

Enthusiasm vs. Experience in Mentoring: A Comparison of Turkish Novice and Experienced Teachers in Fulfilling Supervisory Roles

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This study investigates how trainee teachers perceive their supervising teachers' supervisory competency. Through a questionnaire that was specifically developed for this study and which contained open-ended questions, student teacher candidates were asked to comment on their supervising teachers' competency in preparation for supervision, instructional planning and reflection, and collegial supervision and effective mentoring. Data for this study was gathered from 690 student teachers who were in their last year in college pursuing a teaching credential. The results indicated that the student teachers rated their supervising teachers' competency in supervision as poor to partially competent. Although there is no significant relation found between the gender and fulfillment of supervisory duties, the main significant finding was between supervising teachers' experience in teaching and completion of the supervisory role. The results showed that the younger or less experienced supervising teachers demonstrated better supervisory skills. Furthermore, our results indicated that although experience is important, it should not be the only criterion for selecting supervising teachers for supervisory duty.

Key words : teacher education, collegial supervision, mentoring

Introduction

In the process of learning to teach during the practicum, most supervising teachers are in a position to watch the growth of student teachers as they develop into members of the teaching profession. Possessing broad knowledge in understanding both the disciplines and pedagogy, supervising teachers' expertise in teaching is critical to the preparation of teachers, as they must perform as model teachers. Their primary responsibility is not to evaluate student teachers' teaching performance for grading purposes, but rather they

are responsible for assisting, guiding, and providing constructive feedback on teaching practices and most importantly be a colleague of the student teacher and demonstrate collegial behavior throughout the field experience. In fact, they are expected to demonstrate their knowledge in professional ways, because there is a great need to transform the traditional role of the supervising teacher into a true *school-based teacher educator* who can serve as a role model, mentor, colleague, and coach.

What prospective teachers learn from their field experiences is still a question mired in complexity. In addition, how supervising teachers can be of assistance during field experiences is another important issue in relation to the professional growth of the teacher candidate. Huling (1998) urges teacher educators that:

...Just as the typical person doesn't learn much about ice skating from watching the Olympics or

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performing heart surgery from observing a heart operation, sending teacher candidates to observe in school doesn't result in the type of substantive learning needed to become a successful teacher. Careful guidance and mediation to help teacher candidates focus on critical aspects of classroom teaching and interactions and to interpret what they see is necessary for candidates to benefit from field experiences... (p. 6).

Common sense alone would indicate that teacher candidates do learn how to deal with the complex realities of classroom teaching with the supportive guidance of supervising teachers. Although the aim of university and school partnerships are to enhance student teachers' professional development and to assist them in establishing their own teaching portfolio, student teachers may make use of the traditional *apprenticeship model*: where experts show how and novices imitate. In addition, classroom teachers who serve as supervising teachers are often considered ambivalent or silent participants in teacher education (Koerner, 1992). In order for student teachers to experience a successful practicum, it is important to explore the patterns of supervising teacher-student-teacher interaction (Lemlech, 1995). The real question is about what teacher candidates really need in their field experience. Kiraz (2003) conducted a qualitative study with regard to the demands and needs of prospective teachers. The results underlined the fact that student teachers do have a satisfactory theoretical background. However, their expectations of supervision were more about having extended classroom experience and the receiving of professional guidance in three areas. The first one is about collegial supervision. *Collegiality* is defined as "the establishment of a professional relationship for the purpose of service and accommodation through the mutual exchange of perceptions and expertise" (Lemlech & Kaplan, 1990, p. 14). In a collegial environment, student teachers may gain more if their supervising teachers demonstrate collegial behavior.

The literature points out that supervising teachers express uncertainty and they feel a lack of clarity regarding the expectations of their roles and responsibilities by the teacher education institutions (Castillo, 1971; Copas, 1985; Kahan, 1999). What is demanded by student teachers is Expertise in *instructional planning* in order to see exemplary classroom practices in the discipline of course planning. *Effective mentoring*, however, becomes an important issue in the role of supervising teachers (Kiraz, 2004). Heatington (1987) states that the cooperating teacher "does not understand the course work and processes to which the student has been exposed before coming into the field. They

do not understand the overall goals of the program and how their work as cooperating teachers fits into that overall program" (p. 24). Applegate and Lasley (1982) reported in their study, conducted with ten teacher training institutions in Ohio, that the supervising teachers expressed concerns over not knowing what the school of education had as objectives for the field experience. They also reported that the college did not provide any assistance to them in working with the student teacher.

