

Cooperating Teachers' Thinking and Actions
During Conferences with Student Teachers in Parent Education

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Abstract

Study of *cooperating teachers'* thoughts (rather than classroom teachers' thoughts) in *parent education* (rather than in the primary and secondary schools) has been nearly absent from the education field's research pool. This is also true for research on conferencing between teachers in that prior research was conducted from the student teachers' perspective rather than the cooperating teachers'. To better understand the work of cooperating teachers (and their thought-action consistency levels), a stimulated recall methodology was used in this exploratory study. The research questions were: 1) What is the nature of cooperating teachers' thinking during conferences with student teachers in parent education? 2) What is the relationship between cooperating teachers' thinking and their actions during these conferences? 3) What are the observable and reported responses of student teachers to cooperating teachers' actions during the conference?

Participants were recruited from colleges and universities in a Midwestern state that offered licensure programs in parent education. Nine pairs of student teachers and cooperating teachers participated. Recruitment was done without consideration of issues such as gender, age, or race, but cooperating teachers were required to be licensed, to have several years of teaching experience, and to have had at least one experience of being a cooperating teacher.

Data collection comprised of several steps: observing the parent education class, videotaping the cooperating teacher-student teacher conference, and audio taping separate interviews with the teachers using the video of their conference as a stimulus for their recall of their thoughts during the conference. Data analysis consisted of transcribing all video and audio tapes, indentifying reported thoughts, and assigning a thought type and focus. Transcripts were then combined in several formats to create working tables for data analysis.

Results showed that this particular group of cooperating teachers reported "intending", "evaluating", and "reflecting" as the most common thought types during conferences with their student teachers, and there was notable consistency between cooperating teachers' thoughts and actions. When consistency occurred, it was more likely that the student teachers' actions were then related to the cooperating teachers' actions.

Overall, cooperating teacher-student teacher relationships (created in part through conferencing) were positive, and a common pattern of communication that impacted the conference process was revealed. A helix pattern – like a spring with periodic stretches in its coil - described the circular aspect of the teachers' communication as well as the changes of direction within their conversations. Some instances of disagreement or personal discord were evident in three of the teaching pairs, and there were times when the participants shared thoughts or feelings with the researcher but not with the other teacher.

Advanced levels of teaching skills were shown throughout the present study, and one of the compelling questions for future research is “Are cooperating teachers in parent education better equipped to be cooperating teachers (compared to teachers in elementary and secondary grades)? Patterns of conferencing were remarkably similar among the pairs of teachers and with little exception, the cooperating teacher guided the conference. Questions or statements preceded by intending and evaluating thought types appeared to promote reflection on the part of the student teachers.

Participants’ reactions to being involved in the study were extremely positive. A common reaction was to say that the experience was fun and interesting, and that they learned through this process. One of the recommendations from this study is to look at the learning that comes out of participating in a study or in using the methodology for personal learning.

Other recommendations include assuring that cooperating teachers are aware of concepts related to this study, such as: thought can inform and direct action; conferencing is a tool for teaching future teachers; and the helix pattern of communication during conferences can guide conferencing.

Suggestions for future study include using this methodology with an increased number of participants, conducting longitudinal studies, doing follow-up studies with participants after they have worked in the field for several years, and studying the process of conferencing.

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Chapter 1 – The Study Problem, Purpose, and Significance

The Study Problem

Student teaching is considered the capstone of a teacher education program and because the benefits of the student teaching experience are acknowledged in the profession, all 50 states require this practicum (Weasmer & Woods, 2003, p. 64). The cooperating teacher - the experienced professional who guides the student teacher in the classroom - is considered to be highly influential for the student teacher and the student teaching experience (Anderson, 2006; Brzosko-Barratt, 2006; Clark, 1995; Coleman, 2000; Czejdo, 1989; Fukui, 1986; Guyton, 1989; Mueller, 1997; Platz, 1994; Rodeheaver, 2000; Traister, 2005). The results of investigating cooperating teachers' thinking and actions can provide important information to the field for shaping the preparation of cooperating teachers, influencing the work of cooperating teachers, expanding the role of the cooperating teacher, and influencing the student teaching experience overall.

It is the cooperating teacher that professionally nurtures and challenges the student teacher in the stages of learning to teach. Movement through the stages of a) concern for self and survival, b) an emphasis on tasks and content, and c) focus on the learner (Burn, Hagger, & Mutton, 2003; Couchara, 1997; Gerbens, 1997; Schafer, 2004; Wuestman, 1997) is supported by the cooperating teacher and may not be possible without this professional counsel. The relationship between the cooperating teacher and the student teacher is considered to be the single greatest influence on the student teacher, and is

formed through their interactions which grow from both teachers' thoughts and actions (Beebe, 1995; Figueroa, 1993; Fukui, 1986; Helion, 1991; Howell, 2004; Jackson, 2004; Kent, 2001; MacMillan, 1998; Osunde, 1996; Rust & Orland, 2001).

