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Thriving, Not Just Surviving: A Study of How Supervisors Build Resilience in New Teachers Entering High-Needs Schools

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Thriving, Not Just Surviving:

A Study of How Supervisors Build Resilience in New Teachers Entering High-Needs Schools

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Education

by

Sarah Anne Seinfeld

2020

ABSTRACT OF THE DISSERTATION

Thriving, Not Just Surviving:

A Study of How Supervisors Build Resilience in New Teachers Entering High-Needs Schools

by

Sarah Anne Seinfeld

Doctor of Education

University of California, Los Angeles, 2020

Professor Megan Franke, Chair

This study examined the ways in which the interactions between university supervisors and pre-service teachers during student teaching support the development of emotional resilience. My research design applied qualitative methods with a sample of five supervisors and nine student teachers from two universities in a major metropolitan area. Observations and interviews were used to determine how supervisors engaged in four core supportive practices associated with resilience: (1) asset-based and solutions-oriented, (2) centered on problem solving, (3) encourages reflective practice, (4) support emotional well-being. The findings show that supervisors employed multiple tactics, at varying degrees, to help build the skills and

mindsets associated with resilience, such as eliciting optimism and framing problems as solvable. Furthermore, the use of a teaching rubric to describe and praise productive teaching moves was related to strategic use of asset-based feedback. However, there were few instances of students engaging in deep reflection or problem-solving on their own. The findings suggest that the common structure used for debriefing may be hindering the capacity for student teachers to thoroughly deconstruct and interrogate their own practice, which is critical for the development of resilience. Teacher preparation programs are encouraged to evaluate and revise their supervisory processes to provide more opportunities for student teacher-led reflective practice and substantive problem-solving throughout the student teaching experience.

The dissertation of Sarah Anne Seinfeld is approved.

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Kimberly Gomez

Jody Priselac

Megan Franke, Committee Chair

University of California, Los Angeles

2020

DEDICATION PAGE

I would like to dedicate this manuscript to my parents, Shari and Steve Seinfeld.

Since I decided thirteen years ago that I wanted to make a difference in the field of education,

my parents have been unwavering in their support of my ambitions and endeavors. From

showing up at my school events to providing me with nourishment, they have cultivated my

passions and encouraged me to find my own voice in this journey. They have been there

through moments of success and elation, failure and despair, always serving as my rock of

stability and assurance. My parents have contributed to my accomplishments in the biggest

and smallest ways throughout the past three years and beyond; I can only hope that this

serves as a gift to thank them for everything they have done for me. Mom and Dad, thank

you. I love you!

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CHAPTER ONE: INTRODUCTION

Background

Over the past twenty years, the expectations for teachers have risen to extraordinary

proportions in effort to close gaps in student achievement both on the national and global level.

National school reforms and policies like No Child Left Behind (NCLB) and Every Student

Succeeds Act (ESSA) have raised the bar for teachers, extending their responsibilities in order to

meet high standards for performance. Increased pressure for measurable student outcomes

requires teachers to use data to differentiate instruction for a wide range of academic and

behavioral needs in an increasingly diverse society (Day, 2008). Research has shown that

increased accountability, while seemingly effective for increasing student achievement, has led

to teacher shortages and high teacher turnover in some of the nation's neediest school districts

(Day, 2008; Day & Hong, 2016).

In schools that serve disadvantaged populations, the requirements for teaching are even

more challenging because students often present greater social and emotional challenges (Day &

Hong, 2016). Because of increased demands, novice teachers serving low-income communities

have the highest rates of teacher attrition (Hong, 2012; Ingersoll, Merrill, & Stuckley, 2014). For

example, a 2010 analysis of the Schools and Staffing Survey (SASS) and the Teacher Follow-Up

Survey (TFS) shows that turnover for first-year public school teachers rose from 21.4 percent to

28.5 percent from 1988 to 2004 (Ingersoll, et al., 2014). Furthermore, in 2004-05, 45 percent of

all public school teacher turnover took place in just one-fourth of public schools, mostly high-

poverty high-minority urban and rural schools. Not only is this detrimental to student learning,

the financial burden of this loss is substantial. Based on a study conducted in 2007, the

estimated cost for each teacher who leaves is $18,000 in an urban district. With these attrition

rates, the total national cost can be upwards of $7 billion a year, a significant loss for already resource-strapped school districts (Carroll, 2007).

Since teacher attrition can have significant impacts on student success as well as school sustainability, the main causes and implications are well documented. According to the literature, high numbers of teachers leaving their schools include family and personal reasons, pursuing a different position, dissatisfaction with administration or policies at the school and state levels, and challenges with student discipline, student motivation, and working conditions (Hong, 2012; Loeb, Darling-Hammond, & Luczak, 2005; Ingersoll & Merrill, 2010; Learning Policy Institute, 2017).   Most of the research frames teacher attrition through the organizational lens, examining systemic or contextual factors that cause teachers to leave. However, more recent studies have also uncovered the internal or individual variables that affect teachers' decisions to stay or leave, highlighting the critical role of emotional and psychological components of retention (Hong, 2012; Mansfield et.al, 2016, Bobek, 2002; Tait, 2008). On the other hand, some studies have identified the factors that are associated with long-term commitment and persistence among teachers. These studies have linked teacher longevity to feelings of empowerment, self-efficacy, belonging, moral purpose, and resilience (Castro et al., 2010; Day, 2008; Day & Hong, 2016; Tait, 2008; Yonezawa et al., 2011).

As the teacher attrition statistics demonstrate, new teachers struggle to meet the high demands and challenges of the classroom in their first few years in the classroom, suggesting the need for further examination of their preparation and training experiences. In a national study conducted by Levine (2006), more than 60% of graduates reported that their teacher preparation did not help them to cope with classroom realities. In the same survey, while new teachers identified student teaching experience as "the most valuable aspect of my education program,"

more than three-quarters of graduates reported receiving one term or less of student teaching experience (Levine, 2006). A survey of 230 teachers in Massachusetts states that 75% of teachers feel insufficiently prepared to meet the needs of students in their first year (Teach Plus Massachusetts, 2015).   This lack of preparation affects districts across the nation as they continue to lose new teachers before they have a chance to gain experience.

Not only are more teachers leaving the profession, fewer teachers are joining the teaching force. As demonstrated by the trends in California, only one quarter of the total number of teacher candidates enrolled in teacher preparation programs were enrolled in 2014-15 as compared to 2001-02 (Carver-Thomas & Darling-Hammond, 2017).   Many potential candidates are dissuaded from pursuing teaching because of increased external accountability, perceived lack of autonomy, and a tarnished public reputation of the profession due to recent teacher evaluation reforms (Mehta, 2013). In addition, many states have stringent credentialing requirements that require years of costly schooling and standardized exams that are often specific to each state (Carver-Thomas & Darling-Hammond, 2017). These requirements, along with the low beginning salaries for teachers, make other careers much more appealing to college graduates.

Statement of the Problem

The work of teachers has been impacted by the increased external pressures, leading to more teachers leaving and fewer teachers joining the profession. Now more than ever, we need to offer teachers robust professional pathways that include specific training and development in the areas that foster resiliency to persist in difficult contexts, such as reflective practice, stress management, emotional awareness and problem solving (Aguilar, 2018; Grant & Kinman, 2014; Hong, 2012; Howard & Johnson, 2014). Several researchers have studied this need and have

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created frameworks that depict the essential components of teacher resiliency and provide guidance to teacher preparation programs about how to incorporate these elements (Jennings, et al., 2011; Mansfield et. al., 2016; McMullin, 2014). For example, the Building Resilience in Teacher Education (BRiTE) Framework, informed by literature and created by Mansfield et al. (2016), outlines the key themes of resilience that should be incorporated into teacher preparation experiences if we are to improve teacher retention and outcomes for underserved students. The BRiTE Framework includes building resilience, relationships, well-being, motivation, and emotions. Other literature on resilience include professional skills necessary for teaching, including being reflective, adaptable and flexible, and able to solve problems (Aguilar, 2018). A few studies have pointed to the positive effects of these types of models, such as CARE (Creating Resilience for Educators), which resulted in reduced stress and improved teacher well-being, efficacy, and mindfulness, especially in teachers who are working in urban settings (Jennings, et at., 2011).

My research examined the ways in which teacher preparation programs build resiliency in pre-service teachers, particularly during the field experience or student teaching component. I looked closely at the ways in which the coaching or debrief conversation facilitated by university supervisors incorporates elements associated with resilience, namely four core supportive practices: (1) asset-based and solutions-oriented, (2) centered on problem solving, (3) encourages reflective practice, and (4) supports emotional well-being. (Aguilar, 2018; Grant & Kinman, 2014; Mansfield, 2016). Specifically, I examined the nature and content of the interactions between the university supervisor and the student teacher. I investigated how conversational moves created or hindered opportunities for building the aforementioned skills that have been shown to bolster resilience.

Research Questions

RQ1: How do coaching conversations between university supervisors and teaching candidates support the development of emotional resilience?

      a. To what extent are the coaching conversations asset-based and solutions-oriented?

      b. To what extent are the goals of coaching conversations centered on problem-solving?

      c. To what extent do the coaching conversations encourage reflective practice?

      d. To what extent do the coaching conversations support emotional well-being?

RQ2: How do program goals, school context, and beliefs of the university supervisors shape the methods and approaches used during coaching conversations with teaching candidates?

Research Site and Population; Criteria and Rationale

I selected two teacher preparation programs that are known for providing high quality preparation for teachers who go on to teach in high-needs communities in Los Angeles: Southland University and Bluffs University. Since I gathered data from the field experience or student teaching component of the program, both of the selected programs require a minimum of 6 supervisory visits over the course of the semester, although some of those are via video. In addition, I selected programs that have a record of high retention with teachers who stay in the profession for longer than 2 years since this may be an indication of the effectiveness of the program design in fostering resiliency.

Research Design

To answer my research questions, I conducted an explanatory and descriptive qualitative study of the field experience of two teacher preparation programs that train teachers to work in high-needs communities. The study design incorporated observations of debrief conversations

after observations as well as interviews with university supervisors in order to help me gather

information about how coaching conversations between university supervisors and teaching

candidates support the development of emotional resilience. I used the observations to generate

context-specific questions for the follow-up interviews in order to probe for the underlying

beliefs and goals that influenced the content of the conversation, specifically as it relates to my

research goals.

Significance of the Research

This research was intended to uncover the coaching practices that may lead to increased

emotional resilience in pre-service teachers. Although hypothesized to have an important role

based on prior research, professional development strategies that foster resiliency have not been

well-defined or studied in depth, especially in the field experience setting. I hope this study

contributes to the field by uncovering the nuances of the relationships and field experiences that

support the development of resilience in teacher candidates. It is my intent that this research will

uncover some best practices for teacher preparation that can be incorporated into programming

that will lead to better prepared teachers and greater teacher retention over time.

To engage the public in regards to my findings and recommendations, I will create and

distribute a brief to the program managers of the teacher preparation program that was involved

in the study. I hope that this research will help the program evaluate their own practices

regarding their efforts to ensure that the preparation teachers are receiving actually leads to

longevity in the profession. I will also create a more generic brief for all teacher preparation

programs with lessons learned about best practices that can be duplicated or adapted.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Teaching has become an increasingly complex and challenging job, which has led to teacher shortages and high teacher turnover in some of the nation's neediest school districts. With the robust requirements for teaching and the pressures of increased accountability for results, it is not surprising that we are unable to find enough teachers who want to enter or stay in the classroom. The strains of teaching are particularly taxing for teachers who work in low-income, urban communities and are new to teaching. Research shows that beginning teachers who work in high-needs schools are most likely to leave the classroom within their first year, posing the need to shift the way in which we prepare teachers for the work of teaching (Hong, 2012; Ingersoll, 2001; Ingersoll, 2010). However, recent research has focused on identifying the internal and external factors that have helped teachers navigate the complexities of teaching and thrive in even the most difficult contexts (Castro et al., 2010; Day, 2008; Day & Hong, 2016; Tait, 2008; Yonezawa, Jones, & Singer, 2011).

In order to set the stage for this research study focused on teacher resilience, this chapter will examine the main causes of teacher attrition—particularly within high-needs, urban schools—and reveal the gaps in teacher preparation. Although great variance exists in teacher education, most preparation programs focus on theoretical foundations and content knowledge, offering little attention to developing social-emotional skills to ensure candidates will thrive despite the challenges of teaching (Darling-Hammond, Chung, & Frelow, 2002; Levine, 2006; Rickenbrode, Drake, Pomerance, & Walsh, 2018). During a time of accountability and high stakes testing, teachers need additional training and development in the areas that foster resiliency, such as reflective practice, stress management, emotional awareness and relationship-

building (Aguilar, 2018; Grant & Kinman, 2014; Hong, 2012). One area that is ripe for building emotional resilience in teacher candidates is during the field experience, also known as practicum or student teaching (Becker, Waldis, & Staub, 2019; Valencia, Martin, Place, & Grossman, 2009). This literature review seeks to examine and synthesize the existing research related to teacher retention and the role that teacher education plays in preparing teachers for long-term, sustainable work in the nation's most challenging schools.

This chapter begins with a discussion of the importance of high quality teachers for student success, while considering the increasing demands on teachers to achieve these results. Then, I examine teacher retention rates in K-12 schools, including a discussion of the factors that have led to the lack of high quality teachers in schools serving particularly needy populations of students as well as changes in the teacher labor market in recent decades. Next, I describe the main factors which cause teachers to stay, leave, or change schools, specifically examining current literature defining the factors related to resilience. Among the key reasons why teachers leave is the lack of adequate preparation and training. Therefore, my literature review will conclude by describing the gaps in teacher preparation, particularly during student teaching, which could help address issues of retention.

The Demands of Teaching

In order to understand the teaching profession in our nation today, it is important to consider the context of increasingly intensive and persistent results-driven national policy interventions into the governance and work of our schools. Reforms such as NCLB, ESSA, and Common Core have changed what it means to be a teacher. They have raised the standards of teaching, learning and achievement, to increase efficiency and effectiveness ((Day, 2008). From designing and implementing rigorous, standard-aligned lessons for a variety of learners to

managing the social-emotional needs of children who come from diverse backgrounds, the new

expectations and pressures of teaching are not for the faint of heart. Teachers must be prepared

for daily instruction while also being flexible and responsive to immediate issues that arise. One

minute they could be facilitating a class discussion and the next, they are breaking up a

disagreement in back of the classroom. They could be pulled from their time for grading or

planning to cover a class that has no substitute. They may be spending their lunch time

counseling an emotionally distraught child or tutoring a student who is grade-levels behind in

reading.   With increased public accountability, teachers are held responsible for the achievement

of every student, no matter if the circumstances hindering their learning are within their control.

Since teaching requires that individuals are able to manage many important

responsibilities and relationships at once, teachers must be flexible and resilient (Day & Hong,

2016; Hong, 2012; Loeb, Darling-Hammond, & Luczak, 2005; Tait, 2008) . Many teachers

endure stress and experience burnout as the result of challenges that come with the expectations

of their job, including working with students who lack motivation, maintaining discipline, time

pressures and workload, coping with change, being evaluated by others, dealing with colleagues

and administration/management, and role conflict and ambiguity (Hong, 2012). With such

demands and challenges, it is no wonder why schools struggle to recruit and retain high quality

teachers, even though they are the most important school-based factor that determines student

learning (Aaronson, Barrow, & Sander, 2007; Chetty, Friedman, & Rockoff, 2013; Goldhaber,

Lavery, & Theobald, 2015).

The Importance of High Quality Teachers

When examining the impact of teachers on student success, researchers used different

measures of teacher quality that ranged from credentialing status and advanced degrees to years

of classroom experience and value-added measures of student success (Aaronson et al., 2007; Chetty et al., 2013; Goldhaber et al., 2015). Despite varying definitions of teacher quality, findings point to the importance of teacher quality on short and long-term student outcomes. In a study of 88 Chicago public high schools spanning a three-year period, statistical analysis of teacher value-added measures and student math achievement showed that a higher quality teacher resulted in increased math achievement equal to 22% of the average annual gain.   It also showed that the biggest impact of a high quality teacher is among the some of the most disadvantaged groups, including African American students and those students with low or mid-range prior test scores (Aaronson et al., 2007). Beyond high school achievement, in a longitudinal study spanning 1989-2009 that tracked approximately 1 million students from elementary to early adulthood from a large urban school district, Chetty et al. (2013) found that students who were assigned to teachers with higher value-added scores attended better colleges, made more money after college, and were less likely to become pregnant as teenagers. The data in the study controlled for students receiving special education services and classrooms with less than ten students. This evidence demonstrates not only the value of high quality teachers for achievement in school but also throughout life.

Teacher Quality Gaps

With high quality teaching playing such a critical role in student outcomes, it is essential that schools are staffed with high quality teachers, especially in schools that serve disadvantaged students. However, this is not the current reality. Persistent inequities in the distribution of high quality teachers perpetuates the divide in student achievement along socio-economic status and racial lines. Studies find that teachers with lower qualifications are more likely to teach in schools with high proportions of poor, minority, and low-performing students, particularly in

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urban areas (Boyd, Lankford, Loeb, & Wyckoff, 2013; Engel, Jacob, & Curran, 2014; Goldhaber, Krieg, & Theobald, 2014; Goldhaber et al., 2015; Goldhaber, Quince, & Theobald, 2018). Not coincidentally, these schools are in the most need of teachers who are able to increase student performance. Throughout the United States, nonurban students are 50% more likely to be proficient than their urban peers. In high poverty settings, the discrepancy is even higher, with urban students four times more likely than their suburban peers to perform below basic proficiency (Lankford, Loeb, & Wyckoff, 2002). These articles cite several possible reasons for this discrepancy, including patterns in the teacher labor market and teacher retention.

Teacher Supply

The body of research suggests several reasons for the gaps that exist in teacher quality across school districts. First, less teachers are entering teacher preparation programs, leading to a shortage of teacher candidates particularly in math, science, and special education. As demonstrated by the trends in California and across the nation, only one quarter of the total number of teacher candidates enrolled in teacher preparation programs were enrolled in 2014-15 as compared to 2001-02 (Carver-Thomas & Darling-Hammond, 2017). This is particularly troublesome for urban schools because these schools often have the most vacancies to fill (Goldhaber et al., 2014).

Urban schools remain at a disadvantage even after teachers enter the workforce because new teachers are more likely to apply to work in districts with fewer disadvantaged students (Boyd et al., 2013; Engel et al., 2014). In an analysis of applications from three large teacher hiring fairs for Chicago Public Schools, Engel et al. (2014) found that demographic characteristics of schools strongly predict the number of applicants to the school, with schools who serve students with fewer disadvantaged students and higher academic achievement

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receiving more applicants. In fact, every ten percentage point increase in the number of students eligible for free or reduced lunch resulted in four fewer applicants per school per job fair that they participated in. More candidates also applied to schools in neighborhoods that are more affluent and with a smaller fraction of minority households. Researchers speculate that this trend may be related to the fact that teachers are generally paid using a single salary schedule that does not account for the difficulty of a teaching assignment and possible work conditions (Boyd et al., 2013; Engel et al., 2014; Goldhaber et al., 2015).

Patterns in teacher supply may also be related to the location and characteristics of student teaching experiences. Boyd et al. (2013) found that distance from home to the school is a key factor for a teacher's preferences, with over 60% of new teachers in New York taking their first teaching jobs very close to where they grew up. Since teacher candidates tend to come from higher socio-economic classes and communities, many new teachers prefer to work in the more affluent, suburban areas. The lack of exposure to low-income communities during student teaching exacerbates this issue. In a study of the hiring patterns of over 8,000 new teachers graduating from six training institutions in Washington, Goldhaber et al. (2014) found that teachers who completed their student teaching in urban areas are less likely to be employed in public school positions than interns who did their student teaching in suburban areas. Furthermore, despite state mandates, this study showed that student teaching tends to take place in schools with fewer disadvantaged students than the average school in the state. This same pattern was identified across the nation in a study that evaluated the quality of teacher preparation programs using a survey of principals, graduates, and faculty of a sample of 28 education schools combined with student achievement data from 2,000 classrooms from Northwest Evaluation Association (NWEA) (Levine, 2006). The findings of this study showed

that the priority for most education schools is to find the requisite number of slots for student teachers, with little regard to ensuring exposure to a variety of settings particularly urban placements. This not only prevents teaching candidates from exploring alternate possibilities for future work environments, but also gives schools that host student teachers an unfair advantage, as they are able use the student teaching experience as a "screening process" to select the teaching interns that have demonstrated the most potential.

Teacher Mobility & Turnover

The lack of high quality teachers at schools that serve disadvantaged students can also be attributed to patterns related to teacher mobility and retention. In general, teachers are more likely to leave districts with more disadvantaged students, creating a perpetual need for these districts to hire more teachers every year (Carver-Thomas & Darling-Hammond, 2017; Goldhaber, Gross, & Player, 2011; Ingersoll, et al., 2014). According to the National Center for Education Statistics analysis of the 2012 Schools and Staffing Survey (SASS) and 2013 Teacher Follow-up Survey (TFS), a higher percentage of teachers from high-poverty schools (12 percent) than from mid-low or low poverty schools (6 percent each) moved to other schools between 2011–12 and 2012–13 (Kena et al., 2016).   Through further analysis of the same surveys, Carver-Thomas & Darling-Hammond (2017) found that turnover rates are 50% higher for teachers in Title I schools, which serve more disadvantaged students. Turnover rates are 70% higher for teachers in schools serving the largest populations of underrepresented minorities.

When teachers leave schools, they may either move to another school, another district, or leave the teaching profession all together. During the transition from the 2011-12 to the 2012-13 school year, 8 percent of teachers moved to another school while 8 percent left the profession (Kena et al., 2016). Of those who changed schools, 59 percent moved to another school in the

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same district, 38 percent moved to a school in a different district, and 3 percent moved to a private school. When looking more closely at the qualities of the teachers who are leaving and the schools that they leave, some expected patterns emerge. Consistent with the general trends regarding turnover, high quality teachers tend to move out of schools with more disadvantaged and lower performing students (Carver-Thomas & Darling-Hammond, 2017; Goldhaber et al., 2011; Perda, 2013). The study of 9,000 teachers in North Carolina emphasized this point by finding that teachers located in schools with relatively high populations of African American students are more likely to transfer. The same study also found that more academically talented individuals are more likely to leave teaching due to their marketability in other professions. Furthermore, experienced, and often more effective, teachers use their benefits through collective bargaining agreements to protect from involuntary transfers or transfer to more desirable positions within the district.

Another predominant trend in teacher turnover is that beginning teachers are most likely to leave the profession (Ingersoll, et al., 2014; Kukla-Acevedo, 2009; Perda, 2013).   According to a national longitudinal study that tracked over 1,000 teachers from 1993 to 2003, Perda (2013) found that approximately 50 percent of teachers left the profession within 5 years.[1] Furthermore, rates of leaving for first-year teachers rose from 9.8 to 13.1 percent from 1988 to 2008—a 34 percent increase, based on analysis of data from of the Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFS) (Ingersoll, et al., 2014).   Taken together, these studies show that schools in urban areas not only struggle to recruit high quality teachers, but also to retain the best and the brightest in their schools.

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[1] The rate of departure from teaching depended on the time of entrance (early, delayed or late entrance). The early entrants (entered immediately after obtaining baccalaureate) have a five year cumulative teaching spell attrition rate of 30.4 percent; delayed entrants 41.9 percent; for late entrants the 4 year rate was 56.7 percent.

Factors Leading to Teacher Turnover

Since retaining teachers is one of the biggest challenges facing schools in urban areas, the main causes and implications of teacher turnover have been thoroughly investigated (Bobek, 2002; Hong, 2012; Kukla-Acevedo, 2009; Ingersoll, 2001; Ingersoll, et al., 2014; Loeb, Darling-Hammond, & Luczak, 2005; Learning Policy Institute, 2017; Mansfield et.al, 2016; Tait, 2008). Through studies ranging from national surveys to qualitative case studies, researchers have found trends related to retention at all different levels, from student and teacher characteristics to school, district, and national policies. As previously discussed in relation to teacher mobility and turnover trends, findings of these studies point to individual teacher characteristics leading to turnover, such as a teacher's age (or years of experience) and subject area taught. Younger teachers as well as teachers who teach math, science, or special education tend to have the highest rates of turnover (Ingersoll, 2001). The following section seeks to explore the research findings that may shed some light on why these patterns exist.

As mentioned in the earlier section on the demands of teaching, one major theme in the literature related to teacher turnover is increased accountability and higher standards for teachers. National policies like No Child Left Behind (NCLB) and its successor, Every Student Succeeds Act (ESSA), have required that public schools hire teachers who have demonstrated subject area mastery through passing certification exams and possessing appropriate subject area credentials (Levine, 2006). In the advent of the Common Core State Standards and their accompanied high-stakes exams created by PARCC (Partnership for Assessment of Readiness for College and Careers) and SBAC (Smarter Balanced Assessment Consortium), teachers experience increased pressure to prepare all students for high levels of academic rigor. In order to meet these expectations, they must differentiate instruction for a wide range of academic and behavioral

needs using measurable learning outcomes (Day, 2008; Levine, 2006). Research has shown that these standards, while they attempt to provide access to college and career pathways for all students, can have detrimental consequences on teacher retention as teachers struggle to manage all the responsibilities of their job (Day, 2008; Day & Hong, 2016). In schools that serve disadvantaged populations, the demands for effective teaching are more complex because students often present greater social and emotional challenges and are often grade-levels behind their more affluent peers in basic skills (Day & Hong, 2016).

Within the policy context, additional organizational or contextual factors at the school and district level have also been examined.   The most commonly reported reasons for departure are student characteristics, such as levels of poverty and ethnicity, and working conditions, including salaries, classroom resources, student misbehavior, accountability, and school leadership (Ingersoll, 2001; Ingersoll, et al., 2014; Learning Policy Institute, 2017; Loeb, et al., 2005).   Based on a survey of 1,071 California teachers conducted in 2002, Loeb et al. (2005) found that the racial, ethnic, poverty, and language composition of a school's student body influences a school's ability to fill vacancies and leads to higher proportions of new teachers. They also found that working conditions, such as large class sizes, facilities problems, multitrack schools, and lack of textbooks, add substantial predictive power to models of turnover. Other situational conditions that led to turnover include personal or family issues, such as health, pregnancy, a residence move, or caring for family members (Hong, 2012; Ingersoll, et al., 2014; Learning Policy Institute, 2017; Loeb, et al., 2005).

More recently, studies have begun to investigate the internal motivations and teacher traits that most commonly lead to attrition, including low-self efficacy, poor stress management, and burnout (Bobek, 2002; Hong, 2012; Mansfield et.al, 2016; Tait, 2008). These studies

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highlight the critical role of emotional and psychological components of retention.   Hong (2012) noted psychological reasons that contributed to teacher decision to leave the profession through a qualitative study of fourteen science teachers (seven "stayers" and seven "leavers") who had five years of teaching experience or less. According to the study, "leavers" perceived and interpreted challenges in ways that diminished their self-efficacy beliefs, attributed the difficulty to their own personality or characteristics, and experienced emotional burnout.

The risks of leaving the profession are even higher for novice teachers as they encounter additional stressors related to a new work environment, including learning the scope of the job, facing disparity between preparation and expectations, and experiencing isolation or lack of support (Le Cornu, 2013; Mansfield, Beltman, & Price, 2014).   According to a qualitative study of thirteen first year teachers through semi-structured interviews, the challenges that they faced were often not "critical incidents" or crises but are usually ongoing and occurred in multiple spheres at both work and at home. They also expressed more school-level challenges (relationships and school organization) and classroom challenges (diversity and classroom management) than personal challenges (Mansfield et al., 2014). Additional challenges were reported for teachers serving in disadvantaged neighborhoods in a qualitative case study of ten educators in a primary school near a large government-housing project in England (Day & Hong, 2016). These additional risk factors include working with students who have low academic levels, suffer from trauma, or live in conditions that threaten their development. These teachers also must battle dysfunctional school systems and lack of financial or human resources.

Similarly, Castro, Kelly, and Shih (2010) used a qualitative, interpretive study of fifteen new teachers in various high need areas. Five teachers were from a hard-to-staff rural community school, five from a large urban district school and five with special education

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assignments. The objective was to identify the challenges of teaching in three different

environments. Through comprehensive interviews in their first year, the teachers in the study

reported struggles with intensive bureaucratic demands (paperwork, grading, meetings, non-

instructional activities), curriculum delivery, parent communication, and classroom management.

Specifically, the special education teachers from this study expressed frustrations with

negotiating relationships with colleagues and parents as well as feeling isolated from the rest of

the school staff. With superfluous challenges, these teachers must have fortified support

networks to offset the additional stress of working in such environments. To better understand

what makes teachers leave, researchers have also examined the opposite phenomenon—teacher

retention and persistence.

Factors Leading to Teacher Retention

In order to better understand what makes teachers stay, move, or leave schools,

researchers have identified several school-based factors that have been associated with retention,

including administrative support, mentorship, increased salaries, and classroom autonomy

(Kukla-Acevedo, 2009).   Studies have found positive links between administrative support and

teacher outcomes including the reduction of the perception of stress and job dissatisfaction.

However, one study that looked specifically at how workplace conditions affected first year

versus more experienced teachers decisions to stay, move, or leave their schools found that

principal support, in terms of communicating expectations and maintaining order in the school,

was a factor that led to retention for all teachers, but for first year teachers specifically, it

increase the probability of turnover.   This may be related to the stress and pressures that a first

year teacher may experience with a more involved administration (Kukla-Acevedo, 2009). The

same study found that workplace conditions have a greater impact on first year teachers

generally, with behavioral climate being the most critical factor.

Other studies on teacher persistence have linked teacher longevity to feelings of

empowerment, self-efficacy, belonging, moral purpose, and resilience (Castro et al., 2010; Day,

2008; Day & Hong, 2016; Tait, 2008; Yonezawa, Jones, & Singer, 2011). In most contexts, the

term "resilience" usually describes the process of overcoming adversity. Key studies of teacher

resilience employ a similar definition. For example, Tait (2008) describes resilience as

interactions with events in the environment during times of stress. Bobeck (2002) identifies

teacher resiliency as the ability to adjust to different situations and increase one's competence in

the face of adverse conditions. In order to demonstrate resiliency, a teacher must accurately

assess problems, recognize options for coping using different perspectives, and arrive at

appropriate resolutions. Day & Hong (2016) make an important distinction between coping and

resilience, suggesting that coping implies acting for survival, whereas resilience implies being

able to manage the challenges to achieve success. In summary, teachers demonstrate resilience

when they leverage their resources to work through challenging problems and thrive despite

demanding circumstances. The literature reviewed indicates that resilience is a fluid attribute

that changes in relation to internal and external influences. Several factors affect a person's

capacity for resilience in different contexts.

External Sources of Resilience

Besides personal capacity, resiliency also includes interactions with the environment and

people within social and professional networks. As demonstrated in Tait's research (2008),

novice teachers are able to cope with the challenges of teaching if they have a strong support

system of professional and personal connections, especially with other new teachers going

through a similar experience. Teachers also reported being able to navigate challenging

relationships with parents or peers through the use of colleagues as "buffers" or allies (Castro et

al., 2010).   In addition to peer influences, Day & Hong (2016) found that school principals play

a significant role in creating and sustaining a caring, inclusive school culture. Interviews showed

that support from outside the school (e.g., family, friends, community group members) was

perceived by teachers to be an essential factor in sustaining teachers' capacities for resilience.

Based on this evidence, social connections are invaluable tools for increasing resiliency in

teachers, especially in high needs schools.

Bridging the Internal and External through Relational Resilience

Although it appears that internal resources such as self-efficacy and optimism may be

separate from external resources such as support networks, relational-cultural theory (RCT)

suggests that all psychological growth occurs within the context of relationships. Rather than

viewing development from the "separate self" model, RCT proposes that resilience resides not

just within the individual but also in the capacity for connection with others (Jordan, 2006).

When examining internal resources for resilience without considering context, important issues

such as racism, sexism, and other forms of discrimination that render certain people powerless

are often ignored or left out of the conversation.   In addition, social support is typically studied

as a unidirectional process in which one person is supported by another, which fails to capture

the reciprocal nature of relationships and how these supports are internalized and understood.

By reconsidering resilience through a relational lens, we are able to examine how a person's

motivations, self-efficacy, and outlook on life may be influenced by or developed through

engagement and interaction with others. The RCT perspective suggests that mutually

empathetic, empowering, and responsive relationships are an important source of resilience and growth (Jordan, 2006).

This theory has been shown to be applicable in both youth and adult contexts. In a study of 12,000 adolescents, the single best predictor of resistance to high-risk behaviors (violence, substance abuse, and suicide) is "having a good relationship" with one adult, such as a teacher, parent, or mentor (Resnick et al., 1997; Resnick, Harris, & Blum, 1993). In an example with adults, Sparks (1999) described relational practices rather than internal traits as contributing to the resilience of African American mothers on welfare. Connections with others "fortify" both kids and adults to resist negative pressures and overcome significant challenges.

Similar patterns have been observed with teachers in schools. According to Tait's (2008) research, emphasizing the collegial nature of teaching, providing opportunities to forge personal and professional relationships, and encouraging continuing contact through networks and social events after graduation made a significant difference in new teachers' ability to persevere. Furthermore, in a case study of six teachers who were part of an educator network called the National Writing Project (NWP), Yonezawa et al. (2011) established that teachers needed to be supported by professional communities of colleagues, engaged in reflective intellectual inquiry, and given opportunities for leadership development. Professional networks that foster interdependence and leadership potential among colleagues is associated with teacher longevity and therefore, may have an impact on teacher resilience over time. An ethnographic study of 60 early career teachers showed that the student-teacher relationship is important for teacher development, as these interactions affect teacher self-efficacy and the development of teacher identity (Le Cornu, 2013). The same study also found that the new teachers were positioned as contributors in their school communities felt they could offer something to their colleagues,

which allowed them to relate to others differently and further increased their sense of belonging. Furthermore, peer support provided non-judgmental spaces to normalize experiences and empower each other and resolve conflicts and challenges. Overall, these studies indicate that mutually beneficial relationships had a positive effect on self-confidence, sense of personal agency, and resilience.

This model of relational resilience has many implications for researchers, teacher educators, and policy makers who are interested in helping teachers develop the resilience necessary to persist in challenging school contexts. First, it implies that school communities need to have a culture of openness and vulnerability that leads to mutual growth. It also emphasizes the value of supportive networks of peers, who are both at the same level and differing levels of teaching experience. Lastly, it underscores the importance of teachers having the skills to build empowering, supportive relationships with students, parents, colleagues, and administration. Since relationships are a crucial component of developing resilience, it is essential that pathways to teaching keep this topic at the forefront; however, with the huge range of teacher preparation options, this is not always the case. Perhaps lack of development in this area is leaving many teachers unprepared when they enter the classroom, resulting in them quitting within the first two years (R. Ingersoll & Merrill, 2010, 2012; Kukla-Acevedo, 2009; Perda, 2013). The patterns of teacher retention as it relates to different teacher preparation pathways and field experience (student teaching) will be explored in the next section.

Internal Sources of Resilience

To overcome the challenges of working in a high needs school, novice teachers must be able to leverage their internal and external resources in order to persevere. According to the literature, one of the most influential protective factors is intrinsic motivation, or a person's

"inner drive." For example, Day & Hong (2016) discovered that teachers who lasted longer had a strong sense of vocation and passion for teaching. Other research (Tait, 2008; Castro et al., 2010) confirms that teachers who have a moral purpose and/or derive deep personal satisfaction from teaching tend to be more resilient. In addition to motivation, emotional factors, such as self-esteem, self-efficacy, resourcefulness, and mental health, can support resiliency (Castro et al., 2010). This was further established in a study by Tait (2008), who examined the experience of twenty-two first year teachers who graduated from the Midtown preservice option at the Ontario Institute of Studies in Education/University of Toronto (OISE/UT). This study revealed that teachers who had optimistic or idealistic views of teaching before becoming teachers were able to maintain positivity throughout their experience. This example underscores the role of personal mindsets and emotions in maintaining resiliency.

Teacher Preparation and Teacher Retention

There is ongoing debate about teacher preparation, including where and when teachers should be educated, who should educate them, and what topics or experiences are most important for preparing them for teaching (Levine, 2006). There is a fundamental divide between those who believe that teaching is like a profession like law or medicine, requiring a substantial amount of education before becoming a practitioner, and those who think teaching is like a craft, which is principally learned on the job. These different perspectives have led to reforms in policy and increased diversity in admission processes, field experiences, and coursework requirements to become a teacher. Reflecting the belief that teaching is a profession, many states have created more regimented and regulated environments that demand higher standards for people entering the profession and created greater accountability for teachers and the institutions that prepare them (Levine, 2006). University-based programs combine coursework

and student teaching, which usually includes at least a semester spent in a classroom of an experienced teacher who serves as a mentor as the candidate increasingly takes responsibility for instruction (Rickenbrode, Drake, Pomerance, & Walsh, 2018). Candidates in these programs can earn their teaching credential in combination with a baccalaureate degree within four years or may choose to pursue their credential only or in combination with a master's degree in a one to two year graduate program (Levine, 2006). On the other hand, in some districts and high-needs subject areas like math and science, "alternative route" programs have become increasingly popular in order to streamline the certification process to meet growing teacher demand (Darling-Hammond et al., 2002). Most alternative pathways involve internships that give candidates full responsibility of their own classroom immediately or after a very short period of student teaching. Coursework in these programs is usually completed on evenings or weekends and concurrently with a full-time teaching assignment (Robert Rickenbrode, Drake, Pomerance, & Walsh, 2018). This type of program would be in alignment with the belief that teaching is a craft that can be learned on the job.

Very few studies have empirically examined or compared the retention of graduates of different preparation pathways, leaving much to be interpreted regarding how preparation affects retention and contributing to the ongoing debate about what makes high quality teacher preparation (Ingersoll, Merrill, & May, 2014). Studies that have examined the impact of teacher preparation on teacher retention include teacher, principal, and education school faculty perceptions of preparedness, as well as analysis of program components using standards or criteria for effective training (Darling-Hammond, 2000; Darling-Hammond et al., 2002; Levine, 2006; Rickenbrode et al., 2018). In the aforementioned study of 28 education schools, more than 60% of graduates reported that their teacher preparation did not help them to cope with

classroom realities (Levine, 2006).   In the same survey, while new teachers identified student teaching experience as "the most valuable aspect of my education program," more than three-quarters of graduates reported receiving one term or less of student teaching experience. Furthermore, 75% of teachers report that they were insufficiently prepared to meet the needs of students in their first year, according to a survey of 230 Massachusetts teachers (Teach Plus Massachusetts, 2015).

Another study of 3,000 New York City teachers who entered the profession through different pathways sought to shed light on teachers' feelings of preparedness and classroom experiences (Darling-Hammond et al., 2002). Through quantitative analysis of a survey that measured assessed how well prepared they felt entering teaching across 39 dimensions of teaching[2] and overall, the researchers found that the pathway made a difference in terms of teachers' feelings of preparedness, which was linked to teachers' sense of self-efficacy and optimism for success in the classroom. The overall ratings of both alternative program teachers and those with no prior experience fell below a 3 (*adequately prepared*), suggesting that candidates who had not had traditional teacher preparation often felt insufficiently prepared when they entered teaching. In addition, teachers who felt poorly prepared were significantly less likely to choose to become a teacher again and to say that they plan to remain in teaching. On the other hand, teachers who felt better prepared were significantly more likely to believe they could reach all of their students, handle problems in the classroom, and make a difference in the lives of their students.

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[2] Dimensions ranged from readiness to provide effective subject matter instruction to ability to diagnose and meet student needs.

Beyond perceptions of preparation, one recent study used statistical analysis of the 2003-04 Schools and staffing survey (SASS) and 2004-05 teacher follow-up survey (TFS) to examine if the kinds and amounts of pre-service education and preparation that beginning teachers receive before they start teaching have any impact on whether the leave teaching (Ingersoll et al., 2014). Using a nationally representative sample of 2,651 beginning teachers from all types of schools (charter, public, private), the researchers used regression analysis to test if teacher characteristics, school characteristics, and teacher preparation characteristics predicted the likelihood that a teacher would leave the teaching occupation (within one year). The study found large variations in pedagogical preparation within and between traditional and alterative pathways; however, the type of college, degree, certificate, and preparation route had little bearing of the likelihood of leaving. When examining the content of the different preparation programs more closely, the results showed that type of pedagogical preparation did matter. Teachers with more training in teaching methods and pedagogy--especially practice teaching, observations of other classroom teaching and feedback on their own teaching--were far less likely to leave teaching after their first year on the job. The amount of practice teaching was also strongly related to attrition; teachers with one semester or 12 or more weeks were more than 3 times as likely to depart that those who had not practice teaching at all or less than one semester.

After controlling for school characteristics and other factors, very few individual characteristics were related to the likelihood of leaving, with the exception of males and science teachers being more likely to leave. Beginning math and science teachers left teaching at higher rates than other new teachers: after their first year, 18% of science teachers left, 14.5% of math teachers, while 12.3% of others. Interestingly, math and science teachers were also more likely to have taken no formal coursework in teaching methods and science teachers also had less

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practice teaching that other prior to taking their first teaching job. When examining the patterns

of teacher attrition compared to pre-service experiences, it is clear from the research that teacher

preparation, especially student teaching, has an important role to play in the goal of staffing

schools with committed, high quality teachers (Ingersoll et al., 2014).

The Importance of Field Experience

One of the most debated elements of teacher preparation is the field experience, or

student teaching component. Since teaching depends heavily on the quality of human

relationships and one's ability to motivate and engage others, it is critical that teacher candidates

learn to build and maintain professional relationships with all stakeholders. The ability to

connect with others tends to be thought of as natural; people often say that someone is "good

with people" or a "people person." However, in careers such as teaching, the job requires

"relational practice" that incorporates specific principles and techniques of care-giving while

simultaneously embracing the inherent unpredictability and messiness of working with human

beings (Grossman, et al., 2009).   Therefore, novice teachers require opportunities for trying out

learned techniques with particular types of domain-related activities that involve people,

something Ericsson (2002) calls "deliberate practice." Through analysis of the learning

experiences of exceptional musicians, athletes, and chess players, Ericsson found that intense,

focused practice under the supervision of a skilled trainer, who could point out their mistakes and

help them improve incrementally, is what separated them from other average performers.

Similarly, Schön (1987) argues that professional education should be centered on enhancing the

practitioner's ability for "reflection-in-action"—that is, learning by doing and developing the

ability for continued learning and problem solving. This approach includes active coaching by a

master teacher, including giving students practice facing real problems, testing solutions, making mistakes, seeking help, and refining approaches.

Opportunities to enact practice with guided supervision are especially important in complex professions like teaching. In a comparative case study of professional education across three different professions—the clergy, clinical psychology, and teaching, researchers identified the key components of preparation for relational practice: representations, decomposition, and approximations (Grossman et al., 2009). Representations include examples of practice, such as observations in the field, video recordings, and/or modeling. Decomposition involves breaking down complex practice into its constituent parts before integrating through practice. Lastly, approximations of practice, such as role playing, allow novices to enact techniques in a more controlled setting and engage in deliberate practice with quick cycles of feedback, reflection, and multiple attempts at the most challenging aspects of the task. Each element requires the disciplined perception of the instructor to highlight the essential features of the practice and focus feedback where it would be most useful (Grossman et al., 2009). Although some of these elements may be conducted in coursework, such as traditional methods classes, more authentic practice in the field is essential.

The duration, intensity, and purposefulness of field experience has been linked to teachers' perceptions of preparedness and retention. Studies of effective teacher preparation programs point to the importance of field experience, or student teaching. In the study of the New York City teachers, the authors identified Bank Street College and Wagner College as outliers where graduates rated their level of preparedness significantly higher than other programs (Darling-Hammond et al., 2002). Analysis of these programs revealed an emphasis on extensive, carefully supervised field work (24 or more weeks of student teaching or field work in

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settings selected to ensure modeling of desired teaching strategies) tightly linked to coursework that places significant attention on the development of content-based pedagogy. Another study that identified student teaching as a key feature of effective preparation programs was a cross-case study analysis of seven highly teacher preparation programs that were selected based on extensive evidence of effectiveness, including reputational sampling and opinions from expert practitioners, scholars, employers, and program graduates (Darling-Hammond, 2000). Through in-depth evaluation of program documents, experiences, and interviews, the author found that extended field experiences (at least 30 weeks) that are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven course work was an essential component of teacher preparation.

A similar pattern of effective practices was established in the Levine (2006) study based on close examination of four exemplary programs at a range of institutions including Alverno College, Emporia State University, Stanford University, and University of Virginia. Each of these programs have faculty and staff that is highly involved and committed to the success of their teacher candidates. As in the case studies completed by Darling-Hammond (2000), the field experience component of the curriculum of these programs is extensive, begins early, and provides immediate application of theory to real classroom situations. Additionally, the relationship between the university and schools is also emphasized in these programs with ongoing collaboration between academic and field faculties.

The Limitations and Challenges of Field Experience

Field experience is not only essential for learning relational practice required for teaching, but it is also important for developing a teacher's professional identity. As novice teachers encounter different situations and strategies in training, they decide which practices to

appropriate and which to reject, thus defining their professional identity (Ronfeldt & Grossman, 2008). Through analysis of student interviews and focus groups at two teacher education programs, researchers found that most activities in coursework provided limited chances for novices to react to the uncertainties that come with the job, especially in high-needs schools. However, student teaching provided an opportunity to experiment with and receive feedback on the more interactive aspects of teaching (Ronfeldt & Grossman, 2008). For teacher candidates who may end up working in high-needs schools, some believe that field experience should be in difficult-to-staff and underserved placement schools in order to provide a realistic view of teaching in this type of environment. However, evidence from a quantitative study of nearly 2,860 NYC teachers shows that teachers who learned to teach in easier-to-staff field placement schools were more effective at raising test scores and more likely to stay, even in hard-to-staff schools with the most underserved populations, during their first five years of teaching (Ronfeldt, 2012). Learning to teach in hard-to-staff schools forces teacher candidates to negotiate their images of themselves as professionals with the images reflected to them by their program; as a result, teacher candidates reported finding it difficult to build caring relationships and actualize their ideal teacher selves due to student resistance and divergent beliefs of their cooperating teacher (Ronfeldt & Grossman, 2008).

Since student teaching context influences the development of a new teacher's resilience, effectiveness, and professional identity, university field supervisors are charged with helping teacher candidates confront the conflicts and challenges that emerge during student teaching. Typically, university field supervisors observe student teachers several times throughout their student teaching experience, but it is unclear if these visits is truly helping student teachers build resilience and gain skills needed to be successful. Several studies have examined the challenges

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that arise among the different players involved in student teaching, namely the student teacher, cooperating teacher, and the university supervisor. In one such study that followed 9 student teachers into their first 3 years of teaching, researchers found that student teachers were given a range of freedom to experiment depending on the beliefs about how novice teachers learn from the cooperating teacher's perspective, which was often based on their own student teaching experience (Valencia et al., 2009). They also found that student teachers were often unable to express their own knowledge, beliefs, or pedagogy because of strong cooperating teacher personalities or expectations during student teaching. Likewise, university supervisors often had to hide their true feelings due to concerns with offending or alienating cooperating teachers. They were reluctant to intrude on the cooperating teacher practices even if it would help the student teacher because they wanted to "keep the peace" between the university and the partner school. In addition, opportunities to teach were few and far between with little evidence of systematic post-lesson discussions that went beyond topics related to classroom management. Although field experience offers much promise in terms of providing important opportunities for deliberate practice, the shifting terrain at placement schools creates barriers to authentic learning.

Building Resilience in the Field

The interactions between the student teacher, cooperating teacher, and university supervisor are highly influential in professional identity formation and building the capacity for resilience in a new teacher. As mentioned earlier, relational-cultural theory (RCT) suggests that the resilience is fostered through mutually beneficial and supportive relationships (Jordan, 2006). Therefore, the relationship between the triad in student teaching must be grounded in respect, trust, and open communication in order to set the stage for resilience. The Building Resilience in Teacher Education (BRiTE) Framework, informed by literature and created by Mansfield et al.

(2016), outlines the key themes of resilience that should also have a place in field experience if we are to improve teacher retention and outcomes for underserved students. The BRiTE Framework includes building resilience, relationships, well-being, motivation, and emotions. Building resilience means creating awareness of resilience as a dynamic, multifaceted process where individuals mobilize personal and contextual resources to cope and overcome. Relationships entails having social competence, setting boundaries, and communicating effectively. Wellbeing involves seeking renewal, having work life balance, and time management. Motivation includes a sense of efficacy, value, and purpose, along with goal-setting, help seeking and problem-solving skills. Lastly, emotions encompasses emotional awareness and regulation, optimistic thinking, and empathy. Given all of these components of resilience, the question remains to what extent student teaching, ripe with potential, is really leading to the types of experiences, conversations, and connections required to create more resilient teachers.

Several research studies provide suggestions about the types of learning experiences that could foster resilience. For instance, Castro et al. (2010) suggests that teacher educators define expectations for professionalism and provide strategies for navigating interpersonal relationships. They also promote more opportunities where new teachers can practice problem-solving techniques, such as case studies and action research projects. Similarly, considering the attributes of the "stayers" in the Hong (2012) study, it is also important to continue to validate a teacher's vocation as they move through the early stages of teaching. Conversations should include opportunities for new teachers to reflect on their internal drive and how it is realized or hindered through their work. Likewise, new teachers need to learn how to create personal

boundaries with students as to not take student misbehaviors as a sign that teaching is not the right profession for them.

Other research on methods for instructional coaching of teachers and supervision suggest that teachers need to engage in "focused exploration of a learning agenda, experimentation with new leadership strategies, feedback on effectiveness, and a relentless comparison of the present to the ideal state (Reeves, 2009b, p. 74). This process involves planning involves the coach or supervisor utilizing data and carefully sequencing a set of open-ended questions designed to encourage reflection on the part of the teacher (Bearwald, 2011; Aguilar, 2013). Lipton, Wellman, and Humbard (2003) emphasize that in order for supervisors to engage in learning-focused conversations, supervisors should shift fluidly between four stances: calibrating, consulting, collaborating, and coaching. These stances allow the supervisor to develop teachers' capacities to reflect upon data, to generate ideas and options, and to increase personal and professional awareness and skill. Although there is some overlap between these suggestions for supervision what actually occurs in field experience, there are no studies that explicitly examine to what extent the interactions during field experience explore the themes of resilience.

Conclusion

Ensuring that all children have access to a high quality education requires a consistent, reliable, and effective teaching force working across all types of schools. Due to the "revolving door" of teaching, this has yet to become a reality, especially for students in high-needs schools (Ingersoll, 2001). Since beginning teachers are most at risk for leaving or moving in their first few years, teacher education is a critical place to start to address issues related to retention. Studies on teacher persistence show a direct link between resiliency and long-term commitment to teaching, yet little research exists that explores how teacher preparation

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programs, particularly the field experience component, fosters resilience in their teaching candidates (Mansfield et al., 2014). Since teacher retention depends heavily on the interplay of internal attitudes and mindsets with external forces, this must be taken into consideration when designing teacher preparation programs. Although building supportive relationships has proven to be a critical aspect of resilience, it is unclear to what extent field experiences foster these connections and develop this skill in teacher candidates.   This study contributes to the body of research on teacher education by examining the ways in which supervisors support the development of resilience in teacher candidates. This research offers findings that can be incorporated into teacher preparation programming and will lead to better prepared teachers and greater teacher retention over time.

CHAPTER 3: METHODOLOGY

Introduction

My research examined the ways in which university supervisors utilize supervisory visits during student teaching experiences to build emotional resilience in teaching candidates. I looked closely at the language, content, and style of the coaching conversation between the university supervisor and the teaching candidate after an observation to uncover if and how this space fostered skills associated with emotional resilience according to the Building Resilience in Teacher Education (BRiTE) Framework (Mansfield et al., 2014) and other research on skills associated with resilience, such as problem-solving. In addition to investigating the approaches and methods used during the conversation, I examined the nature of the relationship that existed between the university supervisor and candidate, as relational-cultural theory indicates that the quality of relationships may also contribute to resilience (Jordan, 2016). The research questions that I sought to answer are presented below.

Research Questions

RQ1: How do coaching conversations between university supervisors and teaching candidates support the development of emotional resilience?

    a. To what extent are the coaching conversations asset-based and solutions-oriented?

    b. To what extent are the goals of coaching conversations centered on problem-solving?

    c. To what extent do the coaching conversations encourage reflective practice?

    d. To what extent do the coaching conversations support emotional well-being?

RQ2: How do program goals, school context, and beliefs of the university supervisors shape the methods and approaches used during coaching conversations with teaching candidates?

Overview of the Research Design

Design Rationale

To answer my research questions, I conducted an explanatory and descriptive qualitative study of the field experience of two teacher preparation programs that train teachers to work in high-needs communities. The study design incorporated observations (both in person and via audio recording) of supervisory visits as well as interviews with university supervisors in order to gather information about how coaching conversations between university supervisors and teaching candidates support the development of emotional resilience. Qualitative data collection allowed me to probe deeply for individuals' experiences, perspectives, and stories. Interviews helped individuals in the study to reflect and share their own lived experiences and rationale for their decision-making, which ties back to the research questions (Seidman, 2006). Since the study sought to understand how coaching conversations serve as spaces to build resilience in teacher candidates, it was important to not only observe what is actually occurring (theory-in-use), but also hear from the university supervisors about why they are taking a certain approach (espoused theory) (Argryis and Schon, 1974). I used the observations to generate context-specific questions for the follow-up interviews in order to probe for the underlying beliefs and goals that may influence the content of the conversation, specifically as it related to my research goals.

I decided that this is the best way to study my research questions because I was interested in discovering how reflection, problem-solving, and collaborative dialogue fostered emotional resilience. I was also interested in knowing the rationale and strategy behind the approach of university supervisors and to what extent they are aiming to build resilience as a goal for their conversations. A qualitative approach allowed me to observe these interactions and compare the

perspectives of the university supervisors. I would not be able to describe these experiences

thoroughly through a survey or other quantitative measures. This study could employ a survey to

receive information about the beliefs and perceptions of methods used in coaching conversations

but would be insufficient in capturing the nuance of what actually occurs in the conversation.

Moreover, an experimental design would not be appropriate since there is no intervention to be

tested.

Strategies of Inquiry

Site and Population

Although I originally planned to focus on one site, I decided to select two sites for the

study in order to ensure adequate participation and provide additional insights in terms of

differences between sites. I selected two teacher preparation programs that are known for

training teachers to teach in high-needs communities in Los Angeles: Southland University and

Bluffs University. I am defining "high-needs communities" as those where more than 50% of

the student population is receiving free-reduced lunch based on family income. Los Angeles

Unified has among the highest concentrations of low-income students in the state, with more

than 80% living at or below the poverty line (Los Angeles Unified School District, 2019).

Therefore, I used information about the placement of graduates as a guide. Furthermore, the

identification of the selected programs was based on reputational data from educators within the

community as well as the stated vision and mission publicized on the program's website or

informational brochures.   I identified two programs whose vision/mission involves social

justice, place teachers in high needs schools for their student teaching experience, and claim to

specialize in "urban" preparation.

Additionally, I selected programs with a robust student teaching experience since this is the environment from which I gathered data. I identified programs that require candidates to complete at least one semester of student teaching in a high needs school. This is important because I would like to see how the university supervisor helps the student teacher learn to navigate common challenges in these contexts. The program also required a minimum of 5-7 supervisory visits over the course of the semester in order to allow for the opportunity to develop strong relationships and ample observation opportunities.

Rationale for Sample Selection. The participants for this study will include university supervisors and teacher candidates. Although teacher attrition data indicates that teachers in secondary classrooms tend to leave the profession or move schools at higher rates than elementary teachers, I was only able to gain access to elementary program participants due to site-specific restrictions (Ingersoll, et al., 2014). In order to recruit participants, I took a different approach at each site. At Southland University, I recruited faculty members through direct contact from attendance at a conference and referrals through the program faculty. Once I secured participation from two faculty supervisors, I asked them to distribute flyers to their students (teacher candidates) with an offer to participate. After several weeks, I did not have any responses via email, so I asked one of the supervisors to distribute hard copies of the flyers and have a sign-up sheet at one of their course sessions. This approach led to the identification of four teacher candidates who were willing to participate. At Bluffs University, I recruited the faculty members through attending an online staff meeting and presenting my study, after gaining approval from the program director. I followed the meeting with an email with a flyer and further information. Of the eight supervisors that expressed interest in participating, only five were eligible for participation based on the criteria outlined above. Then, I sent the teacher

candidate recruitment flyer to the supervisors who qualified for participation and they then sent it

to their students. Three of the five supervisors had students who were willing to participate in

the study, totaling five teacher candidates. All participants signed an agreement to participate in

the study online or in person. I provided notes of appreciation and a gift card to the participating

supervisors after the completion of the observations and interviews. Table 1 below outlines the

participants in the study:

Table 1

Study Participants

Name	Role	Site Affiliation
Jessica	University Supervisor	Southland University
Rachel	University Supervisor	Southland University
Lynn	University Supervisor	Bluffs University
Debbie	University Supervisor	Bluffs University
Shelley	University Supervisor	Bluffs University
Taylor	Student Teacher	Bluffs University
Natalie	Student Teacher	Bluffs University
Carrie	Student Teacher	Bluffs University
Tanya	Student Teacher	Bluffs University
Michelle	Student Teacher	Bluffs University
Victor	Student Teacher	Southland University
Lauren	Student Teacher	Southland University
Cinthia	Student Teacher	Southland University
Sam	Student Teacher	Southland University

Access. As the manager of a residency program in Los Angeles and a doctoral student at

UCLA, I have a network of individuals within the world of teacher preparation that were helpful

as I developed my study, selected my sites, and recruited participants. My residency program is

part of a network of residencies called the National Center for Teacher Residencies, which has

many partners including a few in Los Angeles. I am also part of a group of teacher preparation

professionals called The Residency Lab that connected me to different individuals who ended up

participating in my study. I utilized the individuals in my professional network not only to help

me recruit participants, but also to pilot my observation tools and interview protocols.

Data Collection Methods

Observations. In order to examine the ways in which the university supervisor build

emotional resilience in their teacher candidates, I conducted observations of the meetings where

conversations that bolster resilience are likely to occur. In order to accommodate site

preferences, I provided the choice for these observations to be done in person or via audio

recorded by the supervisor.   I observed 2 or 3 coaching conversations conducted by each

supervisor with a different student (one supervisor with the same student), totaling 13

observations. The goal of these observations was to see how the university supervisor built

resilience in their candidates, which occurred through the content of the conversation, language

used, topics explored, and/or approach to reflection.

During the observations, I recorded as much as possible given the mode of observation

(in-person or audio recording), taking notes on the physical setting, the participants, activities

and interactions, conversation, and other subtle factors like body language (Merriam, 2016).

Since relational interactions were a crucial aspect of my research questions, I paid close attention

to the ways in which the participants were interacting in addition to the substance of the

conversation. First, I examined the culture of the coaching space in order to gather information

about the relationship between the student teacher and university supervisor.   This was

important because in order for meaningful reflection to occur, there needs to be a safe space

established for the student teacher to be vulnerable. I collected information on the ratio of

talking between the student teacher and the university supervisor because it indicated who was

engaging reflective practice, which is associated with resilience. According to the literature, if

the student teacher talked more, they were more likely to experience self-insight and enduring learning. I also noted the language and framing used throughout the conversation, as more positive approach could communicate belief in the student teacher's capacity for growth. If the observation was in person, I took low-inference field notes using an observation template in a notebook. I collected audio recordings of all of the in-person observations. If I was not present for the meeting, the supervisors took an audio recording and uploaded it onto a secure online platform for me to review after the meeting.

Interviews. Before the first observation with each supervisor, I completed an initial interview in order to gather information from the supervisor that may have informed their approach to supervision. These lasted approximately 30 minutes and included questions about their background, beliefs, and goals through semi-structured format. I also completed interviews with the supervisors after each observation to ask about their motivations and impressions from the debrief meeting. These interviews were 10-15 minutes in length and conducted in person at the school site where the observation occurred or on the phone, depending on the space and time availability.   In the follow-up interviews, I asked questions that probed at the rationale for the university supervisor's approach to the coaching conversation. These questions included prompts regarding the goals and vision for the meeting as it compared to what actually occurred and why. Through this process, I uncovered information about the program's overall goals and vision as it relates to building emotional resilience. Since relational-cultural theory (RCT) is being used as the conceptual framework for my study, I asked questions related to the relationship between the university supervisor and the candidate. Understanding how relationships were established and leveraged in the supervisory visits provided insight on how supervisors create the conditions for a supportive community, which is a foundational element of

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resilience.   If the supervisor has genuine care for the student teacher, she is more likely to

communicate belief in her student teacher's capabilities and provide opportunities to work

through challenges in ways that make this novice teacher feel empowered.

I recorded all of the interviews on an audio recorder and used my iPhone as a backup; I

took notes during the interviews. The interview protocol was piloted before using it with the

study participants. This pretest was conducted with volunteers from the teacher preparation

program where I currently work.

Data Analysis Methods

I took several steps to analyze my data in order to identify themes and patterns related to

each of my research questions. Since I collected data from 13 observations, each with a follow-

up interview, I reviewed the data systematically after each set of events in order to inform how I

collected and analyzed the data from subsequent observations and interviews. After the

observation of each coaching conversation and follow-up interview, I transcribed the

conversations using Rev.com. Once the observation and interview were transcribed, I compared

the transcription to my recordings to check for accuracy. Any additional notes taken during the

observation or interview were added to the transcription in the form of comments.

After each interaction was transcribed, I examined each university supervisor-student

teacher pair individually by listening to the recordings and reading the transcriptions again,

including the initial interviews. The purpose of this first review was to summarize the key points

and capturing my thoughts or hunches about what the data was showing in order to inform my

coding. I captured these into a chart that included the data point, a summary, my

inferences/thoughts, and whole case analysis. Once I completed this process with all of the

student-supervisor pairs, I coded the document to look for evidence related to my research

questions. Then, I used another chart to capture potential responses to my research questions as demonstrated by the evidence in each student-supervisor pair. This chart helped me identify trends and patterns across cases and directed my next layer of analysis.

My next step was to code each observation transcript for more specific examples related to the trends I had uncovered in my initial analysis. First, I examined the language used in the conversation by coding words/phrases that were asset-based, solutions-oriented, and demonstrated positive framing. Then, I looked for places where issues were discussed since my initial analysis seemed to point at a theme related to supervisors taking the lead on identifying concerns and offering solutions. In each relevant example, I noted if the student or the supervisor had brought up the problem and how it was resolved. Once I identified these examples in the transcripts, I looked more closely at each example to determine the qualities of problem-solving when it occurred. Next, I identified places in the debrief conversations where supervisors facilitated student reflection. I started my analysis using what we know about coaching practices that foster reflective practice, but adapted my coding procedures based on what the data showed. Lastly, I coded the transcripts for examples of when the supervisors demonstrated support for emotional well-being of their candidates. I used descriptions from BRiTE Framework (building resilience, relationships, well-being, motivation, emotions) to inform my coding at this stage. In order to better understand the supervisor's rationale and context for their decisions in the debrief conversation, I used the initial and follow-up interview transcripts. When coding this data, I identified examples of when supervisors discussed the things that contributed to the decision-making process such as program goals, school context, observation data, student teacher state of mind, etc.

As I completed the data analysis process, I examined at each university supervisor-student teacher pair individually, and then summarized the holistic findings across all the partnerships. While much could be learned from the overall trends and patterns of all the interactions, finding the unique and common aspects of each relationship and conversation as was particularly instructive to inform my findings and implications for the field.

Ethical Issues

Both participating programs were given a statement that outlined the goals of the study and how it would be conducted. Participants were also made aware of the intent and purpose of the study in an introductory letter. I ensured that the identity of the programs and the participants were kept confidential and anonymous. Participants were informed of these safe guards and signed a consent form before any interviews or observations were completed. I conducted the interviews of supervisors at location that were safe and comfortable to for them or over the phone. Pseudonyms were used for all participants and created before the transcription process and sites were given alternate names. All audio and transcription files containing the actual names of the participants were saved on a password protected computer and destroyed once all of the interviews and observations were transcribed.

As an outside observer, I took care to craft my message of the purpose and outcomes of the study to ensure that the participants did not perceive my study as an evaluation of their performance. I made it clear that the goal of the study was not to criticize the supervisors and their approach, but instead to describe what occurred within debrief conversations with regard to preparing teachers for the hard work of teaching. I emphasized that the study sought to identify best practices to help advance the field, rather than highlighting the supervisor's shortcomings or rank it among the performance of other supervisors. I tried to build rapport with the participants

through my interactions and observations. I also reassured the participants that their names and

identifying information will be removed from all of the research documents in order to maintain

anonymity.

Credibility and Trustworthiness

Since I work in teacher preparation, I needed to take steps to mitigate my own biases in

my site/sample selection, interpretation of the data, and conclusions that I drew. In order to

combat my personal biases, I ensured that I had rich data through transcripts and thorough

observation notes. I used direct quotes to help confirm or contradict my biases. I also needed to

consider reactivity threats since the student teachers and supervisors whom participated in the

study could have thought that there were certain things they should say or do in order to make

their program look good. In order to address this and encourage candor, I presented myself as a

UCLA graduate student researcher. I used triangulation to get the full picture from different

sources, including observation and interviews.

CHAPTER 4: FINDINGS

Introduction

Although resilience is a complicated, dynamic process, researchers agree that that when

student teachers learn to recognize and leverage their strengths and resources to overcome

challenges, they are more resilient once they enter the classroom. Since the purpose of this study

is to look at how resilience is cultivated during field experience, I analyzed the interactions

between supervisors and students through this lens. I sought to unpack the ways in which

supervisors engaged in four core supportive practices associated with resilience: (1) asset-based

and solutions-oriented, (2) centered on problem solving, (3) encourages reflective practice, (4)

support emotional well-being. Understanding the supervisors' rationale for their decisions was

also an important part of the analysis, as it points to potential avenues for further investigation.

There are four main findings that emerged from the analysis that I will describe in detail

in this chapter. First, although supervisors generally take an asset-based approach, the strategic

use of a rubric did at times provide opportunities for more meaningful discussion of student

strengths. Second, supervisors do a majority of the thinking when it comes to both identifying

and solving problems. Third, supervisors elicit student reflection related to a specific

observation, with limited probing for students to make generalizations or connections to broader

concepts. And lastly, supervisors support emotional well-being by validating students when then

encounter common challenges in teaching.

Finding 1: Using a Rubric for Asset-based Feedback

Researchers agree that embodying optimism and being surrounded by people who draw

attention to what is going well can support resilience; therefore, it was important for me to

examine to what extent supervisors not only take a strengths or asset-based stance but also foster

confidence in their students. When examining the language, tone, and content of the debrief conversations, there is an overwhelming amount of evidence that indicates a positive approach to supervision. All of the supervisors were generally encouraging, warm, and supportive. I regularly heard them say things like, "your questioning was good," "I think it's really neat to see, and it's not something that is very common," and "I love that you are so interested in [reflecting]." Initial and follow-up interviews with the supervisors also indicate the intentional positivity that they bring to the conversation. Two of the supervisors mentioned seeing their role as "cheerleaders" and the others mentioned wanting to be a support for their students.   When describing how she explains her role to her students, Shelley stated "I try to explain, 'I'm not here to tell you what you're doing wrong. I'm here to focus on how to use all of your strengths.'" In addition to understanding this as part of her job as field supervisor, Shelley recognized the importance of building the confidence of her students through the debrief conversations.

When examining the content of the debrief conversations more closely, I found that the supervisor used the rubric to elevate student competence in meaningful ways at times. My analysis uncovered an important nuance in the way supervisors selected evidence to bring to light, changing the extent to which the students were positioned as adept. In the following section, I will discuss the differences between the two sites in terms of how they used their rubrics and how that impacted the content of the debrief conversations.

Although both universities utilize a rubric for collecting and reporting information regarding observations, the way the rubric was used changed the way the debrief conversations unfolded. These site-based differences enabled me to see the ways in which using the rubric led to more asset-based feedback. In analyzing the debriefs led by the Southland University supervisors, the topics of discussion were almost exclusively connected to the rubric. The

majority of the conversation was about the categories on the rubric and there were few items discussed that were not related to the focus domains. On the other hand, in the conversations led by the Bluffs University supervisors, the rubric was not referenced at all as part of the feedback process; however, all of these supervisors said that they would be filling out the rubric and sending it to their students after the meeting.

In the six debriefs at Southland University, the supervisors shared evidence from the observation that demonstrated the teacher and student actions as they were defined in each dimension on the rubric. The sequence and delivery of feedback was based on evidence collected in each of the focus domains for a given observation.   These conversations were focused on identifying evidence from a rubric and elevating positive examples of each teaching practice. For example, in one of the debrief conversations with her student, Rachel pointed out the positive evidence of the focus dimensions:

> I, especially in looking at these two, rigor and equitable access, like to pull and pay the attention to the lesson plan. There was a lot that I could kind of pull out before even seeing it today... specifically in thinking about instructional design, I pulled...students discussed the strategies at the beginning, you unpacked the problem, discussed pieces in the standard algorithm.

Before describing the evidence, Rachel indicates that the student teacher has already demonstrated strong planning skills before the lesson was even taught. She goes on to describe evidence she collected of her student taking opportunities to check for understanding:

> [You] ask students to share out strategies they use, which again was in these other two, but in that one was a chance for you to see, oh, this student really likes the algorithm, and

this student only uses this way. And then you reviewed the strategies, which was another

chance to kind of check in on that.

Since the evidence she provided highlighted positive examples of that particular dimension on

the rubric, Rachel's approach can be seen as asset-based in nature. Furthermore, when there was

a lack of evidence in a particular dimension, she prompted her student to add evidence from his

perspective and did not make any assumptions about gaps that seemed to exist based on her

observations.

In addition to using the rubric to highlight important practices at different developmental

points in the program, Jessica used the rubric to provide additional positive praise for teaching

practices that went beyond student teacher expectations. In one debrief, she stated, "I'm not

giving feedback in that dimension, but I think it's really neat to see, and it's not something that is

very common, is to have shout outs be used in a way where the student teacher or even the

guiding teacher are comfortable." In this case, Jessica used the rubric to emphasize another

successful element of the student's teaching practice. When asked about how she uses the

rubric, Jessica explained that her intention is "reminding them that they know things, and that

they have a lot of tools to draw from because they don't always see it in the moment."

Unlike the supervisors at Southland University, the Bluffs University supervisors made

no reference to the program rubric in the debrief conversation. Without the use of a rubric, the

supervisors talked about whatever was relevant to that particular lesson and based on their own

opinions, resulting in mixed evidence of asset-based feedback. One supervisor only picked out

moments in the lesson that could be improved and provided very little feedback based on what

went well. Her feedback was heavily focused on classroom management, which she felt to be

essential for teaching, according to her initial interview. The other two supervisors provided feedback sequentially based on the execution of the lesson, providing a mix of praise and constructive feedback as it applied to each portion of the lesson. None of the supervisors from this university referenced a rubric in their feedback, creating variance in the topics discussed. In one debrief, Debbie commended her student Tanya for several of her teaching moves that she believed were strengths in her lesson:

> Your worksheets worked well and I looked at it and I thought it was nice, you had them repeat problems you did together, but then you pushed a little further with the word problems but they weren't out of control hard either. I think they were doable. Your switching of groups were good. I liked how you ask them to wait for the questions at the end, because just like naturally kids are curious and they want to say something. You did a good job of kind of stopping that and doing that.

Debbie's feedback, while focused on her student's strengths, is based on her personal opinion of effective practice and is not tied to any overarching domains that the program has determined is important for teaching. When reflecting on her process for giving feedback in a follow-up interview, Debbie stated, "I'm just writing down what's happening basically. And then I'll put a little asterisk for myself if I see something that I like or if I see something that should be tweaked or I wasn't sure about or I have a suggestion for." In terms of building resilience, this approach may limit the extent to which a student is able to identify and internalize their strengths and draw upon them later in their career. Knowing their own strengths and areas for growth in the context of all the skills required for teaching may help students set manageable goals and leverage their resources (internal and contextual) to meet those in the future.

Program training and guidance for supervisors influenced the way that they used rubrics. Through analysis of the debrief conversations, it is clear that a rubric is a tool can support particular kinds of conversations to happen. If used as a guide for discussing effective teaching practice, it can provide opportunities for asset-based feedback and more student contribution. Both of the supervisors at Southland University stated in their interview that they see the rubric as a tool for helping student teachers name and describe good teaching practice so that they can identify their own strengths and growth areas. One supervisor described how the program aims to use the rubric to help students set their own goals:

> It is to introduce these different domains and then the dimensions which fall under their domains, to our [students] to broaden their own ways of evaluating their performance…so that eventually, our novices can decide for themselves…our hope is that by introducing and gradually over the course of the year, they begin to choose their own goals.

The way that the supervisors at Southland University talk about what they are trying to accomplish with the rubric showed an intention towards engaging in an asset-based conversation to position the student competently.

In contrast, the Bluffs University supervisors see the rubric as a mandated completion item for their job. When asked about the use of the rubric, one of them stated, "we have to write, fill out a form and I do the same thing, especially in the instruction portion, of giving positives and recommendations for next time." All three Bluffs University supervisors shared similar sentiments regarding the use of the rubric after the observation as part of the requirements;

however, one supervisor also mentioned that she sometimes uses the rubric to determine what questions to ask in the debrief in order to make sure that she has sufficient evidence for scoring after the observation. She stated, "I have my CPAST form and I need to have the information to fill that out. So if I haven't seen it in the lesson or on the lesson plan then I need ask about it." The supervisors at Bluffs University use the rubric as a scoring or compliance tool, which may be related to why it is not used in the debrief conversation. The supervisors at Bluffs University also mentioned using the rubric for a "three-way conference" with the guiding teacher and the student at the end of the semester. These conversations are intended to result in goals for the next semester. One supervisor described the format and results of these meetings when she stated, "I mean it's all friendly discussion and from that we do agree on things that she hasn't done…that's a great goal for your second half student teaching." For these supervisors, the rubric is used more for calibrating evaluation scores with the guiding teacher and developing longer-term goals.

When a rubric is used to guide the debrief conversation, there are fewer instances of supervisors making their own judgments about what is important. While the supervisors may have many years of teaching experience, they inevitably come with different perspectives on what is "good" practice. As demonstrated with the examples above, the use of a rubric can eliminate the variability that comes with evaluations and encourage supervisors to look for demonstrations of practice based on shared definitions.

**Finding 2: Generating Solutions to Tackle Problems**

In addition to approaching demanding work with a sense of optimism and confidence, another important aspect of resilience is being able to mobilize personal and contextual resources to overcome challenges and improve outcomes. During all of the debrief conversations, the

supervisors and their students identified areas for growth based on the observed lesson. In order

to parse out the patterns related to this element of the debrief, I identified all instances in the

debrief data where concerns emerged, who raised it, and if it was resolved, who resolved it. The

results of this analysis, as well as examples of how growth areas and solutions were discussed in

debrief conversations, are outlined in the following section.

When areas for growth were identified, they were almost always tied with a possible

solution or strategy to improve this area. Within the 13 observed and recorded debrief

conversations, there were 60 instances where growth areas were identified, with 56 (93.3

percent) of those instances being paired with some kind of solution or strategy for the next

lesson. In addition, the supervisor most often identified the areas for growth. Of the 60

instances, 38 (63.3 percent) were introduced to the conversation by the supervisor and 22 (36.7

percent) were recognized first by the student (see Figure 1).

Figure 1

Percent of Growth Areas Identified by Supervisors and Students
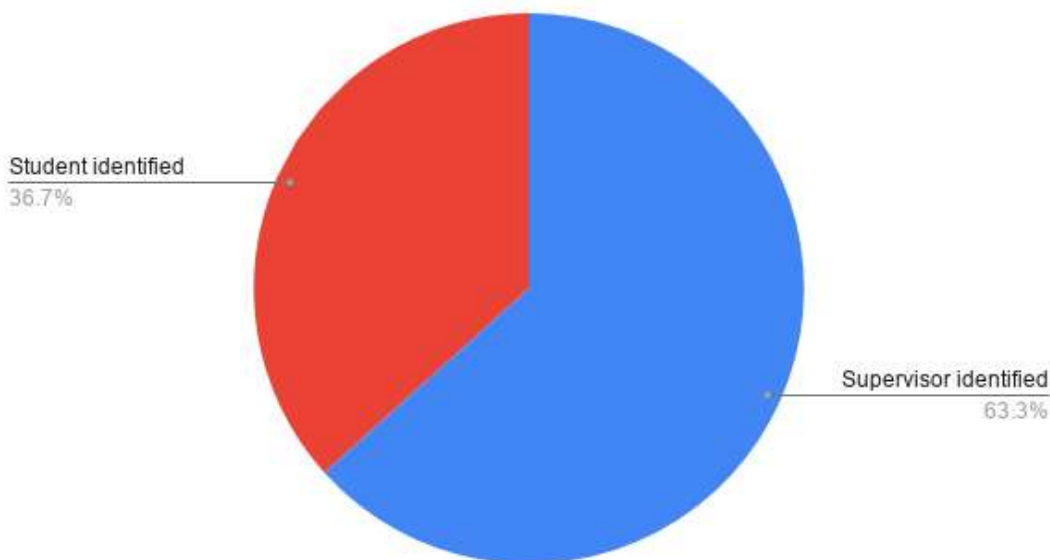
The student identification of growth areas almost always occurred during the opening of the conversation when they were prompted to reflect on the strengths and weaknesses of the lesson. In the following example, Cinthia was asked by her supervisor to share what she would like to work on based on how her lesson went. Cinthia discussed one area where she felt like she could do better and the potential reasons for why this occurred:

> I would like to work out more on like classroom management and I think it had to do with just that they haven't really seen me as frequent. I missed Monday and then yesterday had left so it messes up the routine.

The other students have similar responses in their opening reflections, pinpointing parts of the lesson that did not go as well as they would have liked. Although most of the student-identified growth areas come from this part of the conversation, the bulk of the dialogue about growth areas and strategies to address these come from the supervisor when they provide their thoughts on how the lesson went.

Not only do the supervisors raise most of the concerns with the lesson, they also provide most of the solutions to address these concerns. Of the 60 instances where growth areas were discussed, the supervisor provided a solution 70% of the time, as compared with students providing solutions 13.3% of the time, both contributing solutions 10% of the time and no solutions being discussed 6.7% of the time (see Figure 2). Supervisors do the heavy lifting in terms of identifying solutions or generating ideas for fixing issues that are raised. Interestingly, one supervisor took the approach of asking her students how they would like to receive feedback and all three students opted for the option that included the supervisor sharing strategies for the

future. Ten of the 42 instances of supervisor provided solutions come from times where this supervisor provided solutions for her students per their request.

Figure 2

Percent of Solutions Provided by Supervisors and Students

No solution provided
6.7%

Both provided
10.0%

Student provided
13.3%

Supervisor provided
70.0%
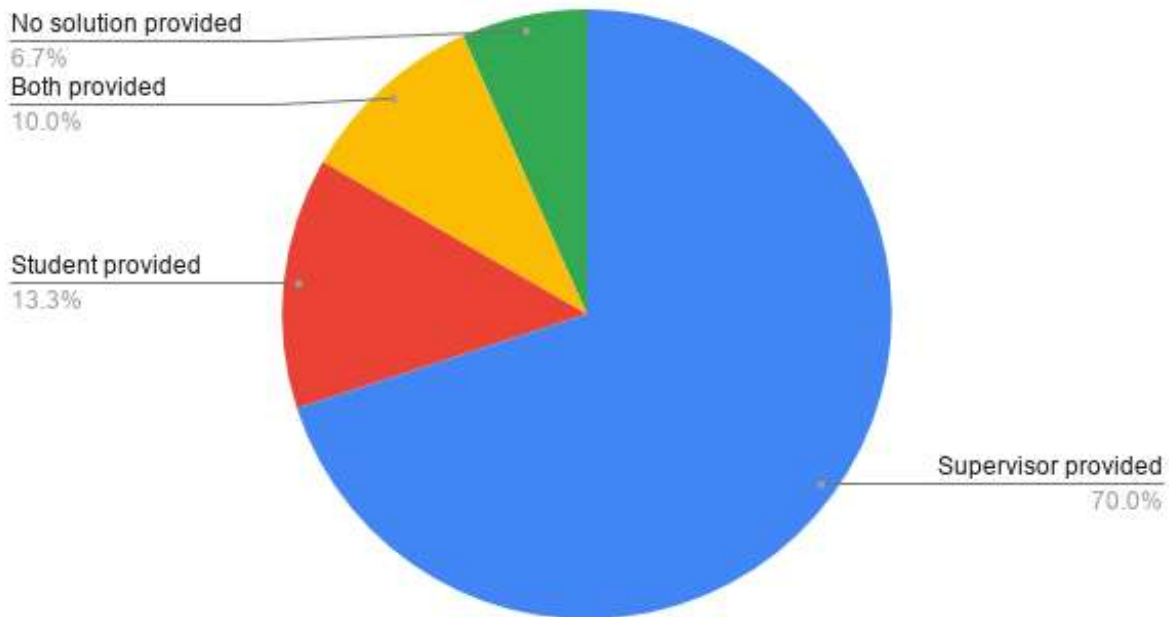
Of all of the cases where students provided solutions, there was one supervisor, Shelley, whose students took the most proactive role in proposing ideas (4 total instances, in comparison to other supervisors with mostly 0 instances, but 2 instances at most). Interestingly, when examining the interactions of this supervisor with her students in comparison to the other pairs, there is a clear difference in the language used to prompt the student. When Shelley elicited critical reflections from her students, she asked "If there was something that you could change in the lesson, if you were to redo it, is there something you would do differently?" or some other form of this question that asked the student to think about how they would change the lesson if they could. In contrast, all of the other supervisors asked reflective questions that were along the

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lines of "what would you like to work on?" The different ways of asking this question may have

contributed to whether or not students generated solutions once they identified growth areas.

Supervisors as Support Providers

In their interviews, supervisors talked about how their main goal in these conversations

was to be supportive. They all acknowledged the extensive demands on student teachers and

expressed wanting to be helpful by easing the load. Providing suggestions when issues are

uncovered is one way of doing that. As Jessica stated in an interview, she wants to help student

teachers to be able to take action at the end of the debrief conversation without being too forceful

or overwhelming:

> It's hard because I really don't want to be in this position where I'm telling them what to
>
> do, but I also don't want to leave them hanging. They are new to teaching and so
>
> sometimes they really don't know what they can do in a situation. So I'm trying to hold
>
> back a bit, and not just fill them with a bunch of ideas.

Lynn sees her role in a similar way, having formulated her idea of good supervision from her

own experience as a student teacher. She described the kind of support she wants to provide for

her students:

> I felt comfortable going to her [supervisor] if there were issues, and she was a very
>
> positive person. And that was very helpful and made it a wonderful experience and I want
>
> to be the same for my teachers…When I needed help, she gave me gentle suggestions
>
> that were in the positive realm and not just cutting me down… So she was very nurturing,
>
> very positive. I felt like she was a big support and I could go to her when I had questions.

Lynn wants to help her students by providing suggestions, being positive, and answering questions. Furthermore, in several other cases, the supervisor provided suggestions that built on the strengths of the lesson, calling these things "tweaks" or small improvements that would have made the lesson run a bit smoother.

In-Depth Problem-Solving

While there were many instances of feedback that involved solution-generating, there were only four instances in the set of 13 observations that involved some element of sense-making and deliberation required for problem-solving. These discussions occurred in conversations that involved both of the supervisors from Southland University and one from Bluffs University. Two of the examples were found within one debrief conversation. In all of the identified examples of problem-solving, the student provided the context for the challenge, while the supervisor validated the difficulty of the challenge presented by the student and provided prompts to foster the student's elaboration of the issue. In three out of the four cases, the student brought up the challenge towards the end of the debrief conversation and discussed topics that were not directly related to the lesson observation.   In these cases, the supervisors created an opportunity to speak about other topics by asking questions including "Questions or concerns for me?" "How do you feel about Monday?" and "On a separate note, what do you think you may do for edTPA?" These questions created an opening for an exploration of an alternate topic to be led by the student. The students responded to these prompts by explaining a challenging situation to their supervisors. Two of the four situations involved conflicts with their mentor or guiding teacher, while the other two cases were related to pedagogy.

All of the supervisors responded to the student concerns with statements of validation, acknowledging the students' feelings and the difficulty of the situation. For example, after Sam

explained the conflict she was experiencing with her guiding teacher, her supervisor Rachel responded by saying, "I think the hard thing is there's no right answer to say, 'This is how you can go in and work with your guiding teacher.' Because every guiding teacher is different, and every classroom is different. And like you said, you're stepping into a whole new culture and everything." In her initial response, Rachel not only conveyed the difficulty of finding a solution to this challenge, but also demonstrated attentive listening when she referenced something Sam had said earlier in the conversation. Similarly, Lynn exhibited listening intently when she asked several follow up questions to her student Natalie when she brought up a challenge related to her mentor teacher. The sequence of questions that Lynn asked Natalie below (with the student answers removed) show how Lynn's questioning builds on the student responses:

Yes. Is she not wanting to let go?

What have you done so far?

She hasn't let you read aloud a book?

She doesn't do Read Aloud?

But she doesn't have a daily book that she reads?

Would you like me to send her an email, just some guidelines of how to incorporate you?

Nothing yet?

Have you said anything to her?

Okay. Has she had a student teacher before? Do you know?

Rather than quickly offering a suggestion or simply writing down the student's reflection on her observation forms like other times when the student brought up a challenge, the supervisor

paused, validated, and engaged in further questioning. This back and forth with the student facilitated more in-depth problem-solving.

In addition to affirming the experiences of their students and asking follow up questions, two of the supervisors, both from Southland University, reframed the problem in a way that created more routes for both understanding and solving the issue. When Lauren was explaining the challenge she faced getting her students to understand the difference between fact and opinion so that they could complete a writing assignment, her supervisor Jessica explained that she could still engage students in the skills of the writing task by considering their evidence and reasoning, not whether or not something is a fact:

> I mean, don't be afraid of it. It is hard to distinguish fact from opinion. But for opinion writing, you don't have to do that. Because for opinion writing... all you really need to get is that what opinion is, and that any opinion can be supported with reasons and evidence.

By showing Lauren a different way to approach the challenge, Jessica helped her break through the problem to proceed in a new way. She used her expertise to provide additional context that reframed the problem. Rachel took a similar approach when her student explained her frustration about not being able to implement her own strategies in her guiding teacher's classroom. After Rachel provided a counter-narrative highlighting the opportunity hidden in this challenge, Sam changed her outlook, stating:

> Like you said, there's a lot of things that I'm like, "Oh yeah, I could totally see me applying this in my classroom," and then there's things that I'm like, "Oh, I would do that differently"… I feel like right now is the time to be risky with these things.

After discussing the challenge with Rachel and seeing the differences in her teaching style as a learning opportunity, she was able to view the challenge with a more positive and productive lens—to use this time to take risks.

Overall, there were very few instances of in-depth problem-solving in these debrief conversations. When problem-solving did occur, it was initiated by the student, involved active listening and responsive questioning from the supervisor, and usually revolved around topics unrelated to the lesson. It is interesting to note that the conversations that involved in-depth problem-solving extended beyond the typical amount of time of a debrief conversation. On average, the debriefs were 21 minutes; however, the debriefs that included identified instances of problem solving lasted 22, 29, and 34 minutes respectively. While there is not enough evidence to suggest that a longer debrief conversation is correlated with increased frequency of problem-solving, the fact that these conversations were longer than average may be grounds for further research.

Finding 3: Reflecting for Deeper Learning

The literature on resilience suggests that motivation and insight, which encompasses sense of efficacy, value, and purpose, is required for long-term sustainability. Reflection is one research-based method that is commonly used to tap into one's internal drive and is typically encouraged in pre-service training. In order to evaluate the frequency and nature of student reflection during debrief conversations, I identified instances when supervisors prompted student contemplation and when students shared their thinking. The following section describes the patterns that emerged related to how the supervisors elicited reflection and to what extent these moves lead to deeper, generalizable insights from the students.

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The most common method for eliciting student reflection involved asking students to share their thoughts about what went well and what could be changed or improved about the observed lesson. All but one debrief began with this as the opening to the conversation. All of the supervisors started with an open-ended prompt. For instance, Lynn began her conversation with Natalie by saying "tell me about how you feel about how your lesson went. Reflect on it a bit." Similarly, Jessica asked Cinthia, "so we're going to start with, what do you feel like went well in this lesson?" followed by "based on how it went, what would you like to work on?" These questions served as a catalyst for the students to think back to their lesson and identify specific moments in the lesson that met, exceeded, or failed to meet their expectations. When asked about the purpose of these opening reflection questions in the initial and follow-up interviews, the supervisors agreed that it was important to get the opinions of their students before sharing their feedback. The rationale for why student reflection was important varied across supervisors, from meeting university expectations to adjusting feedback.

The depth of student reflection during the opening of the conversation varied across cases, ranging from short summary statements to lengthy deliberation that included ideas for improvement. In 54% of the conversations with initial student reflections, the students pointed out 1-2 examples of both successful and not as successful moments in the lesson. In the other half of the conversations, the students elaborated on their ideas by sharing strategies for how they could improve next time. In four of the six cases where the students' responses were limited to positives and negatives, there may be a connection to the rapid pace of the turnaround time for reflection. In these instances, the student met with their supervisor directly after the lesson was taught, with this being the first opportunity for appraisal of their performance. The speed of deliberation seems to be problematic for these students as they were overwhelmed with making

sense of what happened.   Lynn recognized this as a barrier for her student and said, "It's kind of hard because you're on the spot here," to which Nicole replied, "Yeah. I'm still trying to process that it's happened." In a similar case with Debbie and Taylor, the student provided a short response and then said, "I think that's it right now. I'm sure something else will come to my mind." These two examples demonstrate how the timing of the debrief (immediately after teaching) and/or pacing of the reflection could have contributed to the limited depth of reflection.

Supervisor Strategies to Foster Reflection

In cases where students provided more elaboration in their reflection and included ideas for future lessons, the supervisors' responses and questioning played a critical role. The most frequent way that supervisors deepened reflection was through open-ended questioning, with 65 of the 116 instances (56 percent) of instances taking this form. Many of these cases included supervisors asking for more specific details, like when Shelley asked Tanya "Did you have a part of the lesson that you thought was the best part?" in response to a vague initial reflection when Tanya said, "I'm always been the type that thinks it goes okay, because there's always room for improvement." She continued probing Tanya for more in-depth reflections throughout the conversation by asking other open-ended prompts like, "How are you going to assess students' learning in this lesson? How will it help you?" and "I was thinking back to like the stations that you did at the previous school versus here, what do you think it was the biggest difference?" These types of questions not only resulted in more detailed student reflections but also led to opportunities for the supervisor to share "big ideas" about teaching that the student could apply in any context.

The other method used by the supervisors that fostered more extensive reflection from students included sharing specific examples from the lesson. In 22% of the instances the

supervisor provided a concrete example that led to more student contribution. In these cases, after sharing the evidence, the student would respond with additional insights or suggestions for how they could have handled the situation differently. In an interchange between Jessica and her student Lauren, Jessica identified a moment in the lesson when a student demonstrated critical thinking, which made her wonder about how to engage other students in the same way:

> I could tell she was trying to make sense of it and in that way, there's this critical thinking of like, "I don't know that, but I'm trying to piece together all this information." It'll be interesting to think about a student like that who's doing that, how do we facilitate in a way that gets everyone to be thinking in that way.

In response to her supervisor describing this example, Lauren explored her decision-making process and concluded with an idea for how she could have responded differently to increase engagement in critical thinking:

> Yeah, I think if I had broken down... Because I feel like I meant to do that when I stopped to say what the function was, but then I saw they didn't remember, even though we just learned... It was the first thing we did. Because I was like, "This is the word that I had to look up." Then I was like, "Where do you think I had to look up?" They were like, "Probably that one that none of us knew how to pronounce." Yeah, I don't know. Maybe if I had gone back step by step, and then built their confidence as we answered.

This example demonstrates how supervisors made use of observational evidence to generate reflection from their students. Supervisor scripting or description of events not only adds objective data to the conversation, but also seems to spark additional thinking from the students about how their lessons went.

For all of the debriefs involving the two supervisors from Southland University (6 total debriefs) students provided more in-depth reflection about how they differentiated instruction. The supervisors in these conversations invited students to talk about the intentionality of their instructional decisions based on their student population. In each of these cases, the students identified specific strategies that they used in the classroom in order to accommodate the needs of the children in their class. Through these reflections, the students were able to articulate the rationale for their choices and how it impacted outcomes in the classroom. For example, after her supervisor stated, "I want to give you a chance to give me any other things I missed, or tell me potentially how some of those were directed at specific students," Sam elaborated on her decision to let some students work in partners:

> Some of them know you can work with partners because some of them will sit next to a
> student who can help them, and they usually do. They know who they are and who they
> can go and ask too. I've seen them work in their tables, and they work really well, so I
> also told them that was an option. You guys can work with your tables, or with your
> partners.

These discussions regarding student attempts at adjusting instruction to meet individual needs involved more contribution from the student as compared to other conversations where a majority of the student participation occurred only during the opening reflection. The supervisors from Southland University who facilitated these conversations stated that they invited the perceptions from students in this particular domain because they "need to know their intentions." To assess performance in this particular skill, the supervisors felt the need to understand their student's thought process.

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Connections to Enduring Understandings

Although students engaged in reflection through open-ended questions at the beginning of the debrief and reflected on specific situations or topics occasionally throughout the discussion, a majority of the conversations were dominated by the feedback and insights of the supervisor. Through their feedback, the supervisors thoroughly described not only what they perceived to have been successful about the lesson, but also what could be improved. The feedback from the supervisor were often completely different from those areas that were identified by the student in their opening reflection. They also made connections to broader themes in teaching approximately five times more often than their students. In my analysis of all the debriefs, I found only 3 examples of students making generalizations that could be applied to other lessons; whereas, the supervisors generalized examples into enduring understandings sixteen times. There seems to be an opportunity for students to be doing a lot more of the reflective work in debrief conversations.

When examining what the supervisors said about their purpose for inviting student reflection in the initial and follow-up interviews, it is clear that the supervisors see the importance of giving the student a chance to reflect. All of the supervisors mention student reflection as part of their goals for the debrief conversation. Three of the supervisors said that they also used the student reflection as an opportunity to hear what the student thought so that they can adjust their feedback accordingly. For example, Jessica described how she uses the opening reflection questions to set goals for the debrief:

> The first two questions that I ask, which are what went well and what would you like to work on based on how this lesson went, are for me to gauge where she is and how she's

thinking about her lesson. And so depending on what she says, then I start to establish

some goals.

Eliciting student reflection is important to the supervisors for ensuring student engagement in the discussion about the lesson. When I asked one supervisor about how she thinks about helping her students improve a specific lesson debrief versus building habits for long-term sustainability, she recognized the difference and admitted that she hadn't spent much time thinking about the latter:

I mean it's way different to give her feedback on one lesson versus giving her tools that

she needs to sustain at this every day, all day long. So I don't know, I guess I would have

to think on that and see where maybe she feels she needs the biggest strategies to help her

be successful.

It is unclear if supervisors are intentionally making decisions about limiting student reflection to the observed lesson or if using reflection to build long-term habits just not being talked about in the field work component of pre-service training.

Finding 4: Acknowledging the Hard Work of Teaching

In order to support resilience in new teachers, research underscores the importance of tending to emotional well-being. In my analysis of how supervisors did this during field experience, I found that normalizing difficult experiences and praising students when they overcame common pitfalls were the most frequently used methods. Throughout the debriefs, there were a total of 32 instances where supervisors named and discussed the challenges of teaching. In five of these occurrences, the supervisor shared her personal experience confronting this particular obstacle of teaching. The identified challenges varied depending on the observed lesson and/or rubric domains that were being addressed. Some of the common

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struggles that arose in discussion included adjusting instruction in the moment, getting students to integrate academic vocabulary, and managing student participation structures.

In ten (31 percent) of the instances where common hurdles in teaching were discussed, the supervisor drew attention to the challenge by praising the student for demonstrating competence in this area. For instance, Debbie praised her student Taylor for being able to use a turn and talk to keep her students engaged. She stated, "you were real good with being quick on those turn and talk things, because students often get off-task if there's too much time. So that was really good." Not only did she acknowledge the effectiveness of Taylor's methods, but also noted a common stumbling block in teaching, namely that students get off-task if the pacing is too slow. In a debrief with Jessica and her student Cinthia, they explored the problem of getting students to use academic vocabulary. Jessica first recognized Cinthia's efforts by saying, "For academic language, I know that you are very conscientious about like introducing the vocabulary." Then, she named the challenge: "So getting students from like passively like hearing it to now I'm going to actually use it in a meaningful way…it is hard to get students to use a word like profession and astronaut more than once." Finally, she reassured Cinthia that despite this being difficult to achieve, she was on the right track: "I think that you did what you're supposed to do, introduce the words that might be challenging." Both of these examples demonstrate how supervisors elevated student success by acknowledging the challenges of the work.

For the remaining occurrences (22 examples, 69 percent), the supervisor talked about the challenge in context of their students' growth areas but recognized these areas as being something that is problematic for many new teachers. After describing the growth area, many supervisors would qualify their constructive feedback by saying things like "you had in your

lesson plan, and that's hard to do on the spot" (Shelley), "It's so hard. I know. That's something that comes with experience" (Lynn), and "I think in this one it's always tricky… that's just going to come with more time too" (Rachel). These brief statements serve to reassure students that what they are experiencing is "normal" for new teachers and that they can and will improve in these areas overtime. Two of the supervisors went even further by acknowledging that failure and constant improvement is part of learning to teach. Lynn conveyed this to her student by sharing a personal experience,

> That's the beauty of becoming a more experienced teacher because there's some lessons you'll do and you'll go, "We'll never do that again." Yeah, like the time I made gingerbread cookies with my kindergartners and it got stuck all over the table and it's like, never again. So you'll see.

> Rachel shared a similar message with her student when she compared her experience as a supervisor to life as teacher, "I mean everything's a really great learning experience, right? That's what I was saying in there, like, 'Yeah, I like this job. I learn so much all the time.'" Through validating hardships, these supervisors are attempting to bolster the armor of their students. In a follow-up interview, Rachel explained that she is trying to help her students recognize that they will inevitably face failure:

> I think that so much of teaching is trial and error. Even a teacher who's taught for 20 years is going to give a lesson and think, "next time, I'd prefer to do that." Or try something with a student to help them and realize, "okay, this strategy, we've been trying it for a couple weeks, this isn't working, I'm going to try something different," right? And so, so much of it is trying all that, and then reflecting on it.

Perhaps the supervisors who acknowledge the tribulations of teaching in their debriefs recognize the power of validation when confronting the multitude of challenges that are likely to arise in a new teacher's journey.

CHAPTER FIVE: DISCUSSION

Introduction

Although this study appears to be about teachers, it is really about students. It is about ensuring that young people of all backgrounds, from all kinds of communities have access to a high quality education. Unfortunately, the reality is that many kids who grow up in low-income communities do not have consistent exposure to good teachers, which is an essential for attaining this goal. The literature speaks to the panoply of reasons why this is the case, from unappealing work conditions and limited resources to unreasonable responsibilities and poor leadership. However, until the larger systemic issues that contribute to these circumstances are resolved, we must figure out a way to recruit, prepare, and retain teachers who can educate kids in these communities despite the current state of affairs. The purpose of this study is to illuminate just one piece of that puzzle—how to prepare teachers with the resilience needed to not only survive, but thrive, for the betterment of all young people.

Teacher preparation has been debated and studied for many years, but none with the intense focus on how supervision during field work can be used to build resilience. Different studies have examined the effectiveness of preparation methods and highlight field work, or student teaching, as an important opportunity to practice to the skills needed to teach. As Schön (1987) and others (Grossman et al., 2009) assert in their research on "reflection-in-action" and relational practice, professional education should include the opportunity to learn by doing and develop the ability for continued learning and problem solving. Student teaching gives candidates the chance to enact, reflect, analyze, and problem-solve within the context of the actual work. How a student teacher learns to internalize the data and their experience (whether positive or negative) can influence how they perceive themselves and their work for years to

come. Given the importance of making meaning of what occurred during an attempted lesson, university supervisors are assigned to oversee this process and facilitate post-lesson reflection. Through observation of these debrief conversations and interviews with university supervisors, my research has uncovered some of the ways that this reflection time is currently being utilized for building productive thinking habits and problem-solving skills for long-term flourishing.

In this chapter, I summarize the study's findings and reflect on the significance of the findings, while considering certain limitations inherent in the study. In connecting my findings to prior research, I explain how different types of interactions with university supervisors may aid or thwart the development of emotional resilience in teacher candidates. I then elaborate on implications of my results, providing several recommendations for the field and suggesting opportunities for further research. I conclude by reflecting on how my experiences have changed me as a researcher, field work supervisor, and teacher preparation program director.

Summary of Findings

This study's findings suggest that supervisors are employing multiple tactics, at varying degrees, that help build the skills and mindsets associated with resilience. One area where supervisors are contributing to their students' resilience is through modeling and eliciting optimism. Although optimism can be thought of as a personality trait, it can also be described as world view that can change based on internal and external circumstances (Bobeck, 2002). In addition, a person's optimism can also be influenced by interactions with others, as suggested by relational-cultural theory (Jordan, 2006). My findings indicate that not only did the supervisors approach debrief conversations with a positive lens, but they also encouraged hope in their students by highlighting the things that went well in the lesson. Furthermore, the strategic use of a rubric or teaching framework was related to systematic descriptions of positive teacher

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practice. When supervisors used the rubric to guide the conversation, the discussions were focused on identifying evidence in specific domains. With increasing familiarity with the rubric over the course of several observations, a few students were able to add examples that may have been overlooked by their supervisor, positioning them as drivers of their own learning. In addition, the supervisors used the rubric to draw attention to areas where the student excelled beyond expectations.

Another frequently used strategy for building resilience that emerged in my research was approaching problem-solving with a solutions-oriented attitude. My findings show many examples of supervisors framing and reframing problems as solvable. Through their productive analysis of challenging situations, they demonstrated and encouraged the types of thinking necessary to surmount the difficulties that emerge in teaching. When the supervisors provided ideas to solve problems, they usually acknowledged the influence of the context, and that these were "hard" experiences for student teachers. In doing so, they framed student work as expected and typical, able to be improved with minor adjustments or continued efforts. These discussions show students how to accurately assess problems, recognize options for coping using different perspectives, and arrive at appropriate resolutions. In essence, the supervisors show their students how to be resilient (Tait, 2008; Bobeck, 2002).

Although the supervisors in the study used asset-based feedback to elevate student strengths and modeled effective problem-solving techniques, there are few instances of students engaging in this work on their own. As outlined in chapter 4, the supervisors were two times more likely to identify a growth area and five times more likely to propose a solution than the student. My analysis of student reflection opportunities during the debrief shows that students typically only identified their strengths and growth areas during the opening of the conversation

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when they were asked to share their ideas about what went well and what could be improved. Even in these cases, student reflection may have been stifled due to the timing of this reflection (right after the lesson was taught). In addition, debrief conversations were typically less than 30 minutes, and most often closer to 10-15 minutes, with less than half of that time spent on the student reflecting on the lesson. With these timing restrictions, it is not surprising that student reflection was limited to what had immediately occurred. There were some cases where probing questions and providing specific examples prompted additional commentary from the students, but in most instances, the supervisor took the lead on providing praise and explaining concepts that could be applied across lessons or contexts. Although this approach can be seen as mechanism of support, it appears to be at odds with some of the recommendations from other studies, which suggest more active engagement and ownership from the student (Castro et al., 2010; Grossman et al., 2009; Hong, 2012). Furthermore, research on learning-focused supervision calls for more participation from the learner in order to empower them with transferable skills and habits (Lipton, et al., 2003). It is possible that the time of year when these observations were conducted may have influenced my findings and that a more student-driven approach is utilized later in the school year when the student teacher has had more experience.

Significance of Findings

My study offers significance to those who are interested in maximizing the student teaching experience for the purposes of building emotional resilience. My findings offer new insights at the intersection of research on relational practice and resilience. Teaching is a career that requires relational practice, which involves operating with care while simultaneously embracing the inherent unpredictability and messiness of working with human beings (Grossman et al., 2009.). Grossman et al. (2009) argues that the key components to prepare for relational

practice includes representations, decomposition, and approximations, all of which could occur in some form during student teaching. Simultaneously, teaching requires an immense amount of resilience, the ability to adjust to different situations and increase one's competence in the face of adverse conditions (Bobeck, 2002). In order to build resilience, Mansfield et al. suggests utilizing the BRiTE framework, which includes building resilience, relationships, well-being, motivation, and emotions. When examining this framework through the lens of relational practice, it begs the question, which elements of resilience should be explored more deeply through explicit modeling, chunking, and providing opportunities for application during field experience?

Although the answers to these questions are still unknown, my findings illuminate some of what is currently happening in debrief conversations during student teaching and the potential impacts of these choices over time. Firstly, the common structure that is used for debriefing in a student teaching situation does not, in and of itself, support resilience. Because supervisors are tasked with helping their candidates complete lesson plans and teach lessons for the first time, they are not necessarily focused on long-term skill development in debrief conversations. The process, as it was observed in this study, is not conducive to building resilience, accept in the ways that supervisors contextualized the challenges of teaching. When used effectively, rubrics can offer a means through which this structure can be revised, specifically narrowing the focus of the conversation and going deeply into challenges.

When examining my results through Grossman's work on relational practice, it is clear that student teaching is an approximation of teaching practice. Likewise, the debrief conversation provides an opportunity for decomposing that practice, thinking about what happened and what it means (representation). My research shows that rather than students

decomposing the practice in relation to their own approximations, supervisors are the ones who describe what happened. Although student teachers may lack sufficient experience to reflect on their approximations using domain-specific language, they are not given the opportunity to even attempt this work.   My findings indicate that a rubric can assist with this, but only if students are given the opportunity to decompose their practice on their own. The current process for debrief conversations may be impeding on the students' opportunity to reflect and learn from their practice. Without the chance to develop these skills on their own before they enter their first year of teaching, students may be reliant on supervisors for encouragement and problem-solving. The field clearly recognizes this reality and has responded with the creation of induction programs and mentoring for new teachers in their first few years (Haynes, Maddock, & Goldrick, 2014). However, considering the many teachers who quit within the first two years, I am arguing that the current sequence of gradual release should be revised to include more opportunities for students to practice these skills during their pre-service training.

When looking at my findings through the lens of the BRiTE framework, both motivation and emotion, namely taking initiative to solve problems and exercising optimistic thinking, are demonstrated by supervisors during debriefs. There is also evidence that well-being and relationships, as defined in the BRiTE framework, emerged in debrief conversations. The supervisors clearly established trusting relationships with their students, which provided a foundation for feedback conversations that are often vulnerable or uncomfortable for students. Supervisors demonstrated relational care through providing emotional support during challenging times, inquiring about students' work-life balance, and discussing issues affecting relationships with guiding teachers (Mansfield et. al., 2016). However, although these interactions may have built trust, the discussion is led by the supervisors and examined

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superficially, without giving the students a chance to explicitly name and apply their own methods. An underdeveloped awareness of how to solve problems, be optimistic, maintain well-being, and engage in strong relationships can lead to an overreliance on others for support. Furthermore, relational-cultural theory states that the resilience is fostered through mutually beneficial relationships (Jordan, 2006). This theory suggests that student teachers need to contribute equally in order to be fueled by these interactions. Furthermore, a recent study of clinical supervision at Boise State University suggests supervisors intentionally modeling and scaffolding the development of an inquiry stance toward practice leads to more reflective teacher candidates (Dismuke, Enright, & Wenner, 2019). With this in mind, perhaps debrief conversations that elicited more student contributions would be more supportive in building their resilience.

Although there is an fragmented cycle of learning in relation to elements of resilience, according to the Grossman et al. (2009) model, the way rubrics are used in some of the debrief conversations does show full implementation of preparing for relational practice. Using a rubric as a means of discussing representations, decomposition, and approximations of good teaching practice appears to both develop students' familiarity with the criterion of teaching and empower them to reflect on their performance in relation to a set standard. With a well-articulated rubric as the foundation for the debrief conversation, supervisors have the opportunity to connect observed lessons to prior knowledge or schema, making it easier for a teacher to recall and reflect upon as they navigate their growth throughout their career. In addition, the supervisor can collaborate with the student to identify representations and decompose effective teaching moves. If a rubric affords this kind of analysis, the supervisor is able to name and build a taxonomy of language for the teaching profession that helps the student apply theory to practice. They have

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the opportunity to go into depth in one area of teaching practice and really dissect what it looked like in the observation and consider implications for the focus practice in future lessons. In this way, student teachers are better able to conceptualize effective teaching practice and understand their performance more holistically, which supports resilience. Rather than seeing their weaknesses as a "laundry list" of things to improve, they are able to see how their strengths can accent their weaknesses. Having this kind of self-awareness helps new teachers keep things in perspective and tackle growth areas in bite-sized chunks. The existing research on deliberate practice underscores the benefits of limiting one's focus for improvement into incremental steps (Ericsson, 2002). Uncovering the ways in which a comprehensive rubric can be used to simultaneously prepare teachers for relational practice and build resilience is an important contribution of this study.

Limitations of the Study

There are a few limitations of this study that should be noted when considering the significance of my findings. I purposefully selected the field experience component as the focus for my analysis, but having only examined this element of the program, I was unable to see other areas in which supervisors or faculty are potentially working to build resilience in their teacher candidates. It is possible that some of the things that were missing from the debrief conversations, such as in-depth, student-led problem solving, are taking place in other parts of the program. However, I am not drawing conclusions about whether or not these things occurred at all during the preparation experience, only about what happened during the observed debriefs.

The time of year in which I collected data may also have influenced the findings. I recruited participants in December-January and completed my observations and interviews in February-March. Some of the debrief conversations were the first interaction of the semester,

while others were the second or third conversation between the supervisor and the student. The level of comfort and trust established between the supervisor and the student as well as the confidence that the student exuded could have been a function of the amount of time spent together and in the classroom. Nonetheless, the respectful language and vulnerability demonstrated in the conversations implied a foundational level of rapport.

Lastly, in order to elevate concerns from university staff, I had to rely mostly on audio recordings of debrief conversations taken by the supervisors rather than observing the interactions in person. As a result, I was unable to detect non-verbal communication between the supervisor and the student. In the end, I believe this did not detract from my ability to analyze the language, tone, and content of the debrief conversations, but it could have uncovered some other information about these interactions that is yet to be known.

Implications for Practitioners and Researchers

This study raises important questions about how we are positioning student teachers to develop their own beliefs, mindsets, and skills in relation to their abilities to succeed as a teacher serving a high-needs community. In a supportive role, the supervisors model asset-based thinking, lead the process of problem-solving, and provide important context to reassure student teachers that they are on the right track. Although students reflect at the beginning of the conversation, there is a clear trend of the supervisors taking the lead in a majority of the conversation. Initial interviews with supervisors show awareness and concern for building resilience in student teachers, which makes me wonder if supervisors are thinking about how they can strategically do this in debrief conversations. Based on the findings of this study, I invite supervisors and program staff to reflect on their coaching practices and ask themselves questions like, "Is that what I wanted to happen or not? Why would I have wanted that to

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happen? Is it the right reason in the long run? What are the ramifications of these decisions?"
There may be other reasons for why these methods are being used (i.e. student lack of expertise,
focus on other goals, pressure from placement sites), but it is important for the field to consider
the long-term consequences of using a more supervisor-led approach.

Based on the literature on resilience and relational practice, my recommendation is for
universities to create a plan for supervision that gradually releases more responsibility to students
over the course of student teaching experience. This could start with explicit conversations with
students about expectations for reflective practice and problem-solving during the debrief
(decomposition) after it is modeled a few times by the supervisor (representation). Then, the
student could engage in practicing these skills on their own and receive feedback on the depth
and effectiveness of their thinking from their supervisor (approximations). Going through this
process with students during field experience would help them become more confident in skills
related to resilience, not just good teaching practice.

My study also shows that the existence of rubrics and how they are used can make a big
impact on how supervisors work on resilience with their students. Rubrics can be a beneficial
tool for establishing a common language, organizing evidence, identifying strengths and
weaknesses, and setting goals for improvement. At the site where the rubric was used as a guide
for debrief conversations, there were significantly more instances of students being positioned as
competent. However, the majority of these conversations were about identifying and sorting
evidence in order to define good practice within the rubric domains. Although this is important,
it does not afford the opportunity for substantive problem solving, which is essential for
resilience. If we are to get closer to doing this work, we have to take this further and use the
rubric as a means for exploring concepts in teaching more deeply.

Therefore, I recommend that teacher preparation programs adopt a rubric and thoughtfully integrate it into the feedback protocols or processes used by supervisors. More intentional use of the rubric can lead to more in-depth reflection if supervisors use it to provide evidence, ask probing questions, and showcase broader themes about teaching. However, programs should be careful to break it down into meaningful pieces depending on the needs of each student as to not overwhelm and to be responsive to students and their student teaching contexts. There could also be some benefit to establishing or elevating domains of the rubric related directly to the skills associated with resilience, such as accurate reflection and problem-solving. Many teaching frameworks, including the California Standards for the Teaching Profession, include explicit evaluation of these skills as part of professional expectations (Commission on Teacher Credentialing, 2009). The degree to which these particular domains should be discussed in debrief conversations is unclear, but worth further deliberation among practitioners.

The study points to three different areas for further research.   First and foremost, there needs to be additional observations conducted with more participants in order to uncover any other trends or nuances related to debrief conversations. For example, there could be an important relationship between length of debrief conversations and student engagement in reflective practice, but I was unable to affirmatively draw conclusions about this due to the small number of participants. With more participants and/or more sites, researchers may be able to assess how the time spent in debriefing conversations affects the depth of reflection and problem-solving done by the students. Furthermore, this study was conducted with traditional track elementary candidates. While we still see turnover with this population, the highest levels of attrition occur with secondary interns in alternative track programs whose field work is

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concurrent with full-time teaching responsibilities (Ingersoll et al., 2014). Other studies are needed to examine how supervisors of students in different pathways are dealing with the challenges of building resilience. Lastly, if we are to know if these practices make a difference in the long-run, there is a need for more comprehensive longitudinal research to track the effectiveness of these methods over time. It would be beneficial to explore the student perspective as part of this process, since they may be able to offer insights about what helped or hindered their ability to be emotionally resilient after entering the classroom.

Reflection

What would a study about reflection be without me offering my own reflection on this experience? I walked in with a burning desire for answers, but find myself leaving with even more questions. Having lived the negative repercussions of teacher turnover, I wanted to know why teachers were leaving the kids who needed them the most and what we could do to change that. Through tireless hours of reading articles on the topic, I came to better understand the complexities of the issue and found hope in studies that provided some solutions. I found inspiration from the work of researchers who came before me and had big dreams for how my study would contribute to the field.

However, as I learned about research methodology, I realized that I would have to significantly narrow my goals and choose just one small aspect of a major problem to tackle with my study. At first, I felt deflated as I struggled to come to terms with the arduous, messy process that is research. I was frustrated that I could not execute the longitudinal, action research type experience I had imagined within the structure of my doctorate program. I had to use my personal passions and strengths, as well as knowledge of the gaps in the research, to prioritize

my focus for my study. My mentors and my chair helped me reframe my purpose and guided me to the research questions that ended up in this dissertation.

When it was time to identify a site for my research and recruit participants, I experienced numerous barriers that forced me to adjust my study design. The site that I originally selected for its notable success in teacher preparation was resistant to participate due to concerns related to student privacy. This was an important lesson for me, as I did not anticipate the difficulties of finding willing participants in this field. As a teacher educator myself, I am always looking for ways to improve, get feedback, and learn about the impact of my practice.   I naively thought that others who do this work would jump at the opportunity to be part of a research project that could potentially provide insights for growth. I did not consider the inevitable vulnerability of both the supervisor and student in the sensitive debrief space. I am grateful for the two supervisors and four students at this site who ended up agreeing to work with me (with some changes in my methods) despite the potential exposure. I was also able to secure another site with three supervisors and five students who were gracious enough to open up their experience for the purposes of this study. Without their participation, I would not have been able to raise important questions for myself and the field to consider.

Collecting data through observations or audio recordings and interviews was one of the best professional development experiences I have ever received. As someone who conducts supervisory visits of student teachers, I was able to compare my own methods and thought processes with the supervisors in my study. The ways in which some of them navigated challenging conversations, elevated student strengths, and utilized a rubric were admirable, and have since been integrated into my own toolbox. The similarities and differences between my approach and theirs made me wonder about my own motivations and intentions when I enter

debrief conversations with teachers. While I am not convinced that I have uncovered the "right"

answers or "best" practices, I am hopeful that the kinds of questions that this experience has

spawned in me will cause others to question and adjust their own methods.

In a journey to uncover the methods for building resilience, I successfully built my own

resilience. Throughout this process, I was forced to confront many challenges, mobilize internal

and external resources to come up with creative solutions, and adjust to different situations,

including a global pandemic! This process has not only offered me insight into my own practice

and given the field important questions to consider, it is also increased my competence in the

face of adversity, and I am a more resilient person because of it.

Appendix

Units of Observation

<table>
<tr><td colspan="2"><u>Research Question:</u>
RQ1: How do coaching conversations between university supervisors and teaching candidates support the development of emotional resilience?
    a. To what extent are the coaching conversations asset-based and solutions-oriented?
    b. To what extent are the goals of coaching conversations centered on problem-solving?
    c. To what extent do the coaching conversations encourage reflective practice?</td></tr>
<tr><td colspan="2" align="center"><u>Units of Observation</u>
<u>Data Collection:</u> Observations of Coaching Conversations</td></tr>
<tr><td><u>Supports Emotional Resilience</u></td><td><u>Does Not Support Emotional Resilience</u></td></tr>
<tr><td>

Foundations of a supportive coaching conversation:
- Nonverbal cues that show rapport/care/connection:
  - Facial expression: smiling, relaxed, compassionate
  - Nodding
  - Eye contact
  - Mirroring body language
  - Sitting in close proximity with no barriers
  - Leaning in to the conversation
  - Relaxed muscle tension
- Verbal cues that show rapport/care/connection:
  - Appropriate tone, pitch, and inflection in voice
  - Volume of voice at conversational level
  - Words used are positive, encouraging
  - Feedback is framed positively, showing belief in student teacher potential and capabilities
  - Responds empathetically and acknowledges feelings
  - Asking more than telling

If the coaching conversation is **asset-based and solutions-oriented**, it includes:

</td><td>

Hindrances to a supportive coaching conversation:
- Nonverbal cues that show lack of rapport/care/connection:
  - Facial expression: bored, annoyed, frustrated
  - Lack of nodding
  - Looking elsewhere (such as on electronic devices or other distractions)
  - Sitting in far away from each other
  - Not leaning in to the conversation
  - Tight muscle tension or signs of distress (clenched fists, sweating, tense shoulders)
  - Taking pencils or writing out
- Verbal cues that show lack of rapport/care/connection:
  - Inappropriate tone, pitch, and inflection in voice
  - Volume of voice is yelling or shouting or inaudible
  - Words used are negative, discouraging, damaging, insulting
  - Feedback is framed negatively or in a way that limits options for improvement
  - Telling more than asking

</td></tr>
</table>

- Discussion of student teachers' life outside of school (funds of knowledge) - Discussion of student teachers' strengths or aptitudes; affirmation - University supervisor responding to concerns/needs articulated by the student teacher - Transparency of what was observed in the observation and why - University supervisor creates a sense of normalcy related to experiences/challenges If the coaching conversation is centered on **problem-solving**, it includes: - Observation data about student actions and/or teacher actions drives the conversation - University supervisor uses data to probe student teacher to identify the challenge/problem - Feedback grounded in a clear rubric/framework for evaluation - Focused/targeted/attainable next steps - Problem-solving together with ideas from both the university supervisor and student teacher - University supervisor encourages student teacher to utilize personal and professional resources (points these out or asks questions to help student teacher self-identify) If the coaching conversation encourages **reflective practice**, it includes: - University supervisor asking clarifying and probing questions to explore thinking - University supervisor pausing and paraphrasing - Student teacher reflecting on data or questions posed to self-identify strengths, growth opportunities, next steps - Student teacher is making connections between ideas or finding patterns	Ineffective/destructive coaching conversations include: - Lack of or opposite of bullets on the right - University supervisor gives feedback without questioning or checking on perceptions of student teacher - Feedback is random, disjointed, or does not reference rubric/framework - Too much feedback or next steps that leads student teacher to feel overwhelmed (teacher shuts down, appears defeated, deep sighs) - Problem-solving does not position student teacher as the problem-solver

Supports Emotional Resilience (using BRiTE framework)	Does Not Support Emotional Resilience (using BRiTE framework)
• Equal or more talk time from the student teacher than the university supervisor • Checking in on goals or expectations • Connections to values, assumptions, perspectives, • Analysis of why the actions take place	

Supports Emotional Resilience (using BRiTE framework)	**Does Not Support Emotional Resilience (using BRiTE framework)**
Building resilience – what is resilience and why it matters for teachers: • Discussion about what resilience is and why it is needed for teaching • Discussion of utilization of internal and external resources to overcome challenge • Discussion about the difficulties and challenges of the teaching profession (conceptualization of the inherent complexities of teaching) **R**elationships – maintaining support networks, building new relationships in schools: • Discussion of quality of relationships with students, colleagues, parents, admin, including strategies to build, maintain, or repair relationships • Discussion of how to utilize relationships to problem solve and maximize resources • Discussion of how to contribute to the school community or recognition of contributions to the school • Discussions about appropriate, professional communications for different scenarios (i.e. how to get what you need, how to provide constructive feedback, how to request days off, etc.) • Discussions about appropriate use of social media and email etiquette Wellbe**i**ng – personal wellbeing, work-life balance, maintaining motivation:	Topics that may take time in a coaching conversation that are **unrelated** to the BRiTE framework: • Content knowledge (i.e. what are fractions, what is a plot diagram, etc.) • Instructional practices (if in isolation from problem-solving)

• Discussions about personal well-being and mental health • Responding to and discussing strategies for coping with stress (i.e. self-care, exercise, time with family/friends, etc.) • Encouraging healthy living (sleeping, eating, etc.) • Discussions about how to balance work-life with time management strategies **T**aking initiative – problem solving, ongoing professional learning, communicating effectively • Discussion/acknowledgment of positive impact/outcomes as a result of teacher actions • Self-evaluation of performance or goal attainment using framework or rubric • Brainstorming ideas for solving problems • Identifying the root cause of problems and complexity of variables that may contribute to the problem • Discussion about how to ask for help and/or praise for asking for help **E**motions – developing optimism, enhancing emotional awareness, managing emotions • Integration of humor/laughter • Discussion of emotional reactions and exploring emotions • Encouraging hope and seeing things from an optimistic perspective • Encouraging mindfulness and awareness of emotions in the moment • Elevating/noticing positive data and/or experiences • Discussing ways to manage negative emotions in positive ways (i.e. breathing, taking time to cool down, venting to a family member, etc.)	

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Research Question:	
RQ2: How do program goals and school context shape the methods and approaches used by university supervisors during coaching conversations with teaching candidates?	
Units of Observation **Data Collection:** Interviews after Coaching Conversations	
Supports Emotional Resilience	**Does Not Support Emotional Resilience**
In interviews, university supervisors say: • They consider the strategies/topics covered in courses when determining next steps • They have a sequence of developmental milestones that they look for when they observe • They are trying to foster reflective practice in their candidates as part of their goals for their candidates • They focus on framing their feedback in positive ways • They believe in the potential and capabilities of their candidates • They try to keep a balance of positive and constructive feedback • They adjust the conversation based on the needs of the student teacher and what comes up in the conversation • They spend some time connecting on a human level in order to show care and check in with how their candidate is doing holistically	In interviews, university supervisors say: • They are focused on evaluation • They provide all the next steps because they believe the student teacher's abilities are limited • They focus on constructive feedback • They only discuss what happened in the observation and nothing else • They have a plan before going into the coaching conversation and do not deviate from it, no matter what comes up

Interview Protocol for Program Staff After Coaching Conversations

Intro Statement: Thank you, I have learned so much about coaching through my observation. I want to give you a chance to talk about your experience. I know how complicated this work is and it doesn't always go as planned. If you wouldn't mind answering a few questions to illuminate your thinking:

1. What were you trying to accomplish in the debrief conversation? To what extent do you think you accomplished that?
2. Question related to what I noticed about asset-based/solutions oriented (i.e. I didn't hear you have conversations around the productive ways young people were participating today, can you tell me about…)

3. Question related to what I noticed about problem-solving (i.e. I noticed that you spent 10 minutes discussing the issue that the teacher was having related to time-management. I'm curious to know more about your decision to spend time brainstorming solutions to this topic …)
4. I noticed that you asked (or did not ask) a lot of questions like….that led to your student teacher reflecting and generating ideas. What was your rationale for this approach? Can you tell me why you did that? Was this typical or unusual for today and why?
5. How do you help student teachers when they focused in on only the negative parts of what is happening? How do you help them recognize the positive things that happen?
6. How do you deal with the tensions between helping them deal with day to day challenges but also helping them build habits for long-term sustainability of the work, such as managing emotions?
7. How and why did relationships (with kids or parents or colleagues) come up in your conversation today?
8. It seems these days that there is lots of conversation about issues of well-being for teachers and students. As someone who does this work, I've been thinking a lot about it. I'm wondering if these issues come up during your debriefs. If so, can you tell me more about it?
9. To what extent do you think that you talked about things that were emotional? How did you handle that?

Other potential prompts for probing questions:

- I noticed how when you….the students were…(to identify something that you think could be improved). Can you tell me about your rationale for doing it that way?
- I'm interested in learning (or hearing) more about…
- Can you tell me more about…?
- I'm curious to know more about...
- How did you decide….(or come to that conclusion)?
- What led to your decision to…?
- What were some of the thoughts or considerations you had in mind when you…?
- What criteria do you use to…?
- When you decided to...what were you hoping would be the outcome

Observation Template

Date:	Location:
Supervisor:	Teacher:

Nonverbal Cues	Nodding Eye contact Mirroring body language Sitting in close proximity with no barriers Leaning in to the conversation Relaxed muscle tension	Facial Expression(s):
Verbal Cues	Appropriate tone, pitch, and inflection in voice Volume of voice at conversational level Responds empathetically and acknowledges feelings	Framing/Tone of Words: *(+ = positive, Δ= negative)*
	Supervisor-Teacher Talk Ratio *(S=supervisor, T=teacher)* ☐ Mostly S ☐ Equal ☐ Mostly T	Questioning-Statement Ratio *(Q= questions, S= statements)* ☐ Mostly Qs ☐ Equal ☐ Mostly Ss

BRiTE Framework Ratings

Building resilience					Relationships					Well-Being					Taking Initiative					Emotions				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Evidence of Supportive Coaching Practices

Asset-based and Solutions-oriented	Centered on Problem-Solving	Encourages Reflective Practice
Discussion of T's life outside of school (funds of knowledge); strengths or aptitudes; affirmation *S responding to concerns/needs articulated by T* *Transparency of what was observed and why* *S creates a sense of normalcy related to experiences & challenges*	*Data drives the conversation, used for probing* *T identifies the challenge/problem* *Feedback grounded in rubric/framework* *Focused/targeted/attainable next steps* *Problem-solving together with ideas from both S & T* *S encourages T to utilize personal and professional resources (points these out or asks questions to help student teacher self-identify*	*S asking clarifying and probing questions to explore thinking* *S pausing/paraphrasing* *T reflecting on data or questions posed to self-identify strengths, growth opportunities, next steps* *T making connections between ideas or finding patterns* *Checking in on goals or expectations*

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