



Supervision Beliefs in Cooperating Teacher-University Supervisor Dyad: Implications for Reflective Dialogue to Strengthen Partnership

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ABSTRACT

In most teacher education programmes, school-faculty partnerships provide a vital opportunity for student teachers to learn about teaching. This partnership, however, is undermined by the lack of collaboration between cooperating teachers and university supervisors who are paired up in a student teaching triad to help student teachers improve their teaching skills. One way to resolve this lack of collaboration is to understand the supervision beliefs of cooperating teachers and supervisors as it has been reported in literature that both triad members act upon their personal beliefs of how to supervise student teachers. Therefore, drawing on the Personal Construct Theory, this case study aims at exploring the personal theories of a supervisor and a cooperating teacher in relation to effective supervision. The data was collected through the repertory grid technique and analysed on a REP Plus computer software program, which was subsequently followed by semi-structured interviews. The results revealed both shared and idiosyncratic personal theories of the university supervisor and the cooperating teacher and suggest the need for reflective dialogue and joint communication between dyad members over these beliefs to sustain a collaborative school-university partnership.

Keywords: Teacher education, school-university partnership, cooperating teacher, university supervisor

Uygulama Öğretmeni-Uygulama Öğretim Elemanı İkiliğinde Danışmanlık İnançları: İşbirliğini Geliştirmek için Yansıtıcı Diyalog Önerisi

Öz

Birçok öğretmen eğitimi programında yer alan okul-fakülte işbirlikleri, öğretmen adaylarına meslekleriyle ilgili kendilerini geliştirmeleri anlamında önemli fırsatlar sunmaktadır. Ancak bu işbirlikleri, öğretmen adaylarının becerilerini geliştirmek için öğretmen adayı ile bir araya gelerek bir üçlü oluşturan uygulama öğretmeni ve uygulama öğretim elemanının arasındaki işbirliğinin eksik olması durumunda çoğunlukla istenen hedefe ulaşamamaktadır. Öğretmen adaylarına danışmanlık sunan uygulama öğretmenleri ve uygulama öğretim elemanlarının kişisel inançlarını bağlamında görevlerini yerine getirdikleri alan yazında belirtildiğinden, eksik olan bu işbirliğini iyileştirmenin bir yolu da uygulama öğretmeni ve uygulama öğretim elemanının etkili danışmanlığa ilişkin kişisel inançlarını araştırmaktır. Bu nedenle, bu vaka çalışması, Kişisel Yapı Kuramı çerçevesinde, bir uygulama öğretmeni ve bir uygulama öğretim elemanının etkili danışmanlığa ilişkin kişisel teorilerini araştırmayı amaçlamıştır. Çalışmanın verileri repertuar çizelgesi tekniği ile toplanmış ve REP Plus adlı bilgisayar programında analiz edilmiştir. Analizler takip röportajlarıyla desteklenmiştir. Çalışmanın sonuçları uygulama öğretmeni ve uygulama öğretim elemanının ortak ve farklı inançlarını ortaya koymuş ve bu inançlar doğrultusunda uygulanacak olan yansıtıcı diyalogları ve ikili iletişimi, okul-fakülte işbirliğinin gerçek anlamda işbirlikçi olarak uygulanması açısından önermiştir.

Anahtar kelimeler: Öğretmen eğitimi, okul-fakülte işbirliği, uygulama öğretmeni, uygulama öğretim elemanı

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1 | INTRODUCTION

Field/clinical experiences where student teachers gain practical knowledge from their teaching experiences in classrooms and relate this practical knowledge with the theories of teaching are present in most of the teacher education programs around the world (Butler & Cuenca, 2012; Darling-Hammond, 2006). These experiences are crucial for student teachers before they immerse themselves into the complex realities of classroom teaching. During these field experiences, a University-based Supervisor (US), a school-based Cooperating Teacher (CT), and a student teacher are teamed in a purposeful triadic discourse to maintain an effective teacher education in the clinical contexts. In this discourse, the positioning, roles, and responsibilities of the USs and the CTs are determined by the nature of school-university partnerships situated in the teacher education programs. However, it is widely acknowledged that the dyadic relationship between USs and CTs is idiosyncratic, and they bring their own beliefs, perceptions, and values, and act on them during field experiences (Bates, Dritis & Ramirez, 2011; Butler & Cuenca, 2012; Bullough Jr & Draper, 2004).