Teachers' thinking, and thinking related to action, have been studied, but not in relation to this study's problem. Additionally, *cooperating* teachers' thinking and parent education have not been chosen as research topics. So while there is research to consider that relates to this study, the focus of this study is unique.

Purpose of This Study

Contributing to the field of education has been a career-long endeavor for me. The focus has changed over time, but not the commitment. I wrote *Walking the Walk – Steps to Mentoring Student Teachers in Parent Education* as a step in my own professional development and because I saw a need in my field (Sponsel, 1999, 2006). While working for Minnesota's Early Childhood Family Education program (ECFE), several of my parent education colleagues were coming to me with questions about how to work with student teachers. Without formal training or support for their cooperating teacher roles, these competent educators were struggling with how best to teach new preservice teachers.

The need to know more about how cooperating teachers went about their work led to the need to understand their thinking as they interacted with student teachers in parent education. As evidenced by my colleagues' past experiences, my conversations with experts in the parent education field, and the lack of

research literature on practicum experiences in the preparation of parent educators, there is clearly a gap in our knowledge and understanding of being a cooperating teacher for a student teacher in parent education. The lack of a strong research base for the parent education field as a whole, and in particular on the area of understanding cooperating teachers' thinking, limits the work of the professionals as well as the education of new teachers. Recognizing the idea that the student teaching experience is the capstone of teacher preparation, the purpose of this study is to extend understanding of the cooperating teachers' work with student teachers by studying the thinking and actions of cooperating teachers during their conferences with student teachers.

Exploratory Nature of the Study

While the present study endeavors to provide insight for the field of parent education and specifically teaching individuals to become parent educators, the study is an exploratory challenge; it is the first of its kind. Questions as to what teachers think and how they work with students in parent education have not been asked, and so a process and direction were not immediately clear. Decisions about how to collect data and even which data to collect and how to manage it were complicated. Decisions about both content and process were made as the study evolved, using the participants' contributions as a guide.

Research Questions

The following research questions were designed to discover the types of thoughts that cooperating teachers employed as they conferenced with their student teachers and to look for the level of consistency between those thoughts and the cooperating teachers' actions. The third question provides further insight as it documents student teachers' reactions to the cooperating teachers' actions.

1. What is the nature of cooperating teachers' thinking during conferences with student teachers in parent education?
2. What is the relationship between cooperating teachers' thinking and their actions during these conferences?
3. What are the observable and reported responses of student teachers to cooperating teachers' actions during the conference?

Significance of the Study

The findings of this study will be of interest to individual cooperating teachers as they progress with their own professional development, to student teachers who are interested in guiding their own experience by understanding more about how to learn the profession, to teacher educators who guide cooperating teachers and educate students, and to administrators and others who are responsible for teacher education program design and professional development. Professionals in the field of parent education as well as related fields will be able to improve their understanding of teachers' thinking and actions and determine how to use this information in practice.

New knowledge about the connection of thinking and action will expand understanding of *how* cooperating teachers are (or could be) educating student teachers. This research will also help to fill the research gap for the field of parent education. In looking for support and information directed to cooperating teachers, the Eastern Kentucky University's *Cooperating teachers' guide to supervising student teachers* (2007) was the only resource found for educating cooperating teachers in general. The only resource found that was specifically geared to parent educators was my own handbook: *Walking the walk: Steps to mentoring student teachers in parent education* (1999, 2006). While I am confident of the usefulness of this work, I am also confident that more is needed.

Recognition of Conferencing as Critically Important

The cooperating teacher-student teacher conference is critically important to teacher education and is discussed in multiple studies (Anderson, 2006; Brzosko-Barratt '06; Chaliès, Ria, Bertone, Trohel, & Durand, 2004; Coleman, 1997; Coleman & Mitchell, 2000; Couchara, 1997; Kent, 2001; MacMillan, 1998; Schafer, 2004; Traister, 2005; Rodeheaver, 2000). Because most of the learning about the reasons behind teachers' decisions occurs during the post-class-session conference between the cooperating teacher and the student teacher (Chaliès et al., 2004), and because the cooperating teacher's role is essential to the student teacher's learning process (Bay & Bryan, 1991; Meijer, Zanting & Verloop, 2002), it is vital to look at this conference experience to understand the cooperating teacher's thinking and actions during that critical time.

The cooperating teacher is often the last link between student teaching and teaching licensure, so it is essential for this role be understood (Kahan, 1999). In *Walking the walk – Steps to mentoring student teachers in parent education* (Sponsel, 1999, 2006), conferencing with student teachers is addressed, emphasizing the use of open ended questions and reflection on practice at an introductory level. Unfortunately, there is little formal research for cooperating teachers to study in a quest to address the essential aspects of their role and few guidelines to support them in their work (MacMillan, 1998).

If the field of teacher education is going to continue to improve its effectiveness, then we must learn more about what takes place in the conference and how cooperating teachers operate. This study will provide a more in-depth understanding of teaching student teachers during the interactive conference by studying cooperating teachers' thoughts and actions during the conference.