It is important that teacher educators delineate the stages of teaching and define what it means to be an *expert*. Efforts to define the differences between experts and novices generally focus on a limited number of teaching functions (Kahan, 1999; Shulman, 1986). Recent studies focus on differences between novice teachers (those entering the profession) and expert teachers. Novices (student teachers) are teachers who are in the process of improving their teaching experience as part of their teacher preparation program. Advanced beginners are teachers who have completed at least two or three years of teaching. *Experts* are teachers who are at least in the middle of their teaching profession and have been identified by their principals and colleagues as being experts (Coulon, 2000; Manafo, 2000; Phillips & Bagget, 2000; Tatvitie, Peltokallia, & Mannisto, 2000). However, many researchers claim that experience based on the time spent in teaching is not the most important factor for expertise (Axelson, 1999; Sweitzer & King, 2004). For instance, Sternberg and Horvath (1995) and Gordon, McBride, and Hage (2001) state that experts clearly have more knowledge than novices or beginners do. However, what is critical is in the way that the knowledge is organized and demonstrated rather than simply categorizing experts by numbers of years accrued in teaching.

Theoretically, teacher education institutions select their supervising teachers based on experienced teacher's expertise. However, in Turkey, many teacher education institutions cede this privilege to the cooperating school districts. Westerman (1989) suggests that major revisions are needed to create staff development opportunities designed to assist supervising teachers in their implementation of improved programs. Westerman also suggests that improved opportunities for pre-service teachers to practice and to implement the information learned in their professional studies will occur only if classroom teachers are an integral part of the effort to provide those pre-service opportunities. Despite the varying opinions regarding the changes needed in teacher education, the clinical phase continues to be an essential component (Meade, 1991). In many instances field-based experiences (teaching

practicum) appear to undermine the theoretical work being done at the university because the supervising teachers do not question the wisdom of practice or they do not model a variety of effective teaching strategies. Most disconcerting is the finding that supervising teachers do not appear to be providing appropriate feedback to student teachers (Browne, 1992).

Hollingsworth (1988) claims that the field experiences sometimes are viewed by pre-service teachers, supervisors, and teacher educators as less than beneficial to teacher education. This is because many supervising teachers are determined to show that their way is the best way to teach and, as a result, they undermine the knowledge of student teachers. It is crucial that classroom teachers demonstrate their willingness to help in the supervisory process. Supportive and collaborative teaching environments, and the use of physically arranged practice classrooms would help student teachers to become better teaching professionals (Lemlech, 1995; Kiraz, 2003). Consequently, it becomes important that supervising teachers are selected carefully and that they have the ability to help student teachers improve their own teaching strategies.

Lemlech (1995) made a set of suggestions for the selection of supervising teachers: Select experienced teachers who either model the behaviors consonant with the university teacher education program or who are considered *flexible* in their teaching style so that student teachers can practice what they are learning... Verify that the room environment arranged by the teacher and the teacher's classroom management skills are appropriate for new teachers to experience. The master teacher should *never* be selected without a previsit to validate the aforementioned and to confirm the teacher's interest in preservice education. University based educators should not rely on school district placement of the student teachers; teacher education and the student teachers are the university's responsibility...(p. 211).

Lemlech has addressed an important issue for appropriate supervising teacher selection. Appropriate selection of supervising teachers is not the ultimate obligation for teacher educators. There are more caveats to keep in mind: What sorts of supervisory help do teacher candidates need? What type of supervisory skills should supervising teachers have? The literature indicates that teacher candidates require supervisory help in different phases of the practicum. Tomlinson (1998) and Lemlech (1995) define the areas of

supervisory need and convey the concentrations from traditional supervisory role of the classroom teacher to more collegial roles. They point out that supervisory perceptions of most teachers rely on traditional aspects of supervision. However, Tomlinson (1998) indicates that student teachers need supervisory assistance in lesson planning-implementing, analysis of teaching, reflection before-during-after teaching, and appropriate feedback. Another important aspect of supervision is whether the supervising teacher possesses the necessary skills in effective supervision.