To provide clinical experiences to student teachers, many teacher education programs engage in school-faculty partnerships. Although the purpose of these partnerships is fairly the same across contexts, Furlong (1996) defines three different models of partnership that represent varying positions on the universities and the schools and ultimately on the USs and CTs. The first one is the *collaborative partnership* in which “the commitment to develop a training programme where students are exposed to different forms of educational knowledge, some of which come from school, some of which come from HE [Higher Education] or elsewhere” is essential (p.44). In this form of partnership, both CTs and USs are regarded as equally legitimate, and ongoing collaboration is required to plan coursework for student teachers, which integrates both theoretical and practical knowledge. The second model is the *higher education institution-led (HEI-led) partnership* which is regulated by the tutors at the university who use schools as sites for creating learning opportunities for student teachers. In this model, there is an authority of the universities so that the role of the schools and the CTs is only delivering the learning opportunities that are determined by the higher institution. The final model is the *separatist partnership* where school and university “are seen as having separate and complementary responsibilities but where there is no systematic attempt to bring these two dimensions into dialogue” (p.47). The responsibilities of CTs and USs in this model are distinctive, and they are considered to be a part of separate knowledge domain without an opportunity to dialogue.

The collaborative partnership model seems to align well with the changes in the epistemology of preservice teacher training in which practical and theoretical knowledge receive equivalent respect other than the historically dominant view of universities as the main source of the teaching knowledge (Zeichner, 2010). However, there are numerous studies related to the field experiences in preservice teacher education that have reported the lack of connection and collaboration between university and school as the most prevalent problem (e.g., Borko & Mayfield, 1995; Slick, 1998).

The research up to date has documented various reasons of the disconnection between university and school reflected in the form a distant relationship between CTs and USs. One reason that seems to undermine this connection is the traditional conception of USs and CTs as representatives of two different knowledge domains. As represented by Furlong’s *separatist partnership* model, CTs are often conceived as experienced classroom teachers (in most cases) who are responsible for sharing practical knowledge of daily-basis teaching while USs are distinctively considered as the source theoretical knowledge of teaching (Clarke, Triggs & Nielsen, 2014; Zeichner, 2010). The traditional authoritative perception of the theoretical/academic knowledge from USs also creates a hierarchical positioning within the student teaching triad, which builds power relations leading to a lack of effective communication and connection between CTs and USs (Bullough & Draper, 2004; Slick, 1997). One other factor that tends to complicate this dual relationship is the ambiguous role definitions of the triad members or unspecified roles leaving triad members to struggle in defining and negotiating their responsibilities within the triad they involve in (Beck & Kosnik, 2002; Slick, 1997). In those cases, both USs and CTs tend to negotiate their roles by

avoiding any conflicts with each other and with student teachers as a result of their desire for comfort and fewer risks during student teaching (Borko & Mayfield, 1995). This desire often results in minimum communication among members and less integration of knowledge that USs and CTs bring into the practicum to support the development of the student teachers.

Another reason that seems to deepen this separation is the differences in beliefs of CTs and USs about how student teachers learn to teach in the classroom context. From a cognitivist perspective, the beliefs held by CTs and USs about effective supervision during student teaching influence their thinking, their interpretation of the events, and their actions in the supervisory context of the student teaching triad (Bates et al., 2011). If there is a mismatch between these beliefs, conflict is expected to arise, breaking down the student teaching triad. To illustrate, Bullough Jr and Draper (2004), in their case study, described a failed relationship in a student teaching triad resulting from the unshared beliefs of a CT and a US in how student teachers learn to teach during field experience. In their study, the conflicting demands from the CT and the US frustrated the student teacher and the triadic relationship unsuccessfully turned into a dyadic one between the student teacher and the CT.

It has been recognised that CTs and USs have necessarily undertaken different roles in the student teaching triad, and their interpretation of their roles will be determined by their idiosyncratic assumptions, beliefs, and perceptions of how to supervise student teachers. However, to sustain a collegial and collaborative school-university partnership, Bullough Jr et al. (2004) suggest the necessity to create a community sense of partnering by “valuing the different but equally valuable input provided by all participants” (p.514). Therefore, to improve the quality of field experiences and teacher education for student-teachers, the authors suggest a need for building a shared community culture of supervision of which boundaries and role definitions are negotiated for and by members involving in the community of partnership (Bullough Jr et al., 2004).

SCHOOL-FACULTY PARTNERSHIP IN TURKEY

In Turkey, the institution coordinating teacher education programs is the Council of Higher Education (CoHE). Since 1998 when the education faculties started to follow a standardised teacher education curriculum, field experience has been situated in a school-university partnership where student teachers have an opportunity to learn the practical side of teaching in the school sites while linking their experiences with the theory (Kiraz & Yildirim, 2007).

In particular to the school-faculty partnership practice in Turkey, there have also been problems related to the roles, responsibilities, and practices of CTs and USs, which has been well-documented in several local studies. Emerged from the review of these studies, the central themes are the unsatisfactory and inadequate mentoring and supervisory practices of CTs (Boz & Boz, 2006; Hacıomeroglu, 2013; Kiraz, 2003; Paker, 2000) the lack of certainty in CTs' roles as mentors and supervisors (Akcan & Tatar, 2010; Koc, 2012; Rakicioglu-Soylemez & Eroz-Tuga, 2014), CTs' lack of knowledge about how to supervise student teachers to address the needs of the student teachers (Altan & Saglamel, 2015; Kiraz & Yildirim, 2007), and the lack of collegiality and collaboration of CTs with USs (Boz & Boz, 2006; Gursoy & Damar, 2011; Mutlu, 2014; Yayli, 2008). On the other hand, other studies revealed that USs had infrequent visits to practice schools due to their busy schedule full of teaching and research, and their distant relationship with CTs as a result of tensions related to power status in the student teaching triad, which inevitably reduces the impact of USs on the development of student teachers (Aydin, 2009; Eraslan, 2008; Paker, 2008).

Addressing the above-mentioned problems in field experiences, in particular to the disconnection of schools and universities, the conduct of field experiences in Turkey has undergone a recent reform following an update in the curriculum of teacher education in 2018. These changes that have been stated in a circular regulated by the CoHE and the Ministry of National Education (MoNE) which monitors national public and private schools of primary, elementary and secondary education implies significant changes in

the principals of field experiences. Some of them involve the necessity for CTs to involve in mentor training programmes, more intensive cooperation between CTs and USs, and equal rights to CTs and USs to assess and evaluate the development of student-teachers. In parallel to those principals, the roles of both USs and CTs are redefined with relatively more emphasis on collegially and cooperation between these two parties. According to their definitions of roles, the USs, for example, are asked to *regularly follow up on the works of student teachers with cooperating teacher, to provide detailed feedback to the student teacher with the cooperating teacher right after the teaching practice*, etc (MoNE, 2018). The CTs, on the other hand, are expected to collaborate with USs in the following role descriptions: *to give advises to student teachers on their teaching practice work by collaborating with university supervisor and teaching practice school coordinator, to assess the process of the student teacher's teaching practice with the university supervisor for minimum four times in a term* (MoNE, 2018).

As a result of this recent reform, it is conceivable that the partnering between schools and universities is aimed at being enhanced for effective teacher education; however, as McIntye et al (1996, as cited in Slick, 1998) stated "without commitment to implementation, written agreement will not improve student teaching" (pp. 823-824). As important agents of the implementation of the collaborative school-faculty partnership, no matter how their role is described in the handbooks or circulars, CTs and USs enact their idiosyncratic beliefs about how to provide effective supervision. To sustain collaborative school-faculty partnership, it is essential to understand these two parties' effective supervision beliefs. This kind of information is important to get insights about the problems in school-faculty partnership from a different perspective, to help to build a richer environment of reflective practice for researchers and practitioners (Yayli, 2008, p.898), and as a result of such reflection, to help CTs and USs to negotiate their roles and responsibilities to create a community of practice sharing an aim of improving student-teacher development. Therefore, drawing on the Personal Construct Theory of Kelly (1955), this study aims to identify a US's and a CT's personal theories that underlie their supervisory practice. The study addresses the following research question:

What is the nature of the effective supervision beliefs of a university supervisor and a cooperating teacher who are teamed in the same dyad of field experience?

THEORETICAL FRAMEWORK: PERSONAL CONSTRUCT THEORY

The beliefs or personal theories that of the trainers in the student teaching triad hold about effective supervision are the central focus of this study. However, it is acknowledged that these personal theories are not constant, but they are dynamically constructed by the individuals over time with experience and by the social and cultural interactions in which the individuals involve. In addition to the recognised influential role of prior beliefs constructed through "*apprenticeship of observation*" (Lortie, 1975) as being supervised as a teacher candidate, the social context of student teaching, the dynamics in student teaching triad, and the culture of the supervision seem to affect CTs' and USs' supervisory practices.

Therefore, framed within the constructivist perspective, this study draws on Kelly's Personal Construct Theory which considers people as "personal scientists" who develop their own personal theories to interpret the world, predict the future events, and guide their behaviours and actions (Kelly, 1955). According to the theory, the development of the personal theories, or personal constructs, is an on-going and reflective process in which people, as scientists, continuously test their constructs and validate or revise them based on their experiences. In validating their personal constructs, people search for similarities in repeated events "which at the same time differentiate them from other events" (Winter, 1994, p.4). Therefore, in the Personal Construct Theory, each construct is considered bi-polar, and people's interpretation of the world depends on the range of the convenience between the two poles of each construct. Moreover, the personal constructs are not distinct entities, but they are arranged in "a construction system embracing ordinal relationships between constructs" (Kelly, 1970, p.11). So, the

anticipation of the events and individual behaviours do not base on a single personal construct, but the relationships between personal constructs organised in a hierarchal system of construction.

Although the present study focuses on the personal theories of a CT and a US captured at a single time, it is well recognised that the development and organisation of their personal theories in their construct system have taken time and “are subject to revision and or replacement” (Kelly, 2017, p.15). In addition, the individuality of participants and the construction of their idiosyncratic personal theories are acknowledged.

2 | METHOD

RESEARCH DESIGN

This study has a case study design. The case study design is considered to be the most appropriate design for such an inquiry that focuses on discovering the meaning that a CT and a US in a dyadic relationship held about effective student teacher supervision. Merriam (2009) defines the case study is “an in-depth description and analysis of a bounded system” (p.40). In this study, the bounded-system, or the case, is identified as a student teaching dyad involved by a CT and a US who are paired up to supervise the same cohort of student-teachers. As the dyad is composed by the participation of two members, a CT and a US, who are categorically bound together in the dyad by sharing the fairly same role of nurturing student teacher development, the type of this case study is determined as multicase study including two units of analysis (Merriam, 2009). In other words, while the main unit of analysis is a CT-US dyad, the embedded subunits to be interpreted in the study are the individual CT and the individual US (Yin, 2003).

PARTICIPANTS

A US, who is called Dr. M throughout the study, was one of the participants of the study. At the time of the study, Dr. M was a teaching professor at the English Language Teaching (ELT) department at the faculty of education. Dr. M had her Ph.D. degree in the field of English language teaching and had often been teaching methodology courses at the program. She was an experienced US having worked with student teachers in the school sites for more than 10 years. The other participant is a CT, called Mrs. B, was a graduate of an ELT department and worked as an English language teacher at one of the state elementary schools which was picked out as a practice school for student teachers. She had 16 years of experience as an English language teacher at various state schools in Turkey. She had experiences of mentoring ELT student teachers before in the context of the current school she was working in. Both Dr. M and Mrs. B had gone through a dyadic relationship for supervising four ELT student teachers who were paired to involve in practicum studies. It should be noted that Dr. M and Mrs. B had had experiences of working together as they had been in the same student teaching dyad before. Other than the previous and current dyadic relationships, they reported not having any social and professional contact with each other.

DATA COLLECTION TOOLS

The main data collection tool utilised in this study is the repertory grids. Grounded in the Personal Construct Theory, the repertory grid technique is considered as a conversational method for exploring the personal construct system of participants. In eliciting the participants' personal constructs about effective student teacher supervision in this case study, Dr. M and Mrs. B were asked to fill into a grid of constructs and formulise the relationships between their constructs during a structural conversation with the researcher (Fransella et al., 2004) (see Appendix for a sample repertory grid form). In order to give a clear picture of data collection or construct elicitation procedure, it is necessary to define how construct and element are defined in the repertory grid technique, and in the Personal Construct Theory. A construct is defined by Fransella et al. (2004) as discriminations that individuals “make between people, events and things in our lives” (p.18). For example, for the qualities of a good student, one teacher may state that a

good student is hardworking. In that case, the teacher discriminates a good student from other students in relation to his/her construct of being hardworking. However, as mentioned earlier, the constructs are not discrete units, rather, they are bipolar dimensions that have been created and formed into a construing system by each individual (Fransella et al., 2004; Winter, 1994). The teacher in the previous example may state, for instance, a good student is not lazy. So the bipolar construct attributed for a successful student has been construed by this teacher as a range of convenience between *hardworking* and *lazy*. Element, on the other hand, is defined by Kelly (1955) as “the things or events which are abstracted by a construct” (p.137), and it can be considered as “an example of, exemplar of, instance of, sampling of, or occurrence within, a particular topic” (Jankowicz, 2004, p.13). For the teacher mentioned above, a student who is represented by a good student is an element that might be employed as a stimulus to elicit the teacher’s meaning relevant to the qualities of a good student. In this study, five elements were supplied by the participants during the process of construct elicitation, which is explained in the next section.

DATA COLLECTION

The repertory grids were completed by each participant during an individual structural conversation with the researcher. Before construct elicitation, the participants were first introduced with the Personal Construct Theory, repertory grids, and the construct elicitation procedure. In addition, the concept of “being a supervisor” is clearly defined to the participants for clarification as “a knowledgeable individual who supports and nurtures student-teacher development as they gain real-life experiences during their practicum studies”. Later, they were asked to identify five elements for the grid elicitation including “an effective supervisor” (ES), “a typical supervisor” (TS), “an ineffective supervisor” (IS), “self as a supervisor” (SELF) and “an ideal supervisor” (IDEAL). Following the element identification, triadic sorting procedure was employed to elicit bi-polar constructs regarding the effective supervisor qualities. This procedure involved presenting three of the elements to the participants and asking them to suggest one quality in which two of these elements were similar and one quality in which the third element was different (Cohen et al., 2007). For example, the participants were asked to consider the group of elements including ES, IDEAL, and TS, and asked to suggest a quality (which is a construct, in fact) in which ES and TS are similar and one quality in which IDEAL is different from them. These triadic comparisons were repeated until the participants could not offer any new construct. Then, the participants were asked to rate the distance of each one of the elements on either pole of each construct. The range of ratings used was a 5-point scale where 3 represents a neutral relationship, 5 represents the closest relationship to the construct on the right pole, and 1 represents the closest relationship to the construct elicited on the left pole. The overall data collection procedure had lasted more than an hour with each participant and the conversations were audio-recorded.

DATA ANALYSIS

The analysis of grids was carried on REP Plus computer software programme developed by Mildred Shaw and Brian Gaines in 2018. Among various analyses the programme offered, Focus cluster analysis was considered to be most suitable analysis for the gathered data as it sorts the data “to bring similar elements and similar constructs closer together, and also shows the hierarchical structure of similarities...” (Gaines & Shaw, 2018, p.63). Following the analysis of repertory grids, interviews were conducted to confirm the meanings of the constructs that had been elicited during structural conversations to complete repertory grid forms. The structure of the constructs was discussed to remove the researcher’s any form of impositions on the interpretations of the meaning system of the participants, and to ensure the internal validity of the constructs in the participants’ meaning system as well as the reliability of the data.

RESEARCH ETHICS

The participants gave their full consent to join in this study. They were informed about the data collection and data analysis procedures, and they signed informed consent forms before their participation in the study. The identities of the participants also kept confidential throughout this research article.

3 | FINDINGS

FOCUS CLUSTER ANALYSIS OF DR. M'S REPERTORY GRID

Dr. M supplied with 18 constructs on the grid related to the qualities of "an effective supervisor" as a result of her structural conversation with the researcher. The hierarchical relationship among these qualities in her understanding of effective student teacher supervision was analysed through Focus cluster analysis on the REP Plus programme. Figure 1 displays the Focus cluster plot produced for Dr. M's repertory grid data.

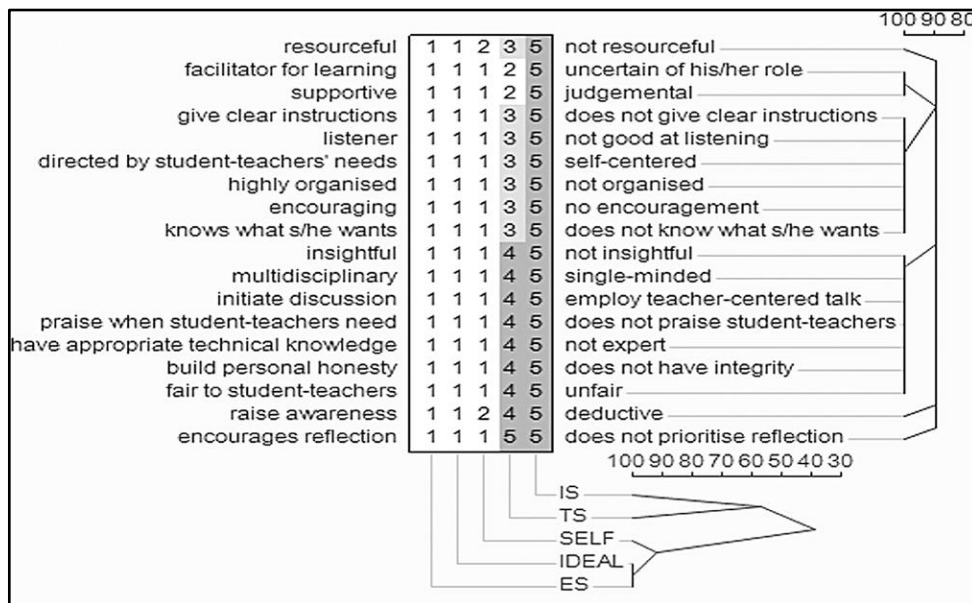


Figure 1. Focus Cluster Plot of Dr. M's Repertory Grid

The Focus cluster plot of Dr. M's repertory grid reveals one large cluster that includes substantially tight connection among her elicited constructs related to her understanding of effective student teacher supervision. As the construct dendrogram, the tree structure of the constructs on the right, displays there is an organisation of constructs at and above 88.8% similarity match. In particular, there are two clusters and one pair of constructs that include tightly matched constructs at 100% similarity match. In one of those clusters, Dr. M similarly rates on seven constructs and tends to consider them highly related to each other. These constructs are (Construct [C] 5) *insightful*, (C8) *multidisciplinary*, (C17) *initiate discussion*, (C10) *praise when student-teachers need*, (C12) *have appropriate technical knowledge*, (C13) *build personal honesty*, (C14) *fair to student-teachers*. During the follow-up discussion, Dr. M explained how she made the meaning of this tightly structured cluster. She stated:

[Student-teacher] supervision equally involves being an expert on teacher education to effectively nurture student teacher development and building a collegial relationship [with student teachers]. Therefore, besides professionally supporting their development with your expertise in teacher education by triggering discussions about their experiences and helping them to conceptualise their experiences with theoretical knowledge and technical language, you also need to build an effective interpersonal relationship by encouraging their effort, being honest about their development and fair in terms of their assessment.

In another cluster, Dr. M has similar ratings on six constructs leading to a 100% similarity match on the tree structure of the Focus cluster analysis plot. The constructs within this cluster are (C18) *give clear instructions*, (C11) *listener*, (C7) *directed by student-teachers' needs*, (C6) *highly organised*, (C1) *encouraging*, (C4) *knows what s/he wants*. In follow-up interviews, the firm associations of the constructs within a construct were confirmed by Dr. M. She explained:

In fact, the whole process of student teaching should be organised according to needs [of the student teachers]. The needs of the student teachers should be well understood by carefully listening to them. Well, indeed, it may not be possible for all university tutors to work closely with student teachers due to their busy schedules, but I think a supervisor should be highly organised to effectively supervise student-teachers by determining the objectives of the whole process guided by the student teachers' needs and directing [student teachers] by giving clear instructions within the framework of those pre-specified objectives. Above all, student-teacher supervision is an important component of teacher education, so [university supervisors] should take it seriously!

This cluster is collectively associated with another tightly matched pair of constructs. Matched at 100% similarity match, the constructs were (C2) *facilitator for learning*, and (C3) *supportive*. Dr. M elaborated on this match by highlighting the role of the supervisors.

The main role of a supervisor is to facilitate the learning of student teachers because, contrary to common belief, student teaching is not an endpoint of teacher training but a process of learning more about teaching. In doing so, an effective supervisor should support student teachers professionally.

The other three constructs, namely (C9) *resourceful*, (C16) *raise awareness*, and (C18) *encourages reflection* seem to be isolated as they do not form either a pair or a cluster. However, the two clusters and one pair of constructs are associated with these three constructs at 88,8% similarity and form one large cluster. This means that Dr. M considered all the elicited constructs concerning effective student teacher supervision are highly related to each other.

The element dendrogram, on the other hand, shows that the prototypical representation of “ideal supervisor”, and “effective supervisor” are closely associated with each other and with the representation of “self”. This result implies that Dr. M considers herself as an effective supervisor and she left little room for further development in this regard.

FOCUS CLUSTER ANALYSIS OF MRS. B'S REPERTORY GRID

Mrs. B uttered 11 constructs related to the qualities of “an effective supervisor” during the data elicitation session. The hierarchical clustering of these constructs is provided by the Focus cluster analysis of which results are displayed on the Focus cluster plot in Figure 2.

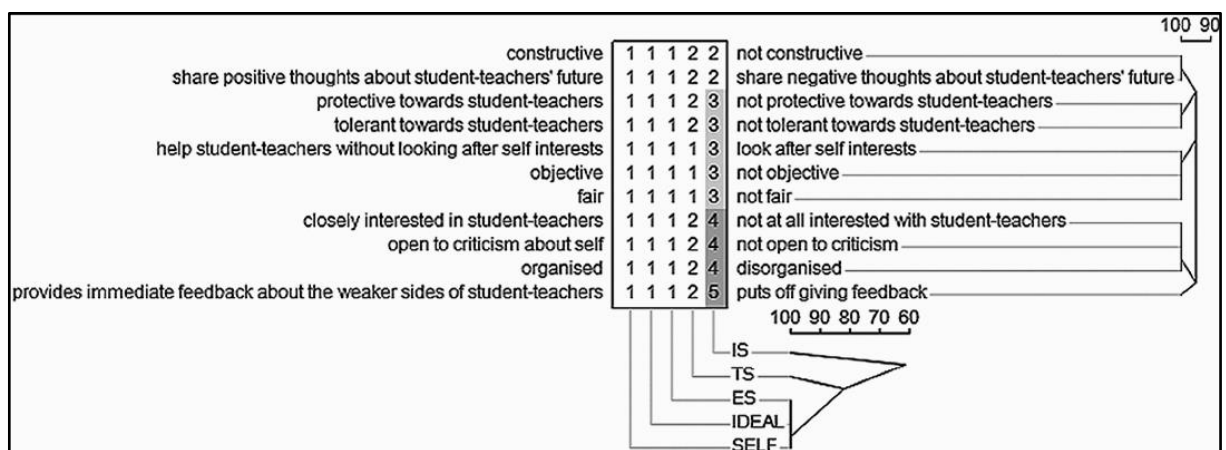


Figure 2. Focus Cluster Plot of Mrs. B's Repertory Grid

The Focus cluster plot of Mrs. B's personal constructs related to the qualities of effective student-teacher supervision produces a large cluster including all her elicited constructs related to each other at a 95% similarity match. Within this large cluster, there are two pairs of constructs and two clusters that include constructs tightly correlated with each other at 100% similarity match.

In one of those pairs, Mrs. B associated (C3) *constructive* and (C10) *share positive thoughts about student teachers' future* at 100% similarity which indicates that these two constructs are very close in her personal meaning. This close relationship implies how Mrs. B conceptualise being a constructive supervisor. That is, she did not mean to employ a constructive methodology to nurture student-teacher development but to support student teachers emotionally to motivate them for their future career. This is reported by Mrs. B during the interviews:

[An effective supervisor] should encourage student teachers by sharing positive sides of the profession, thoughts about how successful they are [in teaching], and how they will become successful teachers soon.

Associated with these pairs, there is another pair of constructs involving (C5) *protective towards student teachers*, and (C6) *tolerant towards student teachers* which are closely related with each other at 100% similarity match. This association also implies how Mrs. B values the emotional support given to student teachers among the other qualities of an effective supervisor.

In another cluster, (C11) *help student-teachers without looking after self-interests*, (C2) *objective*, and (C3) *fair* are tightly associated at 100% similarity match. This association implies how Mrs. B thought about the personal characteristics of an effective supervisor. Therefore, Mrs. B considered an effective supervisor who is fair, objective, and helps student teachers without looking after self-interests. This idea was elaborated during interviews like:

There are no incentives given [by the Ministry] to supervise student-teachers. So, I observe some of my colleagues who do not like to accept [the supervisory duty]. When they had to do it, they do not care about being objective or fair in their evaluations. An effective supervisor should do what is required to do without looking after a personal interest.

In the next cluster, three constructs are closely joined together at 100% similarity match. These constructs are (C9) *closely interested in student-teachers*, (C8) *open to criticism about self*, and (C1) *organised*. At 95% similarity, (C7) *provides immediate feedback about the weaker sides of student-teachers* is also associated with this cluster. This clustering of constructs suggests that Mrs. B cares about dealing with the needs of the student-teachers by providing them instant feedback, which requires being organised during the rush of school time.

In addition, the element dendrogram at the bottom of Figure 2 shows how the prototypical representation of the ideal supervisor, effective supervisor, and self as a supervisor are tightly associated at 100% similarity match. This element cluster suggests that Mrs. B perceives herself as an effective and ideal supervisor with leaving less or no room to change to her idea about self qualities as a supervisor.

4 | DISCUSSION & CONCLUSION

This study is among a number of growing studies exploring the school-faculty partnership within the micro context of one particular student teaching triad, but uniquely involves the investigation of supervisory beliefs in a dyad of a US and a CT, which ultimately underlie their supervisory practices. The results revealed some overlapping beliefs of both participants regarding the qualities of an effective supervisor such as *being organised* as well as variations in their perceptions about how to effectively supervise student teachers. To illustrate, the university supervisor, Dr. M, tends to emphasise the student teaching process as a continuum where student teachers build on their theoretical background and appraise reflection to nurture their experiences during this process. She also prioritises the needs of student teachers and organising the process under the light of these needs to better qualify student teachers for their profession. The cooperating teacher, Mrs. B, on the other hand, tends to highlight the

personal characteristics of an effective supervisor, emphasise moral side of being a supervisor, and care and support provided for student teachers during the challenging student-teaching process.

The different beliefs held by the US and the CT in this particular study reflects the different positioning of two members of the triad. It might be concluded that while Dr. M would act as an academic counsellor to student teachers in this triad, Mrs. B would act as an emotional supporter (Butler & Cuenca, 2012) to provide student teachers a smooth transition to being a teacher. Traditionally, there had been a tendency to disregard those kind idiosyncrasies between supervisory beliefs within a triad, to value one of them over another, and blame one side of perspective as a reason of an ineffective school-faculty partnership. However, as Zeichner (2010) notes the epistemology of teacher preparation should transform “from a place where academic knowledge in the university is seen as the primary source of knowledge about teaching to a situation where academic knowledge and the knowledge of expert P-12 teachers are treated with the equal respect...” (p. 93). It is widely observed that the USs who are mostly the authors’ of academic papers investigating the problems of school-faculty partnership often reflect one perspective of the issue, and imply training for CTs, which seems to prevail the ivory-tower stance of faculties over schools (Bullough et al., 1999). In the particular context of this research, the CT’s priorities of offering support and care to the student teachers can be considered equally important as there is evidence for the importance of providing a caring work environment where student teachers can learn how to teach (Stanilus & Russell, 2000 as cited in Butler & Cuenca, 2004). Therefore, as Bullough and Draper (2004) suggest the different supervisory perspectives should be recognised, equally respected, and a common professional space should be built to foster communication and collaboration, which ultimately leads to the collaborative school-faculty partnership (Furlong, 1996). Therefore, this study might suggest building up workshop sessions before field experiences in which both USs and CTs join and creating opportunities to equally share their desires and expectations from the upcoming experience, and negotiate their beliefs and roles to sustain an effective teaching practice for student-teachers (Yayli, 2008). These joint workshop sessions can be considered effective not only to provide effective supervision to student teachers but also to contribute to the professional development of both CTs and USs (Bullough and Draper, 2004). In these sessions, as shown in this study, the repertory grids can be used as a method of eliciting supervisory beliefs of dyad members that will trigger their communication, evaluation, and professional development (Zuber-Skerritt & Roche, 2004).

It is also worth noting that both Dr. M and Mrs. B in this study associated their actual self as a supervisor with their representation of the ideal supervisor in line with their articulated constructs on the topic. Here it might be hypothesized that both supervisors located themselves at perfectionist poles and believed in their abilities in supervising student teachers. Although that form of tight association between the ideal self and actual self implies difficulties in bringing out changes in beliefs through professional development programmes, it might be possible to observe structural changes in these associations as a result of self-reflection of CTs and USs and their fruitful collaborative relationship. Future longitudinal research might yield further evidence for such structural changes.

This study reports on one particular case of a dyad between a US and a CT, and thus it is limited in terms of allowing us to generalise the extent of its results. However, using repertory grids as a method of analysis, the results drawn from this case study describe the shared and idiosyncratic beliefs that occur in the personal theories of two members of the dyad who share the same goal of training future teachers. The study further argues how idiosyncratic personal theories can be considered as a catalyst for improving a collaborative school-university partnership. Future research is needed to provide further evidence for the effectiveness of repertory grids to elicit supervisory beliefs in student teaching dyads and uses of them as a method for negotiating effective supervisory practices (Zuber-Skerritt & Roche, 2004).

STATEMENTS OF PUBLICATION ETHICS

The research has no unethical problems and the research and publication ethics have been fully observed. The approval of ethics committee was not provided for the study as the data for this research was collected before 2020.

CONFLICT OF INTEREST

The author has no conflicts of interest to disclose.

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APPENDIX: SAMPLE REPERTORY GRID FORM

Construct No	Triads	Emergent Constructs (Similarities)	Rating Scale					Implicit Constructs (Contrasts)
			1 ← 2 ↔ 3 ↔ 4 → 5					
			Elements ES	TS	IS	Self	Ideal Elements	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								