Benefits of this Research

Researchers have already identified the cooperating teachers' role as important (Bain, 2004; Case, 2003; Morehead et al., 2003) and this study expands our understanding of that role as we gain insight into the cooperating teachers' thinking and actions. "What students don't see is the thinking that preceded the teacher's action, the alternatives she [*sic*] considered, the strategic plan within which she [*sic*] located the action, or the aims she [*sic*] sought to accomplish by means of that action. These are the things that teacher preparation programs seek to teach" (Labaree, 2000, p. 228).

Analyses of the data related to the research questions of this study provide an understanding of (a) the types of thinking of cooperating teachers, (b) the relationships of their thinking to their actions during conferences, and (c) the responses of student teachers to the cooperating teachers' actions during conferences. The literature review reveals that within the core of teaching lies teachers' decision making. Due to the unobservable nature of this highly influential aspect, it was important to determine a way to learn about cooperating teachers' thoughts and actions as they instruct student teachers, and to draw out implications from the answers to the research questions.

Before describing this study in detail and addressing the past research on teachers' thinking and actions, it is important to understand the complexity of the work of teachers (Clark & Lampert, 1986), the importance of cooperating teachers (Coleman, 1997; Kahan, 1999, 2003), and the context of the study which is parent education. Chapter one establishes this background and presents the purpose and significance of this study. The literature review in chapter two looks at teachers' thinking in terms of research challenges, differing research approaches, and aspects of thinking that have special meaning for this study. Research on the connections between thinking and action is reviewed, followed by examination of the literature on conferences as critical settings for teaching and learning. The literature review concludes with an examination of the various methodologies that have been used to study teachers' thinking. As detailed in the table of contents, chapter three explains the research design, chapter four discusses the process for data analysis, chapter 5 reports the study

results and the concluding chapter 6 presents conclusions and recommendations.

Background for the Study

The Complexity of Teaching

Concurrent attention to multiple factors. Teaching is a difficult professional practice that may look easy to the untrained eye, but by its nature is very complex. It requires concurrent attention to multiple events and forces, integrated interactions with students, and management of the emotional relationships with students often while functioning in a systematically isolated environment (Armour-Thomas 1998; Bae 1990; Bay & Bryan 1991; Conway 1998; Labaree 2000; MacMillan 1998; Manning & Payne 1993; Traister 2005).

Clark and Lampert (1985) state that teaching is more complex than a physician's performance of a diagnostic exam, and in 1988 Clark pointed out that the study of teacher planning led to the understanding of teaching being as complex and cognitively demanding as the practice of medicine, law or architecture. "The teacher encounters a host of interrelated and competing decision situations both while planning and during teaching. There are no perfect or optimal solutions to these decisions. A gain for one student or in one subject matter may mean a foregone opportunity for others. A motivationally and intellectually profitable digression may reduce time devoted to the mandated curriculum" (Clark & Peterson, 1986, p. 6). In 2003, Kelly discussed a new regard for teachers' work as intellectual work, making the point that teachers must develop an expansive cognitive capacity that allows them to be adaptable,

innovative, self-renewing, and empathetic while using sound judgment and effective decision making. Decision-making permeates teachers' work.

Integrated interactions and emotional relationships. Clark's and Peterson's (1986) analysis of five studies of the frequency of teachers' reported interactive decisions concludes that, "on the average, teachers make one interactive decision every 2 [sic] minutes" (p. 274). While Kelly (2003) acknowledged teaching as "intellectual work", the descriptors "self-renewing" and "empathetic" were included, briefly acknowledging the emotional challenge of teaching. Teaching is an emotionally demanding profession that requires the ability to be aware of one's own impact on others as well as the ability to read others' behavioral and emotional cues. In teaching there is a constant balancing of needs – those of the teacher, the student teacher, individual students and students as a group, administration, and more.

Another characteristic of teaching is that the teacher is "on stage" almost constantly throughout the day. In addition to the many interactions, teachers must be aware of the activity in the classroom as a whole, and are frequently making adjustments to the day's plans. Bae's (1990) term "in-flight thinking" refers to the constant challenge of analyzing and decision-making *while* teaching.

The Importance of the Cooperating Teacher and Challenges of the Work

Values, beliefs and skills formed during student teaching. It is during the student teaching experience - under the direction of the cooperating teacher - that values, beliefs, and skills are formed (Bae, 1990; Coleman, 2000; Helion,

1991; Kagan, 1990; Traister, 2005). Cooperating teachers are central to helping student teachers transition from “students of teaching” to “teachers of students” (Ganser, 2002). It is during this time that the cooperating teachers provide safety nets for prospective teachers who are facing the challenges of teaching first hand, experiencing the emotional involvement of teaching, and practicing their future profession (Traister, 2005).

