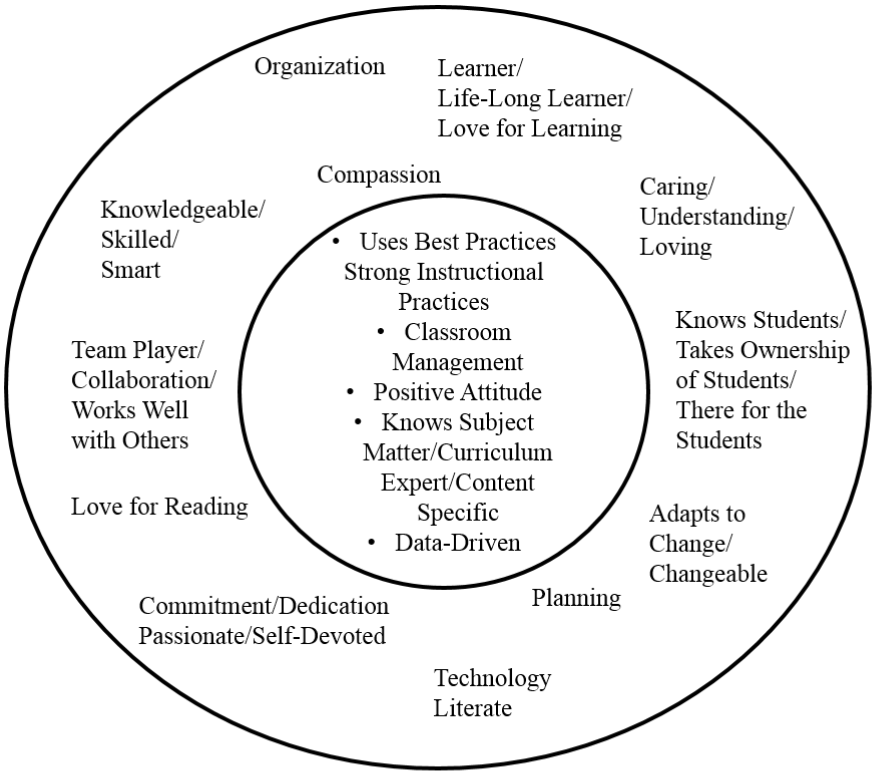

Figure A8. Core and peripheral concepts for teacher effectiveness for campus administrators. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Two of the five core concepts and two of 12 peripheral concepts are found in Roberts' (2006) model for Cooperating Teacher Effectiveness. Thirteen of 17 descriptors are not explicitly found in Roberts' (2006) model (see Table B13).

Table B13.

Comparison of Concepts for Teacher Effectiveness for Campus Administrators and Roberts' (2006) Cooperating Teacher Effectiveness Model

Roberts' (2006) Categories	Core Descriptors	Peripheral Descriptors
Teaching/Instruction	• knows subject matter/curriculum expert/content specific • classroom management	• knowledgeable/skilled/ smart
Professionalism	• none	• none
Student Teacher/Cooperating Teacher Relationship	• none	• none
Personal Characteristics	• none	• caring/understanding/ loving
Descriptors Not Explicitly found in Roberts' Model	• positive attitude • data-driven • uses best practices/strong instructional practices	• commitment/dedication/passionate/self-devoted, • learner/life-long learner/love for learning • adapts to change/changeable • knows students/takes ownership of students/there for students • organization • team player/collaboration/ works well with others • love for reading • planning • compassion • technology literate

Uses Best Practices/Strong Instructional Practices. . Nine participants name "uses best practices/strong instructional practices" as a "teacher effectiveness" descriptor. Eight participants rank it a level 5 importance and one at level 4. Open-ended responses state—"a cooperating teacher who knows/models best practices and knows curriculum and plans effectively and is

prepared." The data does not give any details or depth of understanding regarding "uses best practices/strong instructional practices. According to Sliver, Strong, and Perini (2007) it is not

> until recently teachers have had only a handful of strategies at their disposal: discussion, demonstration, lecture, practice and test. Over the last 50 years, however, teachers and researchers have created, revised, tweaked, and recast these five basic elements into hundreds of new forms" (p.1).

Using best practices or strong instructional practices should include teachers having a repertoire of teaching strategies that encompass designing thoughtful lessons and units, differentiating instruction, motivating students, bringing programs alive in the classroom, building different kinds of knowledge, and leading to student achievement, (Silver, F. H., Strong, R. W., & Perini, M. J., 2007, Chapter 1).

Classroom Management. Seven participants name "classroom management" as a "teacher effectiveness" descriptor. Six participants rank at level 5 importance and one at level 3. Open-ended comments describe classroom management as—"being organized, setting clear expectations, engaging students, using positive reinforcement, being respectful, maintaining a calm learning environment, having high expectations for all students, making adjustments as needed, and having well planned lessons."

To further elaborate, Marzano (2003) estimates that teachers with ineffective classroom management issues spend half of their instructional time dealing with discipline issues (p. 27). These teachers send their students to the principal's office for them to handle the situation. If teachers have effective classroom management administrators would not be bothered with issues of discipline and punishment. Therefore, "classroom management" is in the daily talk and actions of this administrator's group and found in the core of their social representation.

Positive Attitude. Three participants name "positive attitude" as a core concept for "teacher effectiveness" and all three participants rank it at a level 5 importance. Open ended statements include—"A cooperating teacher who exhibits professionalism continues to improve their own knowledge, keeps confidence, works to improve campus with activities such committees and a has positive attitude."

A principal I worked with for nine years states that she would take "attitude" over "content knowledge" any day. She believes that professional development and team support would take care of "curriculum knowledge", but changing someone's mindset or "attitude" is challenging if not impossible to do. The importance of "attitude" in the classroom is noted by author, educator, and philosopher Haim Ginnot (1972):

> I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess a tremendous power to make a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized. p.15

Knows Subject Matter/Curriculum Expert/Content Specific. Seven participants name "knows subject matter/curriculum expert/content specific" as a descriptor for "teacher effectiveness". Six participants rank it at a level 5 importance and one ranks it at level 4 importance. Open ended responses state—"A cooperating teacher who serves as a role model demonstrates…strong knowledge of curriculum… and a cooperating teacher who exhibits professionalism does to improve their own knowledge." To further interpret the importance of

this concept in her study of successful teacher education programs, Darling-Hammond (2006) states that the success of these programs is based on

> a clear vision of the teacher they are trying to develop… The vision is one of teachers as knowledgeable, reflective decision makers, combining their understanding of how children learn and develop in social context with knowledge about subject matter and curriculum—what needs to be taught to achieve the purposes of education and meet the demands of the disciplines. (p. 79)

Data-Driven. Three participants name "data-driven" as a descriptor for "teacher effectiveness". All three participants rank it at level 5 importance or as an essential attribute for "teacher effectiveness". None of the open-ended comments include the term "data driven". No Child Left Behind presented "new opportunities and incentives for data used in education by providing schools and districts with additional data for analysis, as well as increasing the pressure on them to improve student test scores" (Marsh, J. A., Pane, J. F., & Hamilton, L. S., 2006). As a result, administrators are held at a high standard of accountability due to both federal and state laws. More than ever administrators use data to determine what academic areas and/or standards to focus on, how to use the budget to support low performing areas, and how to determine what programs best support their areas of need. Because administrators are expected to know and understand data, they view the concept of "data-driven" as an essential core expectation of "teacher effectiveness".

3. Analysis of the results for teachers from campuses who hosted student teachers (cooperating teachers) responses about "teacher effectiveness" concepts.

Teachers from campuses who hosted student teachers (n = 43) identify 264 descriptive concepts for" teacher effectiveness". Twenty-two descriptive concepts are established to represent the social representation for "teacher effectiveness" (see Table B14). Core concepts established for this group include "prepared", "routines/rituals", "planning", "differentiate", "open-minded", "patience", "cooperative", "organized", "communication", and "leader/leadership" (see Figure A9).

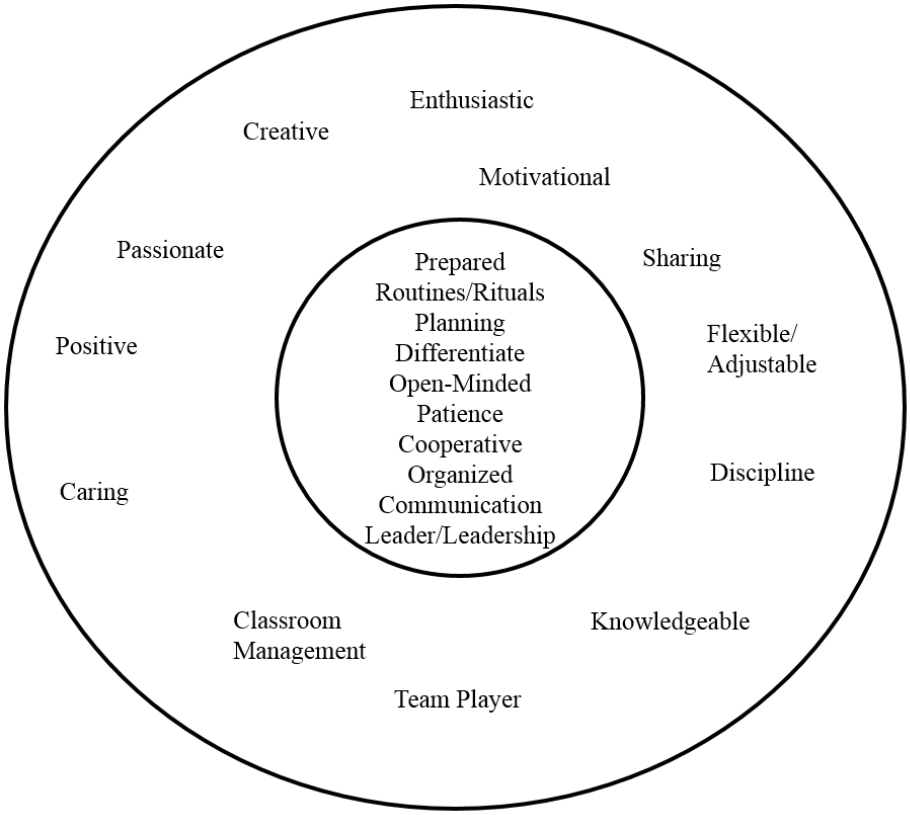

Figure A9. Core and peripheral concepts of teacher effectiveness for teachers from campuses who hosted student teachers. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Four of the ten core concepts and five of 12 peripheral concepts for "teacher effectiveness" are found in Roberts' (2006) model for Cooperating Teacher Effectiveness (see Table B15). Thirteen of 22 identified descriptors for "teacher effectiveness" are not explicitly found in Roberts' (2006) model.