The Turkish Context

As the world is rapidly shifting toward development of all aspects of teacher education, Turkey, too, felt obligated in terms of restructuring its teacher education institutions as well as licensing requirements. The ultimate goal of these restructuring efforts was to increase the quality of teachers for the nation's elementary and secondary schools (Kiraz, 2003; Simsek & Yildirim, 2001).

Historically, Turkish education has gone through many systematic changes over the last three decades. Until 1982, high school teachers were educated by two different institutions – the Faculties of Arts and Sciences of universities, and four-year Higher Teacher Schools of the Ministry of Education (MOE). After closing down Higher Teacher Schools, four-year Education Institutes started educating high school teachers.

The major impact on teacher training came with the 1982 reforms when higher education teacher institutions were congregated under the aegis of universities. Without any doubt, this consolidation caused enrichment in teacher education and the curriculum of initial licensure has changed toward a more practice oriented one. Unfortunately, this enrichment only lasted a few years because universities observed their role as producers of research and pure science, and the real life of the classroom teaching was somehow neglected (Simsek & Yildirim, 2003). The focus of universities on educating teachers in several subject areas, such as Mathematics, Chemistry, Physics, and Biology, rather than professional preparation as teachers for pre-primary and primary schools led to a teacher shortage in the mid-1990's. Moreover, stakeholders' neglectfulness of the demands of the education market resulted in an oversupply in the teaching force and unemployment in many areas of teaching. The two main public employers of teachers, the Ministry of Education, and Schools of Education, did not coordinate their efforts and, therefore, the teacher developers

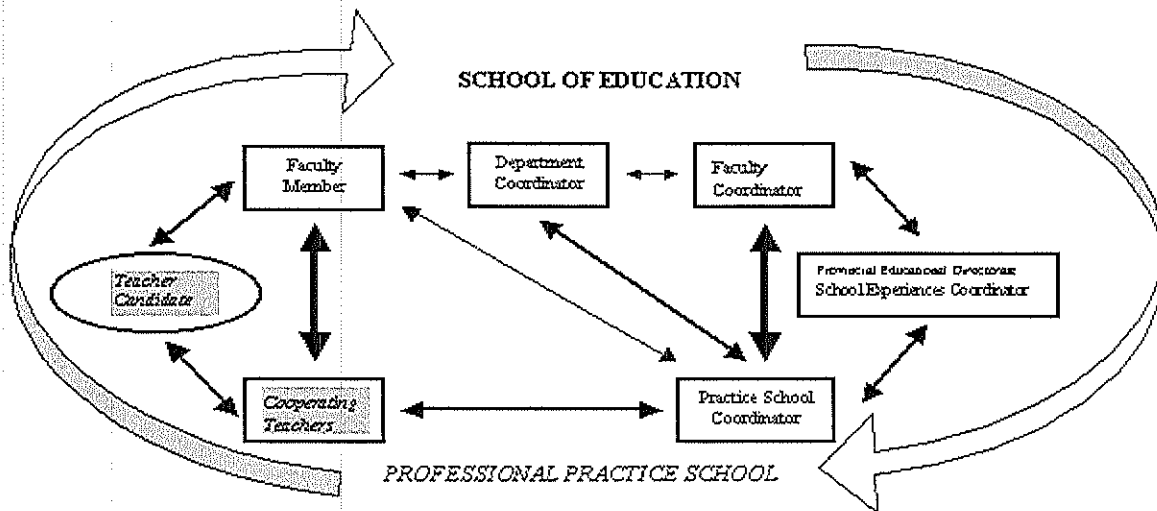


Figure 1. School of Education – Practice School Collaboration Scheme. From “Faculty-School Partnership”, by Yüksek Öğretim Kurulu, 1998, p.4.

(Schools of Education) became detached from the employers (Ministry of Education). This isolation was later reflected in a shortage of teachers in many areas, and an over-supply of teachers in other areas.

Today, after full promulgation of the Basic Education Law of 1997, the main emphasis of teacher education in Turkey is educating prospective teachers for K through 8 grades with a substantial focus on school practice. In order for the reform to achieve its intended goals, there is a great need for stronger ties between schools and teacher education institutions – the relationship between theory and practice; the professional relationship between cooperating teacher and student teacher. Figure 1 explicates the existing practicum circle in Turkey.