Evaluating the learning needs of student teachers falls to cooperating teachers as they work with student teachers on the multiple aspects of teaching. The cooperating teacher’s role is to foster the student teacher’s learning about everything from classroom layout to becoming knowledgeable about the “whys” behind teachers’ decisions.

Selection and critical qualities of cooperating teachers. Cooperating teachers contend with the same challenges that classroom teachers do – with an important difference. There is the *added* dimension of working within the trio of cooperating teacher, student teacher, and students. Due to the demands of being a cooperating teacher it makes sense to select cooperating teachers based on ability, yet all too often a worst case scenario happens - the cooperating teachers are selected based only on availability (Coleman, 2000; Severn 1992) or willingness. Although some requirements for being a cooperating teacher have been suggested (Ganser, 2002) and some locations have implemented them, there is no wide-spread “job description” that specifies duties and abilities.

Another unfavorable scenario arises from assuming that a good classroom teacher makes a good cooperating teacher. Several studies have pointed out the fallacy of that thought and argue that special qualities are needed for the work of cooperating teachers (Allen & Poteet, 1999; Brzosko-Barratt, 2006; Clark, 1995; Coleman, 2000; Darling-Hammond, 2000; Ganser, 2002; Goodfellow, 2000; Hawkey, 1997; Kent, 2001; Mueller, 1997; O'Connor, 2003; Platz, 1994; Turner, 1992).

Critical qualities for cooperating teachers include: effective communication styles, ability to provide specific feedback (both reinforcing and constructive), professional openness and participation in related professional development, observations skills and the ability to suspend judgment, frequent reflection, empathy, encouragement, and expertise (Anderson, 2003; Fukui, 1986; Kent, 2001; Moallem, 1997; O'Connor, 2003; Paris & Winograd, 1990; Rodeheaver, 2000; Vidlak, 2002). While this extensive list does describe qualities of a classroom teacher, it must be noted that a cooperating teacher is applying this skill set to both the classroom students and the student teacher – simultaneously and yet at different levels - and must also facilitate the development of these skills by the student teacher.

Those who work with student teachers in the field of parent education can learn from studies on mentoring to expand the definition of the cooperating teacher's role. Research on mentoring identifies a skill set that would also be advantageous for cooperating teachers. Note that while being a mentor is a different role than that of being a cooperating teacher (e.g. the mentor and

mentee are closer to being peers than are the cooperating teacher and student teacher), these two relationships share some similar responsibilities and demands. Most of the critical traits cited in research on cooperating teachers are also depicted in the mentoring research which adds the following ten skills that are equally valuable for cooperating teachers (Danielson, 2002; Ganser, 1996; Pavia, Nissen, Hawkins, Monroe, & Filimon-Demyer, 2003; Eastern Kentucky University, 2007; Rowley, 1999):

1. Personal and professional dispositions for mentoring
2. Acceptance of the other person as a beginner
3. Knowledge of adult development
4. Providing appropriate challenges
5. Individualizing experiences
6. Articulating goals
7. Anticipating mentee's needs
8. Sharing terminology
9. Reflection skills articulated as clarifying, specifying, rephrasing, and redirecting
10. Providing opportunities for small group discussions

Teaching cannot be learned by watching alone. An exceptionally important aspect that contributes to the complexity of teacher education is that much of teaching cannot be discerned simply by watching. Teaching is “invisible work” (Lewis 2007) as many crucial acts of teaching are difficult to see and therefore difficult to study. This is problematic because much of learning a profession depends on being able to notice and understand what practitioners

do. The limited observable evidence of many aspects of teaching hinders the student teacher in learning the skills of planning, deliberating, assessing, listening, considering instructional options, identifying intentions, reflection, and more (Lewis 2007). Labaree (2000) succinctly explained this invisibility, writing “What students don’t see is the thinking that preceded the teacher’s action, the alternatives she considered, the strategic plan within which she located the action, or the aims she sought to accomplish by means of that action” (p. 232). This is equally true for student teachers who need the cooperating teachers’ guidance to make the invisible visible and understood.

Challenge for the profession. Clark (1995) says, “It is incumbent upon the teaching profession to ensure that cooperating teachers are provided with every opportunity to critically evaluate the ways in which they interact with student teachers” (p. 2). In their earlier research, both Keracik (1992) and Neely-Hemdon (1992) emphasized the same point (the need for preparation and support of cooperating teachers) as they studied training for cooperating teachers. Yet as central as the cooperating teacher is hailed to be, there are very few resources for developing these teachers and a lack of research to support program development.

The Context of This Study: Parent Education

This study takes place in the context of the Early Childhood Family Education program in Minnesota, where parent educators are licensed teachers who have completed specific course work and a practicum (student teaching)

requirement. Descriptions of parent education are followed by a more detailed explanation of the ECFE program and teacher licensure.

What is Parent Education?