Table B15.

Comparison of Concepts for Teacher Effectiveness for Teachers from Campuses Who Hosted Student Teachers and Roberts' (2006) Cooperating Teacher Effectiveness Model

Roberts' (2006) Categories	Core Descriptors	Peripheral Descriptors
Teaching/Instruction	• None	• classroom management • knowledgeable
Professionalism	• Communication	• none
Student Teacher/Cooperating Teacher Relationship	• none	• sharing
Personal Characteristics	• open-minded • patient • cooperative	• caring • flexible
Descriptors Not Explicitly found in Roberts' Model	• prepared • differentiate • planning • leader/leadership • organized • rituals/routines	• creative • enthusiastic • motivational • passionate • discipline • positive • team player

Prepared. Six participants name "prepared" as a "teacher effectiveness" descriptor. Five participants rank it at level 5 importance, one at level 4. Open-ended statements describe being "prepared" as—"someone who is reliable, dependable, comes to work prepared, and is prepared to provide thoughtful insight, information, and feedback". Being prepared requires planning and according to Danielson (2007), "It is difficult to overstate the importance of planning." "That is, a teacher's essential responsibility is to ensure that students learn, to design (or select or adapt) learning activities such that students learn important content." (Chapter 2, para. 3).

Routines/Rituals. Six participants name "routines and rituals" as "teacher effectiveness". Four participants rank it at level 5 importance, one at level 4, and one at level 3. Several open-

ended responses describe “rituals and routines” as—“being in place, and students knew what to expect”. Open ended responses state that “a cooperating teacher that has good classroom management set rituals and routines from the beginning and has them in place at all times”. To further elaborate, Danielson (2007) states “One of the marks of expert teachers is that they take the time required to establish their routines and procedures at the outset of the school year.” (Chapter 4, Domain 2, Component 2c, para. 2). Additionally, “In a well-managed classroom, procedures and transitions are seamless; students assume responsibility for the classroom’s smooth operation.” (Chapter 4, Domain 2, Component 2c, para. 3).

Planning. Five participants name “planning” as a “teacher effectiveness” descriptor. Three participants rank it a level 5 importance and 2 at a level four. Open-ended responses describe “planning” as—“allowing student teachers to see the whole picture planning, preparing, and executing the plan by modeling all aspects of teaching from planning to implementation”. This is supported in other literature. Barry (2010) states, “planning as one of the behaviors that effective teachers incorporate into their daily professional practice” (p. 3). In addition, Danielson (2007) identifies “planning and preparation” as one of four domains relating to effective teaching.

Differentiate. Five participants name “differentiate” as a descriptor for “teacher effectiveness”. Three participants rank it at a level 5 importance and 2 ranked it as a level 4 importance. Open-ended responses did not disclose how participants define what it means to “differentiate”. In their study of current key educational documents on professional expectations from novice to expert and preschool through high school, Tomlinson and Imbeau (2010) find that, “Student differences matter and effective teachers attend to those differences thoughtfully and proactively” (p. 4).

Open-Minded. Six participants name "open-minded" as a descriptor for "teacher effectiveness". Three participants rank it at a level 5 importance, two ranked it at level 4 and one ranked at level 3 importance. Open-ended responses describe "open-minded" to mean—"a teacher who is open to all ideas, opens her heart to any problem, works together to make future teachers their best".

Patience. Seven participants name "patience" as a descriptor for "teacher effectiveness". Five participants rank it at a level 5 importance and two rank it at level 4 importance. Open-ended responses for "patience" included—"a cooperating teacher who provides a variety of experiences for their student teacher being patient and supportive".

Cooperative. Six participants name "cooperative" as a descriptor for "teacher effectiveness". Three participants rank it at level 5 importance, two at level 4 and one at level three importance. Open-ended responses for "cooperative" include—"someone who is a team player, shares knowledge, is willing to change ideas, gets along with others, and gives others opportunities before judging them".

Organized. Fifteen participants name "organized" as a descriptor for "teacher effectiveness". Five participants rank it at a level 5 importance, five rank at level 4, and three rank it at level 3 importance. Open-ended responses that include "organized" state—"A cooperating teacher who is effective at teaching is organized, reaches students at all levels, and makes learning fun".

Communication. Thirteen participants name "communication" as a descriptor for "teacher effectiveness". Seven participants rank it at level 5 importance, four rank it at level 4, and two rank it at level 3 importance. Open-ended responses for "communication" include—"is well understood, keeps lines of communication open, has great student success, provides appropriate

feedback, has a great relationship with parents, students, and co-workers, and shows her expectations to interns [student teachers] and students". As research has shown, communication through metacognitive and reflective practices are key in student teachers understanding why and how a cooperating teacher made decisions about not only the big things but little things in teaching and learning (Feiman-Nemser & Buchmann, 1986).

Leader/Leadership. Six participants name "leader/leadership" as a descriptor for "teacher effectiveness". Three participants rank it at level 5 importance, two rank it at level 4, and one ranks it at level 3 importance. Open-ended responses that include "leader" are connected to a cooperating teacher who is a role model. Danielson (2007) describes a distinguished teacher has someone who "takes a leadership role in promoting a culture of professional inquire" (Chapter 4, Figure 4.20).

4. Analysis of the results for student teacher responses about "teacher effectiveness" concepts.

Student teachers (n = 115) identify 337 descriptive concepts for "teacher effectiveness". Twenty-four descriptive concepts are established to represent the social representation for "teacher effectiveness" (see Table B16). Core concepts established for this group include "responsible", "fair", "helpful", "dedicated", and "engaging" (see Figure A10).

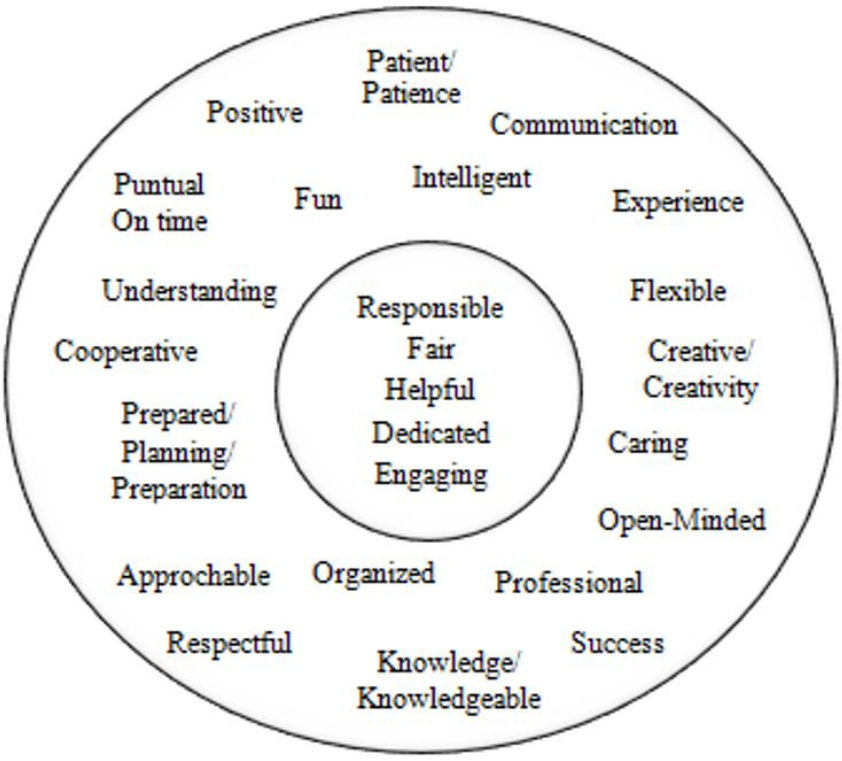

Figure A10. Core and peripheral concepts for teacher effectiveness for student teachers. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

Two of five core concepts and two of 19 peripheral concepts are found in Roberts' (2006) Cooperating Teacher Effectiveness model. "Helpful", "dedicated" and "engaging" are implied in Roberts' (2006) model, but not explicitly named. A total of 12 of 24 descriptors are not found in Roberts' (2006) model (see Table B17).

Table B17.

Comparison of Concepts for Teacher Effectiveness for Student Teachers and Roberts' (2006) Cooperating Teacher Effectiveness Model

Category	Core Descriptors	Peripheral Descriptors
Teaching/Instruction	• none	• knowledge • experiences
Professionalism	• none	• professional • communication
Student Teacher/Cooperating Teacher Relationship	• none	• none
Personal Characteristics	• fair • responsible	• patient/patience • flexible • open-minded • caring • cooperative • understanding
Descriptors Not Explicitly found in Roberts' Model	• dedicated • helpful • engaging	• creative/creativity • success • organized • approachable • intelligent • punctual • fun • positive • prepared/planning/ preparation

Responsible. Seventeen participants name "responsible" as a descriptor for "teacher effectiveness". Eleven participants rank it at level 5 importance, four at level 4, one at level 3, and one at level 2 importance. Open ended responses describe "responsible" as—"a cooperating teacher who shows how a professional should act, is on time, always there, goes the extra mile, trustworthy, helps the student teacher by modeling proper behavior, someone always ready to teach, does not let things slip through the cracks and does not depend on others".

Fair. Ten participants name "fair" as a descriptor for "teacher effectiveness". Five participants rank it at level 5 importance, three rank it at level 4, one at level 3, and one at level 2 importance. Open ended responses include a cooperating teacher who is "fair"—"shows she cares about her students, provides help yet allows the student to grow as a teacher, understands

that the student teacher will make mistakes and helps him/her to get better, allows the student teacher to participate, realizes the importance of being open-minded and cooperative, and shows consistency".

Helpful. Sixteen participants name "helpful" as a descriptor for "teacher effectiveness". Nine participants rank it a level 5 importance, four at level 4, two at level 3, and one at level 2 importance. Open ended responses state—"A cooperating teacher who shares resources is effective, provides a variety of experiences and assists when needed as helpful".

Dedicated. Nine participants name "dedicated" as a descriptor for "teacher effectiveness". Six participants rank it at level 5 importance, two at level 4, and one at level 3 importance. Open ended responses state—"a cooperating teacher who is cooperative as someone who is caring, understanding, educated, and "dedicated".

Engaging. Eleven participants name "engaging" as a descriptor for "teacher effectiveness". Nine participants rank it at level 5 importance, one at level 4 and one at level 3 importance. One open ended response state—"A cooperating teacher who is effective at teaching does engage, explain, elaborate, and evaluate her students". In Marzano's (2007) comprehensive framework for effective teachers he identifies engaging students as one of the essential practices (pg. 5). Danielson (2007) describes "the quality of student engagement is the result of careful planning of learning experiences" (Chapter 4, Domain 3, Component 3c, para. 1).

5. Comparison analysis of core descriptors for "teacher effectiveness" among the members of the regional committee, campus administrators, teachers from campuses who hosted student teachers, and student teachers.

Collectively 24 core descriptors for "teacher effectiveness" are identified among the four groups (see Table B18). Members of the regional group have five out of seven concepts unique to their core system—"adaptable/flexible", "caring/understanding/thoughtful", "planning", "guide/mentor" and "student-centered". Campus administrators have five out of five concepts unique to their core system—"uses best practices/strong instructional practices", "classroom management", "positive attitude", "knows subject matter/curriculum expert/content specific", and "data-driven". Teachers from campuses who hosted student teachers have seven out of nine core concepts unique to their core system— "rituals/routines", "differentiate", "open-minded", "patient", "cooperative", "organized", and "leader/leadership". Student teachers have five out of five core concepts unique to their social representation—"responsible", "fair", "helpful", "dedicated", and "engaging". Only two descriptors are shared among two of the groups; members of the regional committee and teachers from campuses who hosted student teachers both had "prepared" and "communication" in their core social representations for "teacher effectiveness".

All groups are able to establish a set of core concepts for "teacher effectiveness" that are indisputable in terms of attributes of "teacher effectiveness". To be an effective teacher requires multiple elements of complexity. Effective teaching requires constant shifting and changing with situations, challenges, learning needs, and dilemmas, addressing simultaneously multiple goals, considering the diverse needs of students and integrating multiple kinds of knowledge, (Darling-Hammond, 2010, p. 39). However, it is problematic that only two concepts for "teacher

effectiveness" are shared among two groups if they are all working toward a common goal of supporting the professional growth of student teachers.

Table B18.
Comparison of Teacher Effectiveness Core Concepts among Groups

Core Systems' Descriptors	Members of Regional Committee	Campus Administrators	Teachers from Campuses Who Hosted Student Teachers	Student Teachers	Roberts (2006) Cooperating Teacher Effectiveness Model
adaptable/flexible	X				
purposeful/intentional/prepared	X		X		
caring/understanding/thoughtful	X				X
planning	X				
communication	X		X		X
guide/mentor	X				
student-centered	X				
uses best practices/strong instructional practices		X			
classroom management		X			X
positive attitude		X			
knows subject matter/curriculum expert/content specific		X			X
data-driven		X			
rituals/routines			X		
differentiate			X		
open-minded			X		X
Patient			X		X
cooperative			X		X
organized			X		
leader/leadership			X		
responsible				X	X
fair				X	X
helpful				X	
dedicated				X	
engaging				X	

Note: Shaded rows were unique core concepts to that particular group.

6. Comparison analysis of core descriptors for "cooperating teacher" among the members of the regional committee, campus administrators, teachers from campuses who hosted student teachers, and student teachers.

Collectively nine core concepts for "cooperating teacher" are established among the four groups (see Table B19). As noted extensively in Chapter 4, both members of the regional committee and campus administrators are unable to identify social representations for "cooperating teacher" because they consider all descriptors of the same importance allowing none to stand out as more important than another. The only shared descriptor for "cooperating teacher" is "mentor" with teachers from campuses who hosted student teachers and student teachers. Core descriptors unique to teachers from campuses who hosted student teachers social representation are "effective teacher", "responsible", "organization", "understanding", and "patient". Core descriptors unique to the student teachers' core social representation are "supportive", "listener/listen", and "fun".

Table B19.

Comparison of Cooperating Teacher Core Concepts among Groups

Core Systems' Descriptors for Cooperating Teacher	Members of Regional Committee	Campus Administrators	Teachers from Campuses Who Hosted Student Teachers	Student Teachers	Roberts (2006) Cooperating Teacher Effectiveness Model
Mentor			X	X	
effective teacher			X		X
Responsible			X		
Organization			X		
Understanding			X		X
Patient			X		X
Supportive				X	X
listener/listen				X	
Fun				X	

Note: Shaded rows were unique core concepts to that particular group.

7. Linkage of identified core concepts for “cooperating teacher’ and “teacher effectiveness”.

When concepts for “teacher effectiveness” are coupled with established core concepts for “cooperating teacher”, 28 core concepts emerge. Five concepts are common to both “cooperating teacher” and “teacher effectiveness” core systems were “mentor”, “understanding”, “organization”, “patient” and “responsible”. However, none of these are found among all four groups. Teachers from campuses who hosted student teachers is the only group that has two of their concepts in both “cooperating teacher” and “teaching effectiveness” core representations—“organization” and “patient”. Additionally, 39% of these combined core concepts from this study are found in Roberts’ (2006) Cooperating Teacher Effectiveness model indicating further research is needed in the area of “cooperating teacher” and “teacher effectiveness”.

It is the lack of the descriptors of “knowing of content, pedagogy, and student learning”, “metacognitive/reflective” practices, and “feedback” that are at the heart of good teaching and mentoring that should have position these groups to make decisions and to create policy that supports best practices of teacher preparation. In terms of cooperating teacher effectiveness this becomes problematic when all four groups are working toward the common goal of supporting the professional growth student teachers.

In conclusion, according to Wagner, et. al (1999) “social groups are distinct in terms of their understanding of social phenomena which, in turn, constitute their social identity. The shared understanding of a cooperating teacher’s world and the objects composing it provide the ground for communication and other forms of co-action” (p. 97). Members of the regional committee are represented by their roles and responsibilities to the student teachers, campus administrators, and cooperating teachers. Campus administrators are represented by their roles

and responsibilities to cooperating teachers and student teachers. Cooperating teachers are represented by their roles and responsibilities to the student teachers. Student teachers are represented by their roles and responsibilities to the cooperating teachers.

To some extent the role and responsibility for each group should yield unique core social representation systems. For example, student teachers enter their student teaching experience knowing they should have the support from their cooperating teacher, therefore it made sense for "supportive" to be in their core system, while it made sense for "supportive" to be in the peripheral system of the other groups. However, in order to support complexities of teaching and learning in a concise systematic manner, some concepts should be shared and thus represented within all four groups. As identified in Chapter 4, concepts such has "knowledge— of content, pedagogy, and student learning", along with "metacognitive/reflective" practices, and "feedback" should be essential and established in each group's core social representation. Additionally through the analysis and interpretation of Chapter 5, "planning and preparation" should also be established in each group's core social representation.

Members of the regional committee and campus administrators are instrumental in making decisions that impact policy for cooperating teachers and student teachers. It is through their leadership that all groups should have a common language. If all groups operate out of a common framework and this framework is updated, communicated, and supported each semester through scheduled and intentional efforts of the regional committee, campus administrators, teachers from campuses who host student teaches, and student teachers, common core systems for "cooperating teacher" and "teacher effectiveness" based on the daily talk and actions among and across the groups should begin to emerge and evolve.

CHAPTER 6

CONCLUSION

Because it is the cooperating teacher who provides the initial social contexts for a student teacher by way of how they themselves think and acts like a teacher while interacting with students, it is, therefore, he or she who plays a compelling role in the professional development and preparation of student teachers. Cooperating teachers set the affective and academic setting by the way they perceive, understand, and carry out their role as a teacher educator. The way they perceive, understand, and carry out their role as a teacher educator, shapes the way a student teacher begins to learn and process the complexities of learning how to teach. It is important, then, to examine the perceptions that varying groups of educators have about "cooperating teacher" and "teacher effectiveness".

Using Moscovici's (1973) social representations theory this study sought to identify, examine, and compare core social representation systems for the descriptive concepts "cooperating teacher" and "teacher effectiveness" through perceptions of members of the regional committee, campus administrators, teachers from campuses who hosted student teachers (cooperating teachers), and student teachers. The study also sought to identify, compare, and elaborate the meaning of identified core descriptive concepts for "cooperating teacher" and "teacher effectiveness" with those identified by Roberts' (2006) Cooperating Teacher Effectiveness model.

The general theoretical literature on this subject presented gaps in terms of different perceptions about cooperating teacher effectiveness. There are no studies that I became aware of or was able to identify that examined different educators' social representations of "cooperating

teacher" and social representations of "teacher effectiveness" simultaneously, and, yet, independently. Therefore, this study sought to answer the following questions:

1. What social representations about "cooperating teacher" can be identified from four different groups—members of a regional committee led by university personnel, school administrators, teachers from campuses who hosted student teachers, and student teachers?
2. What social representations about "teacher effectiveness" can be identified from four different groups—members of a regional committee led by university personnel, school administrators, teachers from campuses who hosted student teachers, and student teachers?
3. How do the social representations identified for "cooperating teacher" compare within and among the groups—members of a regional committee led by university personnel, school administrators, teachers from campuses who hosted student teachers, and student teachers?
4. How do social representation identified for "teacher effectiveness" compare within and among the groups— members of a regional committee led by university personnel, school administrators, teachers from campuses who hosted student teachers, and student teachers?
5. How do social representations identified for "cooperating teacher" and "teacher effectiveness" compare?

This chapter is organized by the following sections:

- Conclusions and Implications
- Recommendation for the Study

- Limitations and Recommendations for Future Research
- Concluding Thoughts

Conclusions and Implications

While each group should have "cooperating teacher" and "teacher effectiveness" concepts that are unique to the daily talk and actions of that particular group, it is concluded there should exist a set of common concepts shared among each groups' social representations if they are all striving for the same goal—the positive growth of student teachers. Collectively nine core descriptors for "cooperating teacher" are established among the four groups (see Table B19). Critical to this study is the inability of members of the regional committee and campus administrators being able to establish a social representation for "cooperating teacher". Because they deem all concepts of equal importance none rose to the top or core. This is problematic because both groups are key decision makers and influence policy regarding cooperating teachers. Key reasons for members of the regional committee and campus administrators' inability to establish social representations for cooperating teacher include:

- Not being directly involved in the authentic work and practices of cooperating teachers and student teachers. Not being truly involved in authentic practices of the relational interplay of the cooperating teacher and student teacher causes ambiguity of concepts that result in multiple understandings or confusion of the same concept.
- Not having a clearly defined selection process for cooperating teachers that is directly communicated and understood by campus administrators every semester. Not ensuring administrators have a clear vision and understanding of the importance of the selection process results in ineffective actions taken by administrators such as inviting any teacher

regardless of whether they are an effective teacher or not and intentionally assigning student teacher to a cooperating teacher who is ineffective thinking it would help the situation. An additional issue in terms of selection is the lack of qualified cooperating teachers. The National Council on Teacher Quality (NCTQ) (2011) reports that public schools do not have enough qualified teacher to mentor student teachers. They found that only one in every 25 teachers at a campus is qualified and willing to be a cooperating teacher.

- Lack of a unified mentor training program. Mentor training is, in part, left up to districts to provide. While the university developed mentor training for districts there is no follow through to determine when and how the trainings are facilitated. As well, districts are allowed to provide their own mentor training with no set guidelines for the quality or quantity. Additionally, administrators and some members of the regional committee are not involved in the mentor training for cooperating teachers creating disconnect or lack of understanding of the cooperating teacher's compelling role and responsibilities as a mentor.
- Lack of university personnel support. The ratio of the university's field supervisors is approximately 1 to 75. These supervisors report spending most of their time "putting out fires" not mentoring.
- Lack of systematic support from campus administrators. Administrators report not meeting with student teachers and cooperating teachers on a regular basis to determine how things are going and the level of support needed.

As a result of not having clearly defined expectations and systems, Bradshaw's description for a cycle of poverty borrowed from Sher (1977) was used to metaphorically elaborate the

consequences of these actions (see Figure A2). He describes Sher's (1977) description of a cycle of poverty as a

> community where unemployment leads to people moving, which leads to the closing of businesses, which leads to a decline in local tax revenues, which leads to the deterioration of schools, which leads to poorly trained workers, leading firms unable to utilize cutting edge technology and the inability to recruit new firms to the area, which leads back to a greater lack of employment (p.14)

In other words, a lack of education and unemployment interact to create a spiral of disinvestment and decline (Bradshaw, 2006, p. 14). Therefore, assigning student teachers to ineffective cooperating teachers, not attending mentor training, not having scheduled meetings with student teachers, not observing cooperating teachers work with student teachers could be perceived as creating a spiral of disinvestment and decline in teacher preparation, (see Figure 2A).

Unlike members of the regional committee and campus administrators, teachers from campuses who hosted student teachers and student teachers in this study are able to establish social representations for "cooperating teacher". Descriptive concepts in the core system for teachers at campuses who hosted student teachers are "mentor", "effective teacher", "responsible", "organization", "understanding", and "patient" (see Figure A4). Student teachers core concepts are "supportive", "mentor", "listener/listen", and "fun" (see Figure A6).

"Mentor" is the only concept for "cooperating teacher" that these two groups share. Open-ended responses determine that teachers at campuses who hosted student teachers have a basic understanding of what it means to be a mentor, while student teachers understand that their cooperating teacher will be mentoring them during their 15 week student teaching experience. Both teachers at campuses who hosted student teachers and student teachers have the concept

"knowledge/knowledgeable" in their peripheral systems, however research suggests that this should be a part of their core system. In other words, it is essential that cooperating teachers have a "pedagogical stance rooted in knowledge of child/adolescent development and learning" (Feiman-Nemser, 2001, p. 1018) as well as "curriculum and content knowledge" (Danielson, 2007). As well, "metacognitive/reflective" practices and "feedback" are two concepts that should have been central the core systems for all four groups, yet they were missing. Experts in the field have stressed the importance of "metacognitive/reflective" practices that require cooperating teachers to not only think about their own teaching practices, but to make visible their thinking by talking aloud about what they do and why [for the student teachers] (Feiman-Nemser & Buchmann, 1986, p. 40).

Additionally, because of the nature of the cooperating teacher/student teacher relationship "feedback" is essential in order for a student teacher to reflect on their work and make adjustments to learn and improve their practice. Cooperating teachers are required by the university to provide biweekly evaluations in the form of a check list based on a scale of one to four (see Table B1). Many cooperating teachers report not filling out the forms until near the end of the 15 week student teaching experience. Often times they give the student teacher all fours with little to no written feedback. It is concluded that this tool becomes a compliance activity rather than a time and space when cooperating teachers can sit down and provide specific feedback based on their observations, conversations, and performance.

All groups are able to establish a set of core concepts for "teacher effectiveness" that are indisputable in terms of attributes of "teacher effectiveness". Twenty-four core concepts for "teacher effectiveness" are established by the four groups (see Table B18). However, only three descriptors are shared among two of the groups; members of the regional committee and teachers

from campuses who hosted student teachers both had the concepts "purposeful/prepared/intentional," "planning," and "communication" in their core social representations for "teacher effectiveness".

When combined there are a total of 28 descriptors identified in the core systems for "cooperating teacher" and "teacher effectiveness". The only shared concepts among the four groups are "mentor", "understanding", "organization", "patient" and 'responsible". Additionally, teachers who hosted student teachers is the only group that has two of their concepts in both core representations—"organization" and "patient". While these descriptors are important, it is the lack of the descriptors of "knowledgeable about content, pedagogy, and students", "metacognitive/reflective" practices, and "feedback" that are at the heart of good teaching and mentoring that would have positioned these groups to make decisions and create policy that would have supported best practices of teacher preparation.

Eleven of 28 or 39% of characteristics of cooperating teacher effectiveness from this study are found in Roberts' Cooperating Teacher Effectiveness model where he identifies 30 attributes of cooperating teacher effectiveness from his Delphi study (see Tables B18 & B19). Only two of the 11 concepts are found in both "cooperating teacher" and "teacher effectiveness" core systems, "patient" and "understanding". None of these descriptors are shared among all four groups. Additionally, it is noted that Roberts' (2006) model is limited to the perceptions of student teachers and field of agricultural education indicating the need for further research to develop a model of cooperating teacher effectiveness for general education.

In conclusion, there exists a lack of social representations by key decision makers and those who create and influence policy that causes program inconsistencies and issues. There exists superficial set of social representations that does not get at the complex systems of

teaching and learning. There exists social representations that do not include essential core concepts such as “metacognitive/reflective” practices, “knowledge of content, child/adolescent development and learning, and pedagogy”, “feedback”, and “preparation and planning”. There exist sets of social representations that are too unique and not collectively cohesive enough when all groups support the same effort and goals of promoting the professional growth of teaching and learning.

Recommendations from the Study

Because of the nature and busyness of all actors in education, it will take true and tried efforts on the part of all involved, but it will be the responsibility of the members of the regional committee in collaboration with school district personnel to ensure that policies are established and implemented that clearly defines systems for teacher preparation. It will be the responsibility of this group to consistently keep a check on the successes and challenges for all others—campus administrators, teachers from campuses who host cooperating teachers and student teachers. The following are recommendations for future decisions and policy:

- All four groups independently and collectively need to create a profile of an effective cooperating teacher based on federal and state requirements, attributes experts in the field have identified coupled with individual and collective expectations. What do each group and the collective whole expect a cooperating teacher who is effective to be able to do for the student teacher?
- Members of the regional committee need to commit to a number of hours of observations and conversations with cooperating teachers working with student teachers in the classrooms. They need to communicate their observations and conversations with each other, campus administrator, cooperating teachers and student teachers.

- Campus administrators should be required to commit a certain number of hours of observations and conversations with cooperating teachers and student teachers. They need to communicate their observations and conversations with each other, the regional committee, cooperating teachers and student teachers.
- Members of the regional committee need to establish a criterion selection process for cooperating teachers and clearly communicate the process to campus administrators each semester, not once a year. To ensure that it is communicated, requiring documentation of a meeting with campus administrators will be important.
- Members of the regional committee need to establish a policy that requires campus administrators to meet with them each semester prior to the assignment of student teachers to review the criterion selection process for cooperating teachers and the roles and responsibilities of all involved parties. In other words they will review, what is expected of themselves, the cooperating teachers, student teachers, and members of the regional committee. Members of the regional committee can host a general session meeting, but will need to meet with those campus administrators on an individual basis who are unable to attend a general session.
- Members of the regional committee need to establish a system/routine that reviews the evaluation tool that provides feedback to student teachers with cooperating teachers. Prior to the assignment of a student teacher, cooperating teachers need to be required to review this tool and understand its value and importance. In order for cooperating teachers to promote the professional growth of their student teachers, they need to understand the evaluation tool and how to determine a score using the scale of one to four and the importance of providing specific useful feedback in a timely manner.

- Members of the regional committee need to need to engage in metacognitive/reflective practices concerning cooperating teacher effectiveness and communicate the importance of these practices to campus administrators, cooperating teachers, and student teachers. The committee needs to commit to reestablishing professional development schools to become places where all parties can talk aloud about observations, problems of practice, planning and preparation, curriculum, pedagogy, child/adolescent development, and teacher actions, in the context of student learning.
- Members of the regional committee need to establish a consistent mentor training program that outlines both the quality and quantity of the mentor training. They need to set up training workshop opportunities at the partnership and professional development campuses by qualified personnel or by offering an online mentor training that is monitored by university personnel for comments and feedback. As well, policy needs to mandate that members of the regional committee and campus administrators attend the same mentor training and attend any additional updates.

Limitations and Recommendations for Future Research

Limitations of this study include the influence of my participation as a member of the regional committee and my role as coordinator for the teacher induction program of the district included in this study. As well, this study is limited by using the perceptions of campus administrators and teachers from campuses who hosted student teachers from only one district.

Future research should include:

- A qualitative study that examines the regional committee and campus administrators' lack of social representations for cooperating teacher.

- A quantitative study with the same group to validate the validity of the identified concepts within the core and peripheral system. Will the groups agree or disagree that identified concepts belonged in the core/peripheral system?
- Case studies that capture the work of cooperating teachers working with student teachers to understand gaps in important attributes of cooperating teacher effectiveness such as metacognitive/reflective practices and how and when specific feedback is provided.
- A qualitative study that asks different groups to think out loud about descriptive concepts and what they look like, sound like, feel like—explicitly and implicitly what each concept means.

In conclusion, it is the cooperating teacher who is at the front line of duty when it comes to moving the student teachers professional learning progress in a positive and powerful manner. Yet, it is the responsibility of teacher preparation programs and district and campus administrators to make decisions and create policy that supports cooperating teachers and student teachers. The role of the cooperating teacher and the role of members of teacher preparation programs in collaboration with district administrators must not be underestimated or considered lightly. In order to make sound decisions about policy that supports what it takes to be a cooperating teacher and be effective, members of teacher preparation programs as well as district and campus administrators must be authentically involved and understand the demanding and complex functions of an effective cooperating teacher.

Lastly, if I was still involved in the work as a member of the regional committee and the district's induction coordinator the results from this study would have influenced how I would move forward in the work. I would work hard to reestablish policies that put in place systems that would include agreement contracts that outline expectations of all involved. Contracts would

comprise a set of selection criteria, expectations for mentor training, communicating, and so on. I would select campus administrators who are willing to be authentically engaged in the work and learning journey of the cooperating teacher and student teacher. Embedded in the work would be essential practices needed for effective mentoring—practices such as metacognition/reflection, useful feedback, knowledge of content, curriculum pedagogy, child and adolescent development, planning and preparation. I truly believe if all parties involved in teacher preparation are knowledgeable in what best supports the professional growth of a teacher and actively apply this knowledge collectively we can begin to see positive change.

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APPENDIX A

FIGUIRES

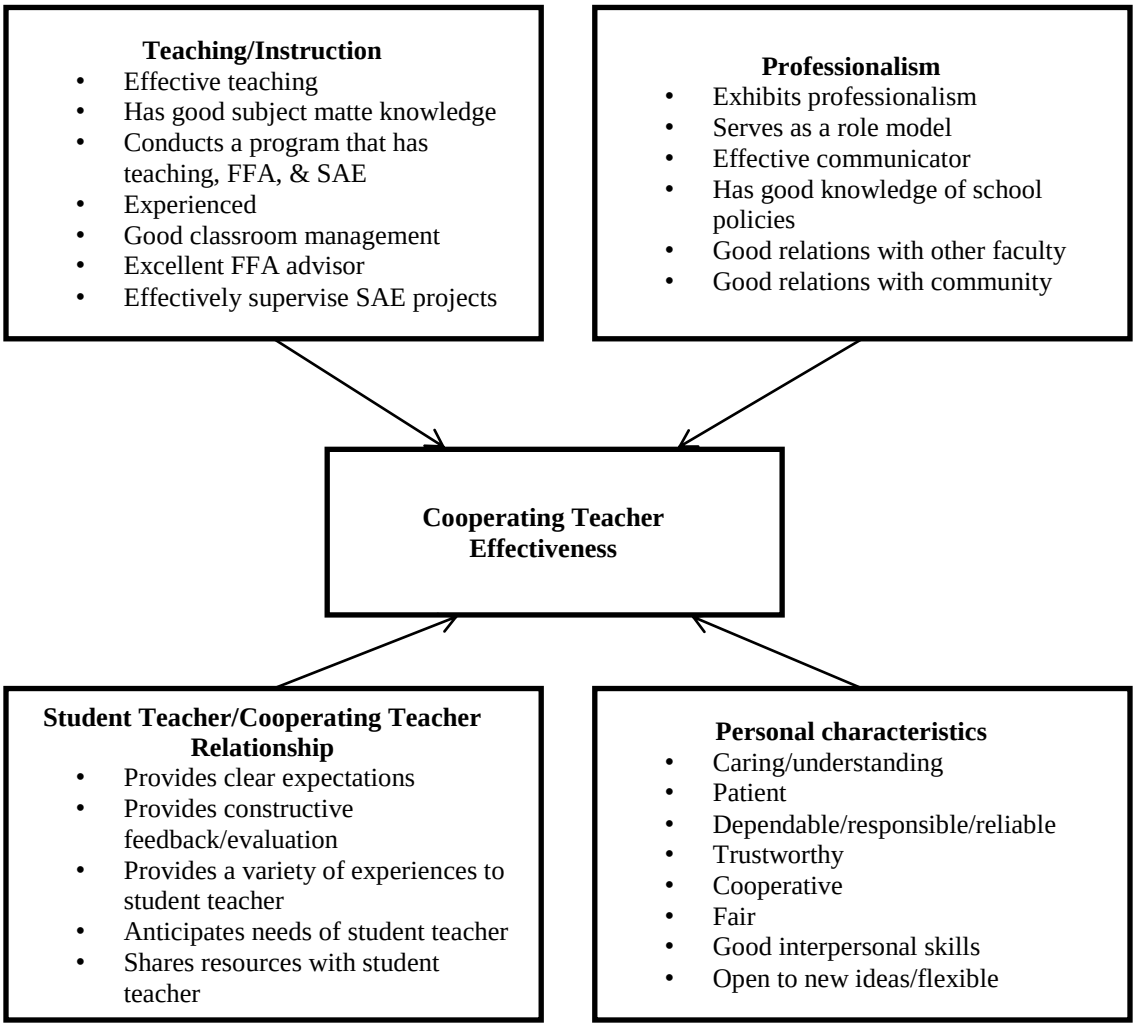

Figure A1. Model of Cooperating Teacher Effectiveness by T. G. Roberts, 2006, *Journal of Agricultural, 47(3),* p 9.

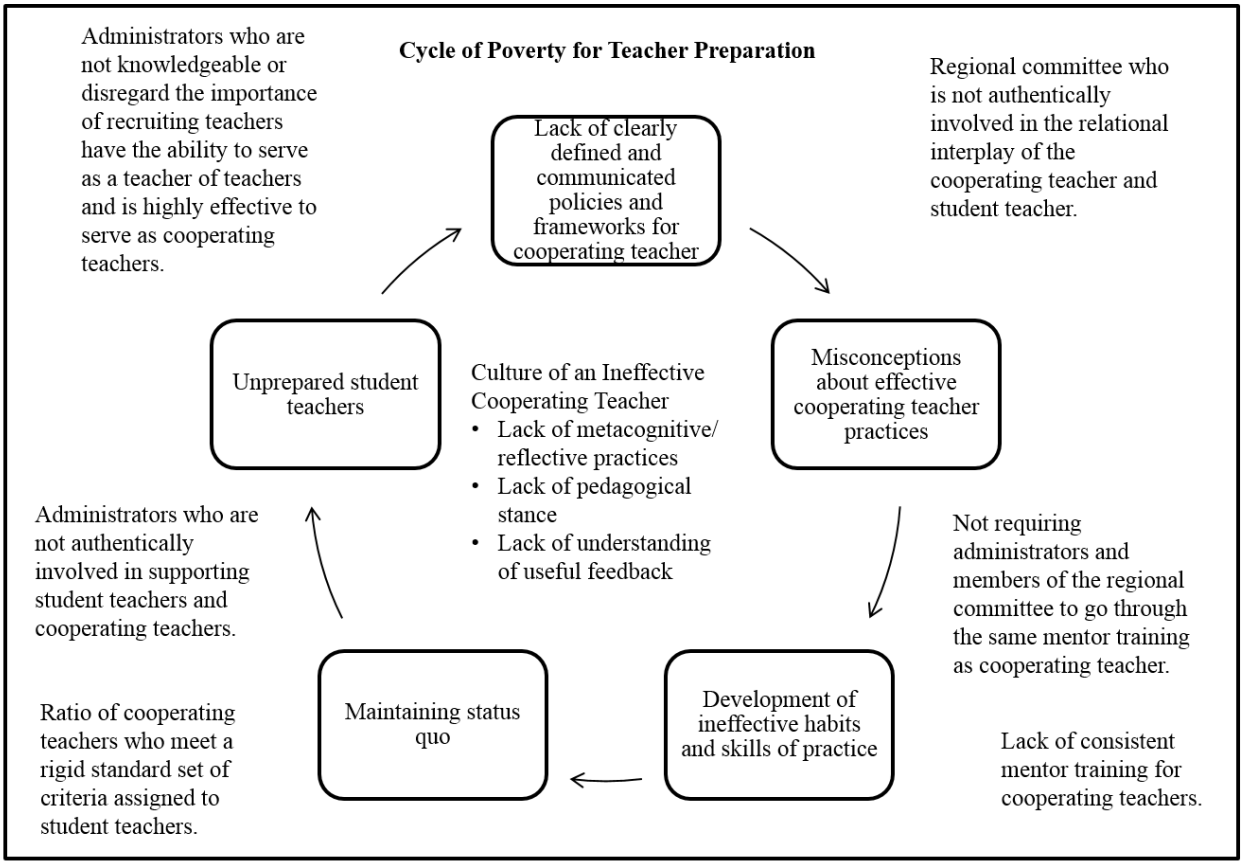

Figure A2. Cycle of poverty for teacher preparation developed from Jonathon Sher's description of a cycle of poverty in Theories of Poverty and Anti-poverty Programs in Community Development, by T. K. Bradshaw, 2006, *Rural Poverty Research Center*, p. 14. This model was developed to demonstrate how certain practices in a teacher preparation program might perpetuate ineffective policies and actions.

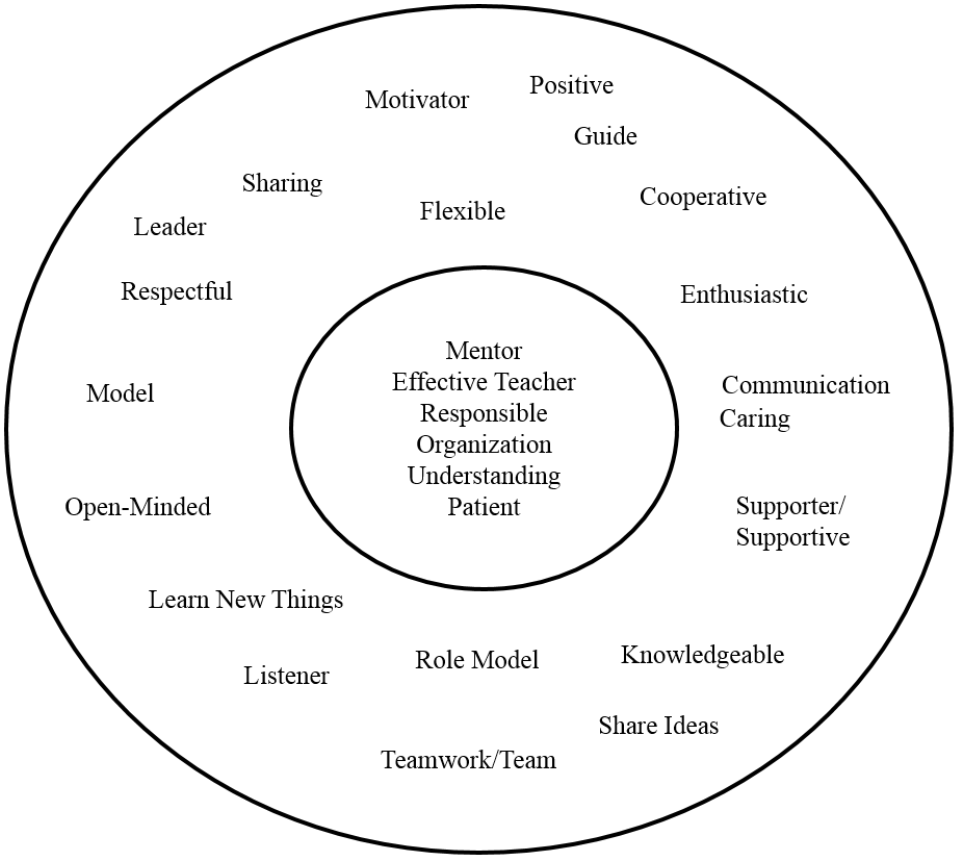

Figure A4. Core and peripheral concepts for cooperating teacher for teachers from campuses who hosted student teachers. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

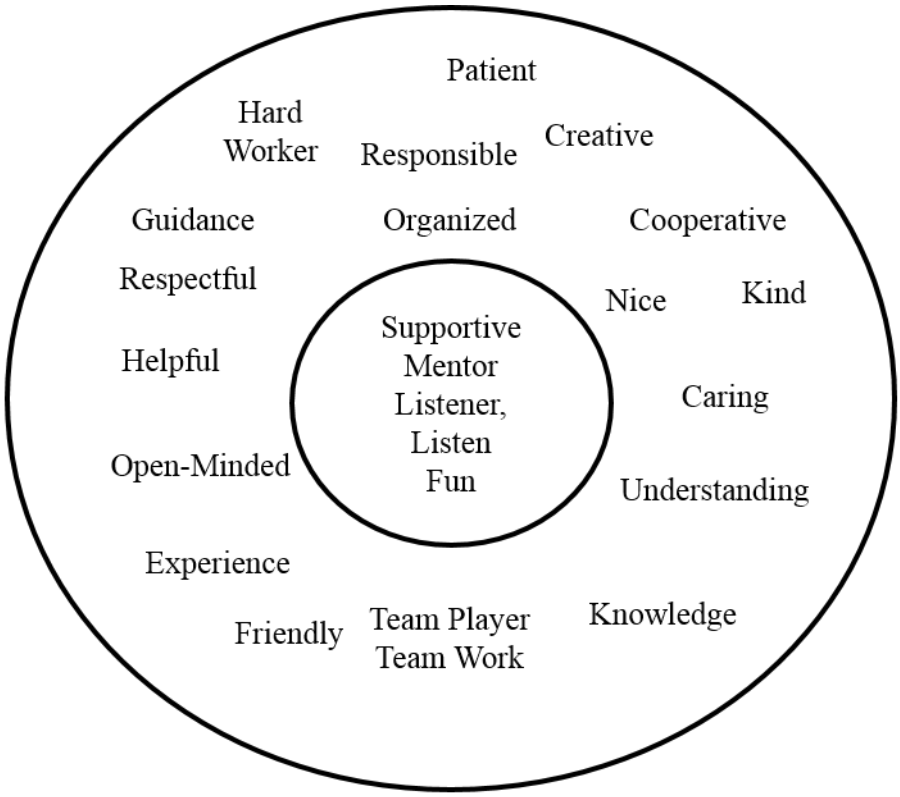

Figure A6. Core and peripheral concepts for cooperating teacher for student teachers. Adapted from Representaciones Sociales de Discapacitado," by J. Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

APPENDIX B

TABLES

Table B1.

The University's Teacher Preparation Student Teaching Models

Framework	Weeks	Days Per Week	Responsible for Evaluation	Comments
Elementary Student Teaching I or Block I	15	2 full days	The cooperating teacher provide seven biweekly evaluations based on a rubric of 1 to 4. Four being "highly proficient, 3 "proficient", 2 "basic" and 1 "unsatisfactory. Cooperating teachers are also required to complete three formal observations.	• Elementary student teachers enrolled in the block schedule are required to complete both Student I and II in order to receive credit their student teaching requirement. • Under the new model elementary student teachers will be required to complete 15 weeks that will include five full days of student teaching experience.
Elementary Student Teaching II or Block II	15	3 full days	The cooperating teacher provide seven biweekly evaluations based on a rubric of 1 to 4. Four being "highly proficient, 3 "proficient", 2 "basic" and 1 "unsatisfactory. Cooperating teachers are also required to complete three formal observations.	
New Elementary Model due to state mandates	15	5 full days	Field supervisor will be responsible for two 45 minute observations and the final evaluation for the student teacher. Cooperating teachers will still be required by the university to provide biweekly evaluations based on a 1-4 rubric and three formal observations.	
Secondary Model/ All Levels Student Teaching	15	5 full days	Field supervisor will be responsible for two 45 minute observations and the final evaluation for the student teacher. Cooperating teachers will still be required by the university to provide biweekly evaluations based on a 1-4 rubric and three formal observations.	• In 2009 the university changed their secondary model from 4 ½ days to 5 full days for 15 weeks.

Note: The Borderland University Teacher Education Student Internship Handbook Academic Year 2011-2012, pp. 17-19

Table B2: *Roles and Responsibilities of Cooperating Teachers*

Student Teaching/Secondary, All-Levels Student Teaching
1. Conducts a brief campus orientation that includes but is not limited to: meeting key personnel, identifying important campus locations, and explaining emergency evacuation and disaster procedures. 2. Coordinates the school district calendar with the university student teaching calendar. 3. Assist the student teacher in planning and teaching required lessons during the semester as reflected in the calendar. 4. Complete bi-weekly evaluation forms and discuss with the student teacher every week. Touch base with the student teacher daily. 5. Ensure that the student is involved in all planning, grading, teaching, and extracurricular activities/duties, for a minimum of eight full weeks. 6. Notify the university field supervisor of any issues or concerns related to the student teacher and assist in creating an action plan, if necessary. See page 15 for the student teacher improvement plan. 7. Works with university field supervisor on any concerns about the logistics of the student teaching semester. 8. Refer additional concerns immediately to the field experience office, fieldexperience@university.edu or 000-0000. 9. Sign the final evaluation form, along with the student teacher and submit to campus administrator for delivery to the field experience office.

Note: The Borderland University Teacher Education Internship Handbook 2Academic Year 2011-2012, pp. 28-29

Table B5.

Regional Committee Phi Coefficient Correlation for Cooperating Teacher

	Phi-square between Sets of Frequencies															
	1: coach/guide/ mentor	2: teamplayer/teamwork/collaborative	3: caring/understanding/nuturing	4:model	5: teach/instruct/ teacher	6: knowledgeable	7:leader	8:supportive	9: driven/focused/goal-oriented	10: experienced/expert/master teacher	11:exemplary	12:learner	13: partnership	14:informed	15: positive/optimistic	16:student centered
1:coach/guide/mentor	,000	,232	,681	,467	,858	,574	,619	,415	,511	,680	,156	1,000	,417	,132	,132	,132
2: teamplayer/teamwork/collaborative	,232	,000	,550	,483	,750	,606	,513	,179	,548	,537	,201	,829	,456	,213	,213	,213
3: caring/understanding/nuturing	,681	,550	,000	,523	,333	,509	,304	,400	,466	,607	,471	,577	,413	,624	,624	,624
4:model	,467	,483	,523	,000	,764	,184	,383	,492	,125	,742	,261	1,000	,039	,500	,500	,500
5:teach/instruct/teacher	,858	,750	,333	,764	,000	,715	,534	,693	,707	,829	,816	,500	,707	1,000	1,000	1,000
6:knowledgeable	,574	,606	,509	,184	,715	,000	,338	,616	,060	,837	,467	1,000	,149	,730	,730	,730
7:leader	,619	,513	,304	,383	,534	,338	,000	,447	,316	,689	,494	,775	,306	,730	,730	,730
8:supportive	,415	,179	,400	,492	,693	,616	,447	,000	,570	,485	,306	,775	,494	,400	,400	,400
9:driven/focused/goal-oriented	,511	,548	,466	,125	,707	,060	,316	,570	,000	,816	,417	1,000	,091	,707	,707	,707
10: experienced/expert/master teacher	,680	,537	,607	,742	,829	,837	,689	,485	,816	,000	,645	,750	,782	,500	,500	,500
11:exemplary	,156	,201	,471	,261	,816	,467	,494	,306	,417	,645	,000	1,000	,333	,408	,408	,408
12:learner	1,000	,829	,577	1,000	,500	1,000	,775	,775	1,000	,750	1,000	,000	1,000	1,000	1,000	1,000
13:partnership	,417	,456	,413	,039	,707	,149	,306	,494	,091	,782	,333	1,000	,000	,667	,667	,667
14:informed	,132	,213	,624	,500	1,000	,730	,730	,400	,707	,500	,408	1,000	,667	,000	,000	,000
15:positive/optimistic	,132	,213	,624	,500	1,000	,730	,730	,400	,707	,500	,408	1,000	,667	,000	,000	,000
16:student centered	,132	,213	,624	,500	1,000	,730	,730	,400	,707	,500	,408	1,000	,667	,000	,000	,000

This is a dissimilarity matrix

Table B7.

Campus Administrators Phi Coefficient Correlation for Cooperating Teacher Descriptive Concepts

	Phi-square between Sets of Frequencies														
	1: collaborative/team player	2: sharing/sharing ideas/will share all tips - secrets	3: knowledgeable/intelligent/knows the content	4:exemplary teacher/successful/high achieving/master teacher	5:organized	6:patient	7: mentor/guides	8:models	9:life long learner/thirst for learning	10:trainer of trainers/well trained/skilled	11:takes time to explain/stays after to explain/ability to conveyk	12:caring	13:open minded	14:plans	15:respectful
1:collaborative/team player	,000	,000	,000	,000	,391	,523	,272	,636	,612	,250	,189	,535	,535	,250	,535
2:sharing/sharing ideas/will share all tips - secrets	,000	,000	,000	,000	,391	,523	,272	,636	,612	,250	,189	,535	,535	,250	,535
3: knowledgeable/intelligent /knows the content	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
4:exemplary teacher/successful/high achieving/master teacher	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
5:organized	,391	,391	,000	,000	,000	,183	,535	,707	,250	,500	,258	,632	,387	,500	,387
6:patient	,523	,523	,000	,000	,183	,000	,667	,764	,118	,632	,354	,707	,500	,632	,500
7:mentor/guides	,272	,272	,000	,000	,535	,667	,000	,577	,775	,000	,471	,471	,471	,000	,471
8:models	,636	,636	,000	,000	,707	,764	,577	,000	,816	,548	,645	,167	,645	,548	,645
9:life long learner/thirst for learning	,612	,612	,000	,000	,250	,118	,775	,816	,000	,750	,471	,782	,565	,750	,565
10:trainer of trainers/well trained/skilled	,250	,250	,000	,000	,500	,632	,000	,548	,750	,000	,447	,447	,447	,000	,447
11:takes time to explain/stays after to explain/ability to conveyk	,189	,189	,000	,000	,258	,354	,471	,645	,471	,447	,000	,577	,577	,447	,577
12:caring	,535	,535	,000	,000	,632	,707	,471	,167	,782	,447	,577	,000	,577	,447	,577
13:open minded	,535	,535	,000	,000	,387	,500	,471	,645	,565	,447	,577	,577	,000	,447	,000
14:plans	,250	,250	,000	,000	,500	,632	,000	,548	,750	,000	,447	,447	,447	,000	,447
15:respectful	,535	,535	,000	,000	,387	,500	,471	,645	,565	,447	,577	,577	,000	,447	,000

This is a dissimilarity matrix

Table B8.

Descriptive Concepts for Cooperating Teacher for Teachers from Campuses Who Host Student Teachers

Descriptive Concepts	V1	V2	V3	V4	V5	Total
sharing	1	0	2	1	5	9
supporter, supportive	0	0	2	3	4	9
cooperative	0	0	0	1	7	8
model	0	0	0	3	5	8
organization	0	0	0	3	5	8
open minded	0	0	2	3	2	7
role model	1	1	0	0	5	7
caring	0	0	1	1	4	6
effective teacher	0	0	1	1	4	6
flexible	0	0	2	0	4	6
guide	2	0	1	2	1	6
knowledgeable	0	0	0	1	5	6
learn new things	0	0	0	3	3	6
listener	0	0	3	1	2	6
motivator	0	0	2	0	4	6
patient	0	0	2	2	2	6
enthusiastic	1	2	0	0	2	5
responsible	0	0	0	1	4	5
share ideas	0	1	0	3	1	5
understanding	0	0	0	2	3	5

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for cooperating teacher. Essential was explained to mean a cooperating teacher must have this attribute in order to serve as a cooperating teacher.

Table B9.

Descriptive Concepts for Cooperating Teacher for Student Teachers

Descriptive Concepts	V1	V2	V3	V4	V5	Total
helpful	1	8	5	20	38	72
nice	6	8	10	17	11	52
organized	0	1	4	9	37	51
understanding	1	3	9	11	23	47
knowledge	1	1	4	1	35	42
open-minded	2	5	3	14	11	35
caring	3	1	5	4	21	34
respectful	2	0	0	6	25	33
team player/team work	1	0	0	6	25	32
cooperative	0	1	3	7	20	31
patient	4	0	11	4	21	30
friendly	1	5	11	7	3	27
kind	5	2	4	7	5	23
responsible	1	0	3	5	14	23
creative	2	0	2	8	8	20
experience	2	1	2	5	7	17
guidance	0	0	0	3	13	16
hard worker	1	0	1	6	7	15
listener/listen	0	1	2	2	10	15
fun	1	1	3	5	4	14
mentor	0	2	1	2	9	14
supportive	1	0	1	2	10	14

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for cooperating teacher. Essential was explained to mean a cooperating teacher must have this attribute in order to serve as a cooperating teacher.

Table B10.

Descriptive Concepts for Teacher Effectiveness for Members of the Regional Committee

TE Descriptive Concept	V1	V2	V3	V4	V5	Total
organized/structured	0	0	3	2	1	6
knowledgeable	1	0	1	1	4	6
caring/understanding/thoughtful	0	0	0	3	2	5
learner/learning/life-long learner	0	0	1	2	2	5
model	1	0	0	0	4	5
success/high success rate	0	0	2	1	2	5
purposeful/intentional/prepared	0	0	0	2	2	4
guide/mentor	0	0	1	1	1	3
collaborative/team player	0	0	2	0	1	3
adaptable/flexible	0	0	0	2	1	3
focused /goal oriented	0	0	1	2	0	3
aligned/alignment	0	0	0	0	3	3
communication	0	0	1	1	1	3
innovative/creative	0	0	1	2	0	3
planning	0	0	0	2	1	3
resourceful	0	0	0	1	2	3
student-centered	0	0	0	2	1	3

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for teacher effectiveness. Essential was explained to mean a teacher must have this attribute to be effective.

Table B12.

Descriptive Concept Results for Teacher Effectiveness for Campus Administrators

Descriptive Concepts	V1	V2	V3	V4	V5	Total
knowledgeable/skilled/smart	0	0	1	1	7	9
learner/studious/life-long learner/love for learning/eagerness to learn curriculum	1	0	0	5	3	9
uses best practices/strong instructional practices/scaffolds learning/rigorous instruction/effective lessons/differentiates instruction	0	0	0	1	8	9
commitment/dedication/passionate/ self devoted	0	0	1	0	6	7
classroom management	0	0	1	0	6	7
organization	0	0	0	3	4	7
knows subject matter/curriculum expert/content specific/well versed in TEKS/curriculum awareness	0	0	0	1	6	7
caring/understanding/loving	0	0	0	2	3	5
team player/collaboration/works well with others	0	0	1	1	3	5
planning	0	0	0	0	5	5
knows students/takes ownership of students/there for the students/student centered	0	1	0	2	2	5
love for reading/reader/avid reader	1	1	1	0	1	4
adapts to change/changeable	0	0	1	2	1	4
data driven	0	0	0	0	3	3
compassion	0	0	1	0	2	3
positive attitude	0	0	0	0	3	3
technology literate	0	0	1	2	0	3

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for teacher effectiveness. Essential was explained to mean a teacher must have this attribute to be effective.

Table B14.

Descriptive Concepts for Teacher Effectiveness for Teachers from Campuses Who Host Student Teachers

Descriptive Concepts	V1	V2	V3	V4	V5	Total
team player	0	1	5	3	8	17
flexible, adjustable	0	1	2	2	11	16
knowledgeable	1	0	0	3	12	16
organized	0	0	5	5	5	15
caring	0	0	1	3	10	14
communication	0	0	2	4	7	13
class management	0	0	0	3	9	12
positive	1	0	1	1	5	8
creative	0	0	2	0	5	7
patience	0	0	0	2	5	7
cooperative	0	0	1	2	3	6
leader, leadership	0	0	1	2	3	6
motivational	1	0	1	1	3	6
open minded	0	0	1	2	3	6
passionate	0	0	1	0	5	6
prepared	0	0	0	1	5	6
routine, rituals	0	0	1	1	4	6
sharing	0	1	3	2	0	6
differentiate	0	0	0	2	3	5
discipline	0	0	1	3	1	5
enthusiastic	1	1	0	1	2	5
planning	0	0	0	2	3	5

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for teacher effectiveness. Essential was explained to mean a teacher must have this attribute to be effective.

Table B16.

Descriptive Concept Results for Teacher Effectiveness for Student Teachers

Descriptive Concepts	V1	V2	V3	V4	V5	Total
organized	1	1	4	11	32	49
creative/creativity	1	2	6	10	25	44
knowledge/knowledgeable	0	1	3	6	31	41
understanding	0	1	1	8	25	35
prepared/planning/preparation	2	1	1	8	21	33
respectful	0	0	1	2	22	25
caring	1	1	1	12	10	25
patient/patience	1	2	2	2	12	19
positive	1	2	1	3	10	17
responsible	0	1	1	4	11	17
open-minded	0	3	1	7	5	16
helpful	0	1	2	4	9	16
communication	1	1	2	3	6	13
intelligent	0	1	2	5	4	12
flexible	0	0	2	3	7	12
engaging	0	0	1	1	9	11
success	0	0	1	0	9	10
fair	0	1	1	3	5	10
dedicated	0	0	1	2	6	9
fun	0	1	2	2	4	9
approachable	0	0	1	3	4	8
cooperative	0	0	1	2	5	8
experience	1	0	3	3	1	8
professional	0	1	0	2	5	8
punctual/on time	0	1	2	1	4	8

Note. Levels of importance ranged from V1 to V5. Level V1 was important and each level thereafter V2, V3, V4 became more important until V5 which was considered an essential attribute for teacher effectiveness. Essential was explained to mean a teacher must have this attribute to be effective.

Table B18.
Comparison of Teacher Effectiveness Core Concepts among Groups

Core Systems' Descriptors	Members of Regional Committee	Campus Administrators	Cooperating Teachers	Student Teachers	Roberts (2006) Cooperating Teacher Effectiveness Model
adaptable/flexible	X				
purposeful/intentional/prepared	X		X		
caring/understanding/thoughtful	X				X
planning	X				
communication	X		X		X
guide/mentor	X				
compassion		X			
classroom management		X			X
positive attitude		X			
knows subject matter/curriculum expert/content specific		X			X
uses best practices/strong instructional practices		X			
data-driven		X			
rituals/routines			X		
differentiate			X		
open-minded			X		X
Patient			X		X
cooperative			X		X
organized			X		
leader/leadership			X		
responsible				X	X
fair				X	X
helpful				X	
dedicated				X	
engaging				X	

Note: Shaded rows were unique core concepts to that particular group.

Table B19.

Comparison of Cooperating Teacher Core Concepts among Groups

Core Systems' Descriptors for Cooperating Teacher	Members of Regional Committee	Campus Administrators	Cooperating Teachers	Student Teachers	Roberts (2006) Cooperating Teacher Effectiveness Model
Mentor			X	X	
effective teacher			X		X
responsible			X		
organization			X		
understanding			X		X
Patient			X		X
Supportive				X	X
listener/listen				X	
Fun				X	

Note: Shaded rows were unique core concepts to that particular group.

APPENDIX C

THREE-PART QUESTIONNAIRE

Part I: Questionnaire—Descriptive Concepts

Directions: Please carefully read through each step.

1. This is a timed activity.
2. Wait until directed to begin.
3. You will have 3 minutes to write words that come to your mind with you think of the phrase "cooperating teacher".
4. It is important to write single word responses.
5. Next you will be given 3 minutes to rank every word in order of importance 1 bring the lowest level of importance and 5 being the highest level of importance.
6. Write your ranking for every word (1-5) in the parentheses ( ) provided next to your word.

"Cooperating Teacher"
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )

Part I continued: Questionnaire—Descriptive Concepts

Directions: Please carefully read through each step.

1. This is a timed activity.
2. Wait until directed to begin.
3. You will have 3 minutes to write words that come to your mind with you think of the phrase "teacher effectiveness".
4. It is important to write single word responses.
5. Next you will be given 3 minutes to rank every word in order of importance 1 bring the lowest level of importance and 5 being the highest level of importance.
6. Write your ranking for every word (1-5) in the parentheses ( ) provided next to your word.

"Teacher Effectiveness"
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )
( )

Part II: Questionnaire—Open Stemmed Statements

Directions: Please read each statement and complete the statement with your thoughts.

1. A cooperating teacher who provides constructive feedback does _____

   _____.
2. A cooperating teacher who is caring/understanding/patient does_____

   _____.
3. A cooperating teacher who is dependable/responsible/reliable does_____

   _____.
4. A cooperating teacher who is trustworthy does_____

   _____.
5. A cooperating teacher who provides a variety of experiences to the student teacher

   does_____.
6. A cooperating teacher who shares resources does_____

   _____.
7. A cooperating teacher who is effective at teaching does_____

   _____.
8. A cooperating teacher who serves as a role model does_____

   _____.
9. A cooperating teacher who assists their student teacher when needed does_____

   _____.
10. A cooperating teacher who provides clear expectations does_____

    _____.

11. A cooperating teacher who has good classroom management does_____

_____.

12. A cooperating teacher who exhibits professionalism does_____

_____.

13. A cooperating teacher who communicates effectively does_____

_____.

14. A cooperating teacher who is cooperative does_____

_____.

15. A cooperating teacher who is fair does_____

_____

APPENDIX D

HIERARCHIAL STRUCTURES

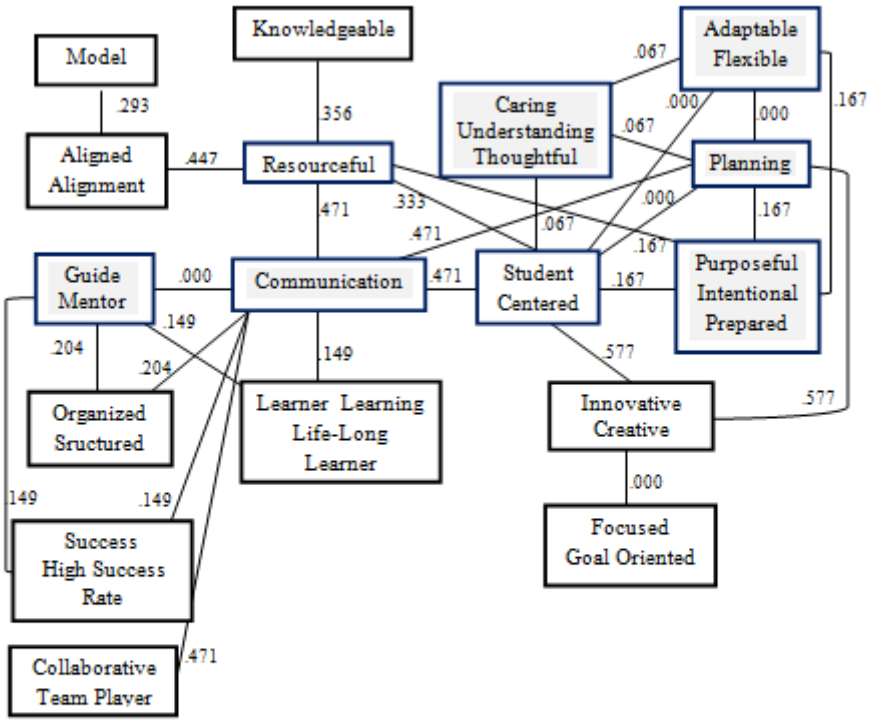

Figure. Hierarchical Structure of Descriptive Concepts for Teacher Effectiveness for **Members of the Regional Committee**. Phi Coefficients relationships among concepts lower than .200 were identified as starting points and to the extent possible were connected by lowest correlations. Adapted from Representaciones Sociales de Discapacitado," by Janeth Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

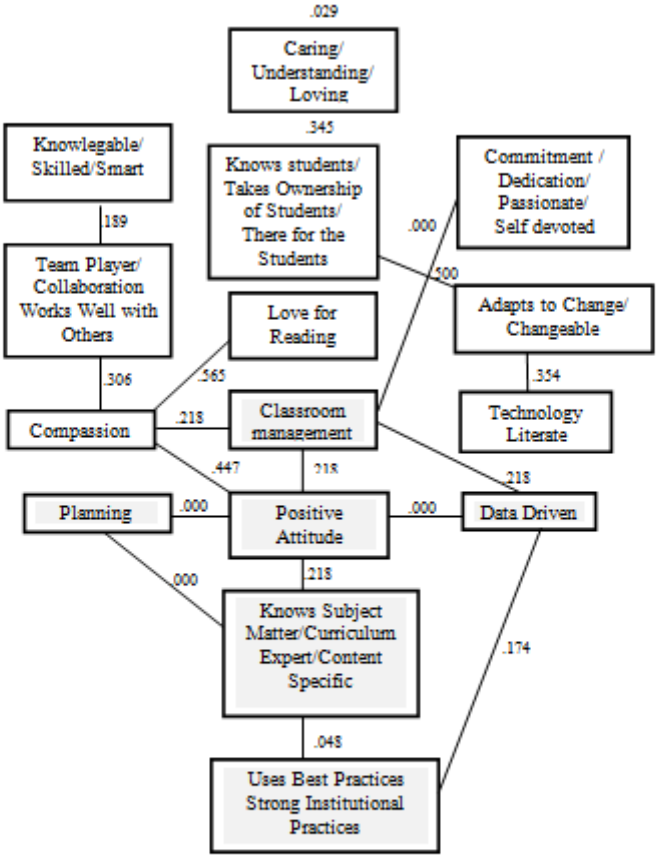

Figure. Hierarchical Structure of Descriptive Concepts for Teacher Effectiveness for Campus Administrators. Phi Coefficients relationships among concepts lower than .200 were identified as starting points and to the extent possible were connected by lowest correlations. Adapted from Representaciones Sociales de Discapacitado," by Janeth Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

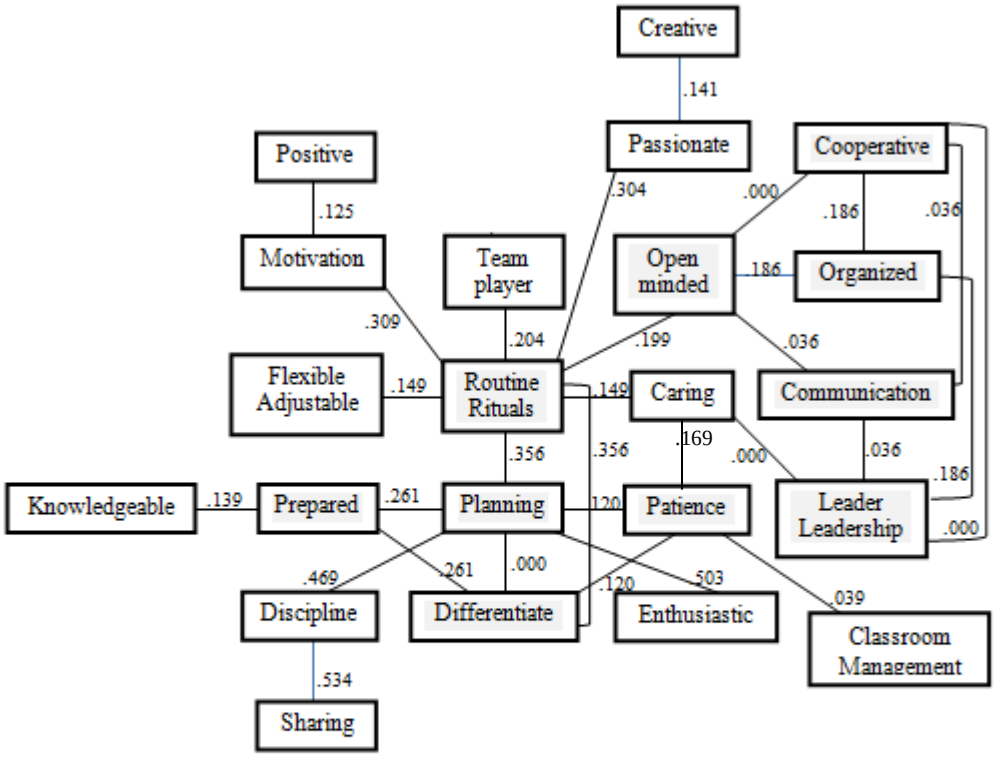

Figure. Hierarchical Structure of Descriptive Concepts for Teacher Effectiveness for **Teachers from Campuses Who Host Student Teachers.** Phi coefficients relationships among concepts lower than .200 were identified as starting points and to the extent possible were connected by lowest correlations. Adapted from Representaciones Sociales de Discapacitado," by Janeth Martinez, 2006, *Doctoral Thesis*, Universidad Nacional de Columbia, Bogota D. C., Columbia.

CURRICULUM VITA

Tami Greggerson earned her Bachelor of Interdisciplinary Studies degree in 1996 and her Master of Educational Diagnostician in 2004 from The University of Texas at El Paso. In 2007, she joined the doctoral program in Educational Leadership at The University of Texas at El Paso.

While pursuing her degree, Dr. Greggerson worked as a district administrator for Socorro ISD, where she was charged to develop and direct the district's new teacher mentoring program. Under her leadership, the program won national recognition from the Broad Center for Urban Education and was invited to participate in the New Teacher Induction Network spearheaded by the New Teacher Center at University California in Santa Cruz.

Dr. Greggerson has been invited to present at the School Improvement Resource Center's Conferences in Austin, Texas, for schools in need of improvement as well as Texas Reading Association and UTEP's Master Teachers Academies. In addition, she has been invited as a guest speaker for UTEP's intern orientation and Kappa Delta Phi's local chapter. Currently she works in the Splendora Independent School district as the Director of Elementary Education.

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