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Feedback Profiles of Cooperating Teachers Supervising the Same Student Teacher [Abstract]

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Feedback profiles of cooperating teachers supervising the same student teacher [Abstract]

The thinking-out-loud technique was used to record feedback of 6 cooperating teachers (CT) while they observed their student teachers (ST) teach lessons over the course of the student teaching practicum. Profiles for each CT were generated for the categories of content, precision, rate, and valence. Results indicated that CTs generally focused on management and presentation of subject matter teaching behaviors, gave very specific feedback, varied widely in feedback rate and gave more positive than corrective feedback. Comparison of CTs supervising the same ST revealed different reasons for divergent feedback profiles. Interview data suggested that personal attributes and engrained habits explained profiles in addition to the effect of the ST. Cooperating teacher evaluation of the thinking-out-loud technique revealed their general affinity for it and the conditions under which they would further use it. Implications for using thinking-out-loud, particularly as a tool for promoting reflection, are offered as well as future research questions for refining the methodology in promoting improved supervision.