Teaching adults about raising children is parent education. “Parent education programs are offered in a variety of settings, including schools, hospitals and the workplace. They vary in the intensity of services offered and follow many different models, such as home visits, formal classrooms, and informal support networks . . . Although diverse in implementation, they all combine support and education to empower parents and improve the reciprocal parent-child relationship in order to positively impact the developing child” (Rader, 2003, p. 11). Programs that are extensive in nature often cover core knowledge areas such as child development and learning, family styles, parent-child relationships, promoting parental health, and connecting with community. While the field of parent education recognizes that “parental instincts” exist to some degree for many people, the reality is that most adults need to learn about parenting.

The wide range of topics for consideration in the teaching of parenting is revealed in a recent document, *Minnesota’s Parent Education Core Curriculum Framework and Indicators for Early Childhood Family Education (ECFE) Programs and Other Parent Education Programs (ECFE Curriculum Committee, 2007* – authors being practitioners, higher education educators, program administrators, and staff from the MN Department of Education), that provides

topics that a parent educator must be prepared to address. An outline of this curriculum is available in Appendix A.

The “student” in parent education can be either or both parents, a guardian, or another adult with primary care responsibilities of a child. While at any given time there may be only one parent attending class from a particular family, the influences of the child or children, co-parents, and often extended family weigh in on the content and application of information learned through parent education. If the education is taking place within a group setting, the parent participants may have similar or vastly different concerns, all of which deserve attention. A simple example of differences is a situation where one family is struggling with the implications and consequences of their decision to have just one child while the parent seated in the next chair is struggling with how to manage a single-parent life with multiple children.

Recognition of differences between parent education and the education of children from kindergarten to twelfth grade (K-12) as well as student teaching in those realms can be helpful in understanding this study. In K-12 classrooms, teachers *typically* have students who are within a small age range and attend every day (and often all day). Interactions with family members is secondary to the classroom time and the curriculum is focused on specific content. In comparison, teachers in parent education *typically* have students who attend once a week (and sometimes less often) and whose age range could be anywhere from adolescent parent to grandparent. Interactions with families is primary to the work and the curriculum is based not only on developmental

needs of parents, but also on the individual and immediate needs of the participants. Parent education is adult education. The “students” have multiple and complex life roles which contrast from the K-12 student’s responsibilities.

Student teaching in these two realms of education also differs. In K-12 the student teacher *typically* stays with one cooperating teacher all day every day compared to the parent education student teacher who may have more than one cooperating teacher and concurrently teach a variety of age groups.

What is Professional Practice in Parent Education?

The term “best practice” refers to the highest quality of work by practitioners in the field. When a professional selects a strategy or mode of operation that fits what the field has determined to be the best way to do the work, that person is using “best practice.” However, it is important to remember that “best practice” is a disputed phrase. The questions of “best practice for what?” and “best practice according to whom?” need to be answered, and practitioners need to carefully consider the goals towards which the practice is directed.

Because there is a lack of what constitutes “best practice”, the term “professional practice in PE” is used to denote practices in the field that are regarded as effective by experienced practitioners and educators. This section is included here for two reasons. One, this information informs readers who are unfamiliar with parent education (PE). Two, the term “professional practice in PE” is used in the foci coding of types of thinking later in this paper.

Because best practice is yet to have a research based definition, we must look to what is written by those respected in the field. In addition to the “*Core Curriculum Framework*” mentioned earlier, two resources that describe quality characteristics of parent educators as well as the strategies they employ are *Group Parent Education: Promoting Parent Learning and Support* by Campbell and Palm (2004), and *Family Life Education* by Duncan and Goddard (2005). Campbell and Palm describe competencies that are needed for teachers of parenting classes and include knowledge, dispositions, and skills. The knowledge base must include 1) an understanding of group development and process since much of parent education is done with groups of parents, 2) familiarity with various family roles, 3) how to set appropriate boundaries, 4) leadership styles of educators, 5) a variety of teaching methods, 6) a picture of the community they serve, including diversity of values and beliefs, and 7) additional resources available to parents. The parent educator must also understand the emotional aspects of parenting as the group experience can have a significant impact on individuals’ lives.

Campbell and Palm also describe dispositions needed for the work of teaching parents including: “maturity, caring, nonjudgmentalness [*sic*], sensitivity, organization, flexibility, creativity, enthusiasm and optimism, honesty, genuineness, and humor” (p. 23-24), and six categories of group-building skills: “creates a warm and welcoming environment; creates a safe environment for parents to share ideas and feelings; guides a discussion, giving it form and structure; models acceptance of each individual as someone to be listened to

and respected; takes responsibility for establishing a positive and supportive learning environment; and fosters relationships and interaction among group members” (p. 24-25).

“The use of a variety of methods has been a hallmark of best practices in parent education . . . [in order to] meet different learning styles and thus engage everyone in the group” (Campbell and Palm, p. 108), and educators are expected to have an expansive knowledge base that reflects current information and trends as well as research. The table of contents in Campbell’s and Palm’s *Group Parent Education* speaks directly to the intensity and variety in parent education. Chapters include the following topics: designing content, relationship building, facilitation skills, managing difficult moments, parent-child interaction time, groups with complex issues, and professional development for parent educators.