In 1998, all schools of education in Turkey started to follow the standardized curriculum prescribed by the Higher Education Council. Today, approximately 200,000 teacher candidates are being educated in schools of education at public and private universities (OSYM, 2006). In a way similar to many countries, teacher candidates in Turkey must complete extended field practice requirements during their first, seventh, and eighth semester of the four-year-program. The first and seventh semester field practices are called ‘school experience’ and the eighth semester is called ‘teaching practice.’ During this 3-semester field practice,

students are sent to schools to observe and to practice what they have acquired under the guidance of cooperating/supervising teachers.

In general, there are certain accepted criteria for supervising teachers: holding at least a master’s degree, have a minimum of 3 years teaching experience, teaching classes in the student teacher’s area of specialization and being a model of the profession (Richardson, 1997). In Turkey, however, due to the massive number of student teachers, the general tendency in Turkey is that any teacher can be considered as a potential teacher supervisor. While selection of qualified supervising teachers is extremely important (Kiraz, 2003; Lemlech, 1995), by reason of placement difficulties, it is, by necessity, somewhat disregarded by Universities. Whether supervising teachers can supervise in accordance with the values and goals of a teacher education program is a question mired in complexity.

Purpose of the Study

Based on the discussion above, there are major characteristics of supervisory responsibilities. Kiraz (2003) investigated these areas and found that student teachers demand and need assistance in three areas. This study delineates these areas by investigating the relationship

between supervision quality and the supervising teachers' years of teaching experience from the perspective of the student teachers. Therefore, the study mainly focused on student teachers' perceptions in relation to *preparation for supervision, instructional planning and reflection, and collegial supervision*. The following is the research question that guided this study:

Is there a significant difference between the experience/number of years in teaching and fulfilling supervisory duties with respect to:

- a) preparation for supervision,
- b) instructional planning and reflection,
- c) and collegial supervision?

Method

Participants

The participants were 690 student teachers selected from the four leading teacher education institutions in Ankara; Turkey-Ankara University, Hacettepe University, Gazi University, and Middle East Technical University. Student teachers were all in the last semester of their bachelor degree program and pursuing a credential for elementary school teaching. Of the 690, 441 (63.9%) were female and 249 (36.1%) were male. These teacher candidates were pursuing the elementary teacher certificate in Preschool Education, Elementary Science Education, Elementary Mathematic Education, Primary School Education, Elementary Social Science Education, Foreign Languages, Turkish, and Computer and Instructional Technology areas.

Instrument

This study focused on teacher candidates' perceptions of their supervising teachers' proficiency in supervision. What is the relationship between a supervisor's supervision quality and the number of years of classroom experience? The main instrument, the questionnaire, Supervising Teacher Competency Scale (STCS) (Kiraz, 2003), was used to gather information regarding supervising teachers' competency. The Five-point Likert type instrument contains 25 closed-ended and two open-ended items. STCS included 3 subscales, the first one labeled Instructional Planning and Competency in Reflection (IPCR) consisting of 11 items. The second one, consisting of 7 items, titled Collegial Supervision and

Effective Mentoring (CSEM). The last one was Preparation for Supervision (PFS), which consisted of 7 items (see appendix for the instrument). The following internal consistency reliability estimates (Cronbach Alpha) were calculated for the instrument and for each of the subscales with the total sample: IPCR, .95; CSEM .91; and PFS, .86, and the overall reliability of the scale was .96. As expected, the subscales were correlated at quite a high level. The IPCR was correlated with CSEM ($r = .657, p < .001$), IPCR was correlated with PFS ($r = .740, p < .001$), and CSEM was correlated with PFS ($r = .714, p < .001$).

Data analysis

Data gathered through STCS were analyzed based on the research question as stated earlier. For this purpose Mean values and Standard deviation of the supervising teachers' completion of their supervisory role were identified for three areas (PFS, IPCR, and CSEM). Later, three between-subjects Analysis of Variance tests (ANOVA) were undertaken in order to explore the differences by experience in teaching on three areas of competency. Finally, post hoc analyses to ANOVAs included performing pairwise comparisons among five levels of teaching experience (1-4, 5-9, 10-14, 15-19, and 20 or more) were conducted. The Least Significance Difference (LSD) Test was used for this purpose.

Results

The literature on supervision generally focuses on selecting supervising teachers from the most experienced classroom teachers since they may have a strong background in teaching as well as skills in providing assistance to the teacher candidate (Baird, 2002; Hershey, Blanchard, & Johnson, 2001; King & Peterson, 1997; Lemlech, 1995) Although experience in teaching may have an impact in relation to supervising the teacher candidate, whether or not the current supervisory practices support this notion was the most important issue to be highlighted. As Table 1 indicates (see also Figure 2), less experienced supervising teachers demonstrated a higher competency in supervision compared to their more experienced colleagues. Especially in Instructional Planning and Competency in Reflection (IPCR), student teachers perceive their supervising teachers as being least effective.

Table 1
Mean and Standard deviation of the Supervising Teachers' role completion in three areas based on experience

Experience/ Year	N	PFS		N	IPCR		N	CSEM	
		M	SD		M	SD		M	SD
1-4	60	24.68	6.97	60	34.03	12.92	60	24.87	7.44
5-9	111	23.87	6.55	111	32.54	12.78	111	24.65	7.31
10-14	103	22.28	6.14	103	28.41	11.61	103	22.70	7.10
15-19	249	21.67	6.36	249	25.82	9.98	249	22.96	7.16
20 ≥	90	15.17	3.46	90	18.59	6.84	90	18.90	7.26
Total	613	21.51	6.70	613	27.22	11.69	613	22.81	7.42

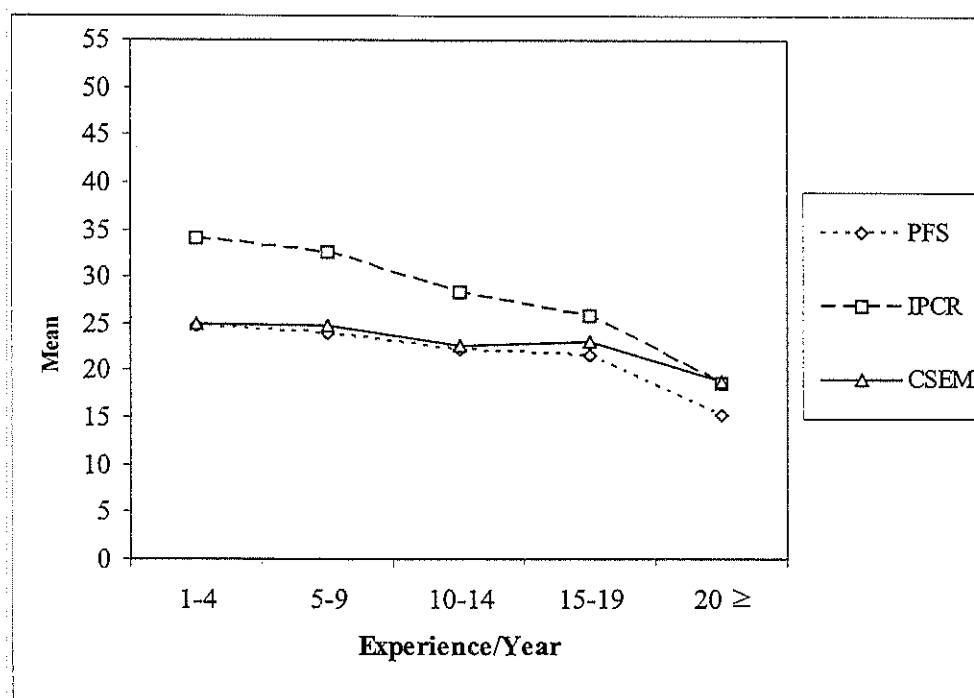


Figure 2. Experience and competency in fulfilling supervisory role in three areas of supervision

Table 2
Comparison of Supervising Teachers' Role Completion Based on their Experience in Teaching

	Source of Variance	SS	df	MS	F
PFS	Between Groups	4913.929	4	1228.482	33.144*
	Within Groups	22535.20	608	37.064	
	Total	27449.13	612		
IPCR	Between Groups	13263.19	4	3315.797	28.622*
	Within Groups	70434.39	608	115.846	
	Total	83697.58	612		
CSEM	Between Groups	2011.534	4	502.884	9.647*
	Within Groups	21694.51	608	52.129	
	Total	33706.05	612		

Table 3

The results of Least Significance Difference (LSD) in relation to completing supervisory responsibility based on experience in teaching

Experience/Year			1-4	5-9	10-14	15-19	20 ≥
			M=24.68	M=23.87	M=22.28	M=21.67	M=15.17
PFS	1-4	M=24.68	-	-	-	-	-
	5-9	M=23.87	.81	-	-	-	-
	10-14	M=22.28	2.40*	1.59	-	-	-
	15-19	M=21.67	3.01*	2.20*	.61	-	-
	20 ≥	M=15.17	9.51*	8.70*	7.11*	6.51*	-
Experience/Year			1-4	5-9	10-14	15-19	20 ≥
			M=34.03	M=34.54	M=28.41	M=25.82	M=18.59
IPCR	1-4	M=34.03	-	-	-	-	-
	5-9	M=32.54	1.49	-	-	-	-
	10-14	M=28.41	5.63*	4.13*	-	-	-
	15-19	M=25.82	8.21*	6.72*	2.58*	-	-
	20 ≥	M=18.59	15.44*	13.95*	9.82*	7.23*	-
Experience/Year			1-4	5-9	10-14	15-19	20 ≥
			M=24.87	M=24.65	M=22.70	M=22.96	M=18.90
CSEM	1-4	M=24.87	-	-	-	-	-
	5-9	M=24.65	.22	-	-	-	-
	10-14	M=22.70	2.17	1.95*	-	-	-
	15-19	M=22.96	1.91	1.69*	.26	-	-
	20 ≥	M=18.90	5.97*	5.75*	3.80*	4.06*	-

* $p < .05$

The findings of this study refute many arguments supporting the assignment of supervisory responsibility to more experienced teachers (Ishler, Edens, & Berry, 1996; Lemlech, 1995; Louis, Kruse, & Raywid 1996; Phillips & Bagget, 2000). Results show that even an inexperienced teacher, with 1 to 4 years of experience in teaching, may supervise successfully.

It should be noted that younger or less experienced teachers not only demonstrated competency in all areas (PFS, IPCR, and CSEM), but also significantly differed in these three areas from their most experienced colleagues. More specifically, three univariate analyses of variance (ANOVA) were undertaken and the findings are presented in Table 2.

Table 2 indicated that there were significant differences among the five levels of teaching experience on PFS ($F_{PFS}=33.144$, $p < .05$, $\eta^2 = .18$), on IPCR ($F_{IPCR}=28.622$, p

$< .05$, $\eta^2 = .16$) and on CSEM ($F_{CSEM}=9.647$, $p < .05$, $\eta^2 = .06$). Effect sizes were moderate to large with η^2 ranging from .06 to .018, indicating the amount of variation explained by the differences among levels of teaching experience.

Follow-up tests with the use of LSD (Least Significance Test) were conducted to evaluate pair-wise differences among the means. The results of these analyses (Table 3) indicated that although there was no significant difference between the teachers with 1-4 and 5-9 years experience in relation to fulfilling supervisory responsibility in PFS, IPCR, and CSEM, the teachers with 1-9 years of experience significantly differed from the others. In addition, teachers having more than 20 years of experience showed significantly lower competency in supervision (PFS, IPCR, and CSEM) than their less experienced counterparts.

Considering the mean scores of all supervising teachers, those who are experienced in teaching with between 1-4 and 5-9 years experience demonstrated a higher competency in supervision when compared to their more experienced colleagues. However, in terms of CSEM a meaningful significance is found between the teachers with 1-4 years experience and 20 or more years experience in teaching. This indicates that the most experienced teachers are the least successful ones. However, findings show that (see Figure 2) other supervising teachers with different years of experience demonstrate similar competency in CSEM. The results clearly indicate that as experience in teaching increases, fulfilling supervisory roles and competency decreases.

There may be several reasons for this reverse significance in relation to experience and competency supervision. Beginning (young) teachers may be more attentive to the responsibilities of being an effective supervisor. Additionally, age may be another significant factor in favor of the beginning teacher since the teacher candidates may feel more comfortable in communicating, sharing ideas, discussing, receiving feedback, and reflecting on teaching with a person whose age is closer to theirs. Having the same perspective and similar professional vocabulary may be another determinant in successful supervision. That is, beginning teachers' professional knowledge and their college background is fresh (i.e. instructional planning and teaching strategies) and their antecedents may enable them to understand what the teacher candidates need and are attempting to implement. It is also possible that beginning teachers' own experiences (positive or negative) during their student teaching practicum may cause an improvement in their competency in supervising their future colleagues. Thus, younger supervising teachers having teaching experience between 1 to 9 years may perceive the teacher candidate as a colleague rather than as an inexperienced person or apprentice. One student teacher commented on her experience of working with a beginning teacher and compared her experience with other student teachers':

...I thought it would be different if a teacher supervises for the first, second, or third time. My teacher was 27 years old. We are like friends and share very similar experiences and exchange ideas on what makes a student teacher a better one. She is open to my ideas that I bring from [university]. I am her first student teacher and things go well... But, I hear my classmates sometimes complaining about theirs [supervising teachers]. One says "she acts as if she is

from 19th century..."

Another student teacher had a rather different reflection:

... I don't think it is an age difference concept, but just about personality...My friends talk about more experienced teachers openly embracing new techniques and demonstrating respect for others in the way that they conduct their classes. Not all, but there are some of course, that just see us as 'little ones', or students and this just undermines our credibility and any self confidence that we may have....

Through analyzing two open-ended questions, it was possible to partially answer the points raised above on the perception of an experienced classroom teacher toward mentoring or supervision. Respondents concluded that some experienced teachers demonstrated signs of *burnout* and limit their conversations with the teacher candidates in time as well as in content. Their perception was that a professional can find his/her way when entering the profession and they did *not* value the practicum as an opportunity for professional development for the novice. A student teacher commented:

...she [supervising teacher] says "*the real school is the classroom* [not college]. As you start teaching you will see how it works. Teaching is only a small part of a teachers' job and you will face so many unexpected things in your profession." I am a bit confused about this teaching practice; what is it that we have to learn? Is there somebody to help us, or do we just 'learn' from teaching? I think all the advice has just confused me

A qualitative follow-up study to gather data about the reflection sessions between the supervisors and teacher candidates would be beneficial to underline the nature of supervising the teacher-student teacher relationship and its quality with respect to professional development.

Discussion

What are the roles of supervising teachers? A friend, a colleague, a mentor, an evaluator, an expert, or a demonstrator? To what degree are supervisors aware of their professional responsibilities in fostering today's teacher candidates and tomorrow's colleagues? Research in teacher education underlines the fact that supervising teachers should cooperate with teacher education institutions so that prospective teachers can be further educated in the theoretical aspects of teaching as well as be able to apply theory to real

life teaching (Kiraz, 2002). Unfortunately, this cooperation among public schools and teacher education institutions is seen sporadically though it is an essential part of a teacher education.

It is a commonly held belief that the length of service in the teaching profession is the basis for determining expertise in supervision: teachers with many years in the profession being considered experts (Lemlech, 1995; Lemlech & Kaplan, 1990). However, the growing emphasis on learning and teaching, as well as the change in the role expectations for teachers in general, require significantly better definitions of professionalism and professional expertise. Despite the claim by a number of researchers, expertise based on years spent in teaching (Ishler, Edens, & Berry 1996; Phillips & Bagget, 2000; Richardson, 1997), according to this study, is not the most important factor in determining expertise. Of course, teachers with many years in teaching clearly have more practical experience than do novices or beginning teachers, but experience is not the most critical factor. Of great importance is the way professional knowledge is organized and used. Sternberg and Horvath (1995) stated "experts and novices differ not only in the amount of knowledge they have but also in the manner in which that knowledge is organized in memory" (p. 11).

To extend the concept of "expert", the stages of teaching must be delineated and defined. What does it mean to be an expert who plays an essential role in student teachers' professional growth? Shulman (1986, as cited in Ormrod & Cole, 1996) proposes three kinds of knowledge that clearly relate to expertise:

...knowledge about the subject matter they are teaching (content knowledge), knowledge of general instructional strategies (pedagogical knowledge), and knowledge of specific strategies for teaching a particular subject matter (pedagogical content knowledge). Pedagogical content knowledge enables teachers to make connections between their knowledge of pedagogy and their knowledge of content. ... (p. 37)

Currently though, many supervising teachers who are expected to take on the role of coach and mentor rely on craft-centered traditional approaches which favor practicing and delivering the same knowledge congruent with their own. However, another type of knowledge, *knowledge of supervision*, should be included to what Shulman indicated above if we desire true expertness in supervisory applications.

Consequently, the traditional role of supervising teachers should undergo major questioning. Part of this effort should

include three fundamental aspects for supervising teachers: information, clarification, and encouragement to engage in interaction with other teachers and students (Busching & Rowls, 1987). Although supervising teachers may have a broad knowledge of curriculum and instructional methods, often they do not share their knowledge or give supervisory feedback probably because there are few supervising teachers appropriately trained for the supervision of the teacher candidates. Everhart and Turner (1996) and Seferoglu (2000) claimed that only very few supervising teachers exhibit effective supervision skills in terms of feedback. Louis, Kruse, and Raywid (1996) reasoned that one of the underlying causes for lack of ability in providing feedback might be that most teachers do not have adequate knowledge to engage in professional conversations with their colleagues and skills to engage in team teaching or peer coaching. The findings of this study may shed light for teacher education institutions with regard to selecting supervising teachers appropriately and underlines the fact that years of experience should not be the sole determinant of a supervisory assignment. It should be noted that even less experienced teachers might have an immense potential to supervise.

The fourth type of knowledge, *supervisory strategies*, should be provided by teacher education institutions. In-service training courses on how to provide effective supervision would be beneficial for all teachers and could be added into existing training regimes for both beginning and experienced teachers as part of their continuing professional development. However, the most important issue to be addressed is a *skill* development need during pre-service education. In addition to content and pedagogical knowledge, the curriculum of the initial licensure could place additional emphasis on prospective teachers' professional development by adding some additional, or elective, courses in areas such as effective communication, reflections on teaching, and demonstrating collegial behaviors.

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Appendix

Supervising Teacher Competency Scale (STCS)

	DC	G	PC	P	DN
	(5)	(4)	(3)	(2)	(1)
PFS (Preparation for Supervision)					
Managing time and environment effectively so that practicum can achieve its goal on time					
Being knowledgeable about the purpose of the supervision and the roles and responsibilities					
Giving information about nature of practicum and what is expected from the teacher candidate					
Demonstrating willingness to reciprocal development and readiness to supervise more than one student					
Organizing physical environment for appropriate observation before arrival of the teacher candidate					
Holding positive interpersonal and communication skills toward teacher candidate					
Organizing and preparing materials in advance (i.e. lesson plans, course materials)					
IPCR (Instructional Planning and Competency in Reflection)					
Demonstrating competency in different instructional planning and design strategies					
Working on sample lesson plans with the teacher candidate jointly and reflects on the parts of them					
Informing the teacher candidate about instructional planning rational and essential parts of a lesson					
Helping teacher candidate to prepare the first lesson plan to be implemented by him/her					
Presenting lesson plans to the teacher candidate prior to his/her lesson so that he/she can observe the supervising teacher in actual teaching and takes notes and makes connections between what is proposed in the lesson plan and actual teaching					
Preparing and discussing the similarities and differences for the same lesson, planned by both teacher candidate and supervising teacher separately, to make justifications about different and similar approaches					
Asking teacher candidate to justify the reasons behind selection of a specific teaching strategy and intended learning outcomes and reflects					
Providing assistance about selecting appropriate teaching strategy according to goals and objectives of the lesson					
Collecting teacher candidate's lesson plans for different lessons throughout the semester and give critical feedback about improvement, if any.					
Guiding teacher candidate to write accurate and achievable performance and enabling objectives for a specific lesson					
Explaining and justifying which instructional material to be selected and used					
CSEM (Collegial Supervision and Effective Mentoring)					
Behaving in a way that teacher candidate is a colleague, not an apprentice or aid to every day teaching					
Providing constructive feedback after observing teacher candidate's teaching, even for unintended results					
Professional talking in a two-way format (from supervising teacher to candidate and from candidate to supervising teacher)					
Refraining from reflecting negative attitudes toward the teacher candidates' academic background and professional knowledge					
Giving feedback after each lesson and opportunity to respond to the critiques during feedback					
Being fair and objective as evaluating teachers candidate's performance					
Being receptive to teacher candidate's antecedent knowledge and providing opportunity to employ what is learned in college					

DC=Definitely Competent, G=Good, PC=Partially competent, P=Poor, DN=Definitely not competent.