Duncan and Goddard (2005) write about principles and practices in their text *Family Life Education* which provides information about good practice. Their focus of outreach family life education is somewhat different than group parent education, yet similar standards apply and the goal of strengthening families is shared. The text discusses instructional processes, effective instruction, engaging an audience, and problem analysis. Solving real world problems is promoted as the most effective process for learning, and includes activating existing knowledge and applying new knowledge. Duncan and Goddard state in their text, “If I were to provide a simple formula for effective teaching, it would include three elements: relevance, respect, and participation” (p 94), and “A wise

educator will not try to be the source of all answers but will ask participants for their ideas” (p. 104). Later in the book, it is pointed out that the relationship between the educator and the learner may be more important than the content.

Duncan and Goddard’s writing supports the importance of the relationship between the cooperating teacher and the student teacher as educator and learner. A parallel can be drawn comparing the relationship of the two types of teachers to that of the parent educator and parent, and these authors provide the following list of six strategies related to relationships that can be applied to both:

1. Emphasizing the positive
2. Encouraging members to share information about themselves
3. Pointing out interactions that show strength and competency
4. Emphasizing enjoyable times
5. Emphasizing what is done well
6. Rephrasing problems into positive terms (e.g. what can be learned from the problem situation)

This emphasis on the positives is consistent with ECFE’s strength-based philosophy as ECFE parent educators take families from “where they are” and work with the families’ strengths to help them accomplish their goals.

What is ECFE?

In 1975, Minnesota’s State Legislature established a unique, comprehensive Early Childhood Family Education program. ECFE is implemented statewide and offers universal access through public school

districts. In the United States, it is one of the largest and most organized systems for providing parent education and is one of two programs in the United States that provide universal access (Campbell & Palm, 2004). A variety of program designs are offered in ECFE, the most prevalent being two hour classes that meet weekly throughout the school year. Parents and children attend these classes together, splitting their time between activities designed for parent-child interaction and time with their peer groups. During the parent-child portion of the class, parent educators model positive ways of interacting with children and support the one-on-one time that parents are having with their children. At the mid-point of each class session, participants separate and the children are taught by licensed early childhood teachers while the parents attend parent education groups taught by licensed parent educators.

Teacher Licensure in Parent Education

Teachers who work for public school systems in the United States must hold a teaching license. This licensure is regulated by individual states, but there is relative consistency from state to state. Unique to Minnesota is teacher licensure in parent education. To be a teacher of parents in ECFE, one must have a specific parent education teaching license which is similar to other licensure programs in that there is a prescribed course of study and a practicum (student teaching) is required.

Universities and colleges qualified to provide teacher preparation programs lay out a plan of course work, within which students have opportunities for field experiences that range from outsider observation to participation. It is,

however, the extended and intensive student teaching experience that is the capstone to the licensure program (Adams, Shea, Liston, and Dewer, 1998; Jewell, 2001; Morehead, Lyman, and Foyle, 2003; Pelletier, 1995).

The structure of the student teaching experience includes a college supervisor, the cooperating teacher, and the student teacher. The college supervisor is generally responsible for coordinating the trio of participants, supporting both the cooperating teacher and the student teacher, and providing feedback to the student teacher. There is considerable research available on the dynamics of this three-sided relationship should that be an interest of the reader. This study acknowledges that while the college supervisor typically plays an influential role in the student teaching experience, this study concentrates on the cooperating teacher and the student teacher.

Summary

The complexity of teaching is the base from which this chapter was developed. Complexity is evident in the need for teachers to attend to multiple and concurrent factors, balance individual students' needs, manage groups, organize class content, create and meet educational goals and objectives, and address administrative concerns. A further complication in teaching is the need to integrate interactions and attend to the emotional relationships within a teaching-learning situation – not only between teacher and student, but also between individual students and large and small groups.

The importance of the cooperating teacher in the student teaching experiences is the cornerstone of this study problem. During a time when

student teachers are solidifying their values, beliefs, and skills for their future careers, the cooperating teacher is one of the most significant influences. The challenge to the field is to find (or train) skilled cooperating teachers who understand that teaching cannot be learned by observation alone, who can create an effective working relationship with student teachers, and who are able to help student teachers understand the purposes and strategies of teaching.

One of the ways that cooperating teachers work with student teachers is post-class-session conferencing. This critical strategy has not been studied at length; nor has there been evaluation of teacher preparation in the field of parent education. The significance and contribution of this study is that it will provide insight into the work of cooperating teachers – specifically their thoughts and actions – and focus attention on teacher preparation in parent education during conferencing.

Within this chapter there were explanations of parent education and Minnesota's ECFE program, practices in parent education, and teacher licensure in parent education in Minnesota.

Chapter 2 - Literature Review

Focus of Research on Student Teaching

The literature surrounding student teaching experiences consists primarily of research with a focus on student teachers, conducted predominantly in primary and secondary school settings. Two significant gaps in the literature that are relevant to this study are the lack of work focused on the cooperating teacher and the absence of study of student teaching in adult or parent education settings. The literature search revealed many sources that first appeared to address the topic of student teaching in parent education but were actually about educating teachers in how to work with parents as volunteers (e. g., “Preparing teachers to work with parents”, Hiatt-Michael, 2001). The absence of research on student teaching in parent education is not surprising since teaching licensure in the parent education field is a developing phenomenon and not yet a nation-wide requirement.

Because research that is focused on cooperating teachers and on parent education is extremely limited, we must consider the lessons learned from related areas: teacher thinking in general, mentoring (discussed previously under *Selection and critical qualities of cooperating teachers*), and the research that has been conducted in primary and secondary school settings. Research that has been conducted specifically on cooperating teachers is also helpful even though it has not included those practicing in the field of parent education.

The order of topics in the literature review is as follows: teachers' thinking, connections between thinking and action, cooperating teacher–student teacher conferences, and research methodology for studying teachers' thinking.

Research on Teachers' Thinking

Researchers have found it difficult to conduct studies on teachers' thinking for two significant reasons: ambiguous terminology and thought being unobservable (Calderhead, 1981; Kagan, 1990). These two issues will be addressed first. The review of the literature reveals that those who have addressed teachers' thinking came to their studies from a variety of perspectives. This variety is interesting and creates a broad spectrum of information, yet it creates difficulty in connecting the studies for a core understanding of teachers' thinking. Prior research is still meaningful as background for this study, especially when looking at different aspects of thinking.

Ambiguous Terminology

Ambiguity arises as different researchers label their study topic in different ways such as: thinking processes, thinking skills, cognitive structures, reflections, problem-solving, interpretations, and so on. As of yet, there is no agreed upon terminology or “language of the field” that provides consistency across studies. There is overlap of dissimilar concepts being represented by the same word, and conversely, one concept being labeled with different words. One researcher may use the term “process” and another will describe the same

thinking action as a “skill.” The absence of agreed-upon terminology hinders our grasp on the knowledge of teachers’ thinking.

Table 1, *A Comparison of Terminology for Processes and Skills*, shows a comparison of the terminology used by Presseisen (1986) and Marzano, Brandt, Hughes, Jones, Presseisen, Rankin, and Suhor (1988). Several identical or nearly identical terms are called “processes” in Presseisen’s work and “core thinking skills” in Marzano et al.’s work. (Refer to the bold underscored words in the Table 1.) If we then compare the lists of Presseisen’s processes with Marzano et al.’s processes, we see that these lists are highly dissimilar.

Presseisen, in her book *Thinking Skills: Research and Practice* (1986), discusses the lack of consistency in terminology from researcher to researcher as well as the lack of consensus about the importance of differing perspectives. For example, she mentions that many educators favor Bloom’s taxonomy - knowledge, understanding, application, analysis, synthesis, and finally evaluation (Bloom, 1956) - as the most basic thinking skills, while others think that same list is inadequate.

Table 1

A Comparison of Terminology for Thinking Processes and Skills

Presseisen's Processes	Marzano et al.'s Core Thinking Skills	Marzano et al.'s Processes
<ul style="list-style-type: none"> - <u>recall</u> - <u>comparison</u> - <u>classification</u> - <u>inference</u> - <u>evaluation</u> - analogy - inductive reasoning - deductive reasoning - interpretation - recognition 	<p>Remembering skills:</p> <ul style="list-style-type: none"> - encoding - <u>recalling</u> <p>Organizing skills:</p> <ul style="list-style-type: none"> - <u>comparing</u> - <u>classifying</u> - ordering - representing <p>Generating skills:</p> <ul style="list-style-type: none"> - <u>inferring</u> - predicting - elaborating <p><u>Evaluating</u> skills:</p> <ul style="list-style-type: none"> - establishing criteria - verifying <p>Focusing skills:</p> <ul style="list-style-type: none"> - defining problems - setting goals <p>Information-gathering skills:</p> <ul style="list-style-type: none"> - observing - formulating questions <p>Analyzing skills:</p> <ul style="list-style-type: none"> - identifying attributes & components - identifying <p>Relationships & patterns</p> <ul style="list-style-type: none"> - identifying main ideas - identifying errors <p>Integrating skills:</p> <ul style="list-style-type: none"> - summarizing - restructuring 	<ul style="list-style-type: none"> - concept formation - principle formation - comprehension - problem solving - decision making - research - composition - oral discourse

MacKay and Marland (1978) – unable to find a set of categories that they deemed suitable for their own research - developed the *System for the Analysis of Teachers' Interactive Thought* (SATIT) which has twelve categories:

1. Perceptions (sensory experiences)
2. Interpretations (attaching meaning)
3. Prospective tactical deliberations (planning of what to do later)
4. Retrospective tactical deliberations (contemplating the action that was already taken)
5. Reflection (thinking about past events or events other than that which had already been done.)
6. Anticipation (speculative thoughts or predictions)
7. Information – student (pre-lesson knowledge of student teachers)
8. Information/knowledge about students
9. General information (school policies, etc.)
10. Goals (intended student outcomes)
11. Fantasies (fanciful, extravagant thoughts)
12. Feelings (reporting emotions felt during lesson)

The first six categories can be connected with other researchers' ideas about thinking. For example, in order to make an interpretation, one would need to compare, classify, infer, and possibly predict – all listed in Marzano et al.'s Core Thinking Skills (see Table 1). Items 7 – 12 are not thought processes; they are potential influences on thinking, so their inclusion in this list contributes to the ambiguity with terminology.

Complication of Thought Not Being Directly Observable

Imagine a parent education class that is beginning a discussion. The teacher is asking parents for their ideas and insights and is calling on several to speak to the entire group. The observer of this scene would see and hear the teacher's actions of using parents' names, perhaps nodding on occasion or making eye contact. What the observer cannot see or hear are the teacher's thoughts, and therefore the observer cannot understand the motivations behind the teacher's actions. Within the beginning minutes of discussion, the teacher may have had all of the following thoughts:

- Oh good, Theresa has her hand raised. I'll call on her next. I remember last week she was acting odd, and then told me that her father was very ill. She may have needed to process that.
- I have to wait to call on Lilly. She's been dominating the conversation lately and the others may be getting irritated.
- I see Paul is frowning. Is he sitting next to Lilly on purpose? Is there some competition going on here?
- OK, Theresa is off track here. I think I'll let her take the discussion in that direction for a couple of minutes and then I'll pull it back. Just how far off track should I let it go? She's got some good points, and I know she needs the confidence boost, but do we need to stay on the plan? Does she need to talk about just anything or is she trying to get around to telling the group about her father?

- Dontelle hasn't said anything yet. That's not typical of him.
Aha! – This is just the “in” I need to redirect our conversation.

In this quick example, the teacher has thought about several parents and their individual issues as well as managing the class as a whole and determining how much flexibility is good for this class period. While listening to parents talking, she makes decisions based on reflecting on her previous knowledge of the parents and their lives. Yet from an observer's perspective, the teacher has simply called on different people to talk.

The difficulty of being unable to directly observe thought has been addressed in studies by using a variety of methodologies, including: interviews, journal writing (often about planning and often supplemented with interviews), thinking aloud (teachers verbalize their thoughts while engaged in a task), repertory grid technique (teachers compare single words or statements for similarity and differences and researchers create groupings that are labeled as constructs), policy capturing (teachers are given descriptions of students or situations and are asked to make judgments about them), and stimulated recall (a multi-step process using video and/or audio recordings along with interviews) (Calderhead, 1981; Clark & Peterson, 1986). These research options for studying teachers' thinking present challenges. They are often very time-consuming; they require language to describe thought; and they require trust-building so that teachers are willing to talk about unpopular beliefs, practices, or feelings (Kagan 1990).

Another aspect of thought not being observable is the phenomenon of automaticity (Leinhardt & Greeno, 1986). Some of teachers' actions have become automatic and do not require conscious thought - so the thinking that created these behaviors is inaccessible. Automaticity is discussed with cognitive overload later in this review.

Varying Perspectives on Addressing Teachers' Thinking

The literature presents several different approaches to studying teachers' thinking (Mitchell and Marland, 1989). Some researchers have focused on "thinking skills" (e.g. Clark and Yinger, 1977); some on "decision-making" as the prominent thinking experience of teachers (e.g. Clark and Lampert, 1985); others have emphasized metacognition (e.g. Marzano et al., 1988) or essential cognitive processes (e.g. Presseisen, 1986); and still others have examined influences on teachers' thinking (e.g. MacKay and Marland, 1978). All of these studies have something to offer the field of education even if they do not provide an integrated body of knowledge that is easily utilized by practitioners. While there is no single, universal definition of thinking, there is agreement among scholars that there are various kinds of thinking (Presseisen, 1986).

It is not the goal of this study to resolve the issues of ambiguous terminology, difficulty in recording thinking, or integrating different perspectives. The following sections will, however, identify a variety of past studies and highlight content that is most useful to this study and to understanding specific kinds of teachers' thinking when conferencing with student teachers in parent education.

Prior Research on Aspects of Teachers' Thinking

Planning

One type of teachers' thinking that has been the focus of several studies is planning. A teacher plans for the day and the week, for short term and long term, and for a variety of topics and students. Selecting and organizing content and structuring the classes provide an outline of what might happen in the class, and this thinking process provides a picture of the future and constructs a framework for getting to that point. From studies that focus on teachers' planning, we learn that subject content is influenced by the planning process and that there is a connection between planning and goals (e.g. McNamara, 1990). Once interactive teaching begins, other types of teachers' thinking takes place. (Clark & Peterson, 1986).

Concept Formation

According to Marzano et al. (1988), concept formation is the most misunderstood thinking process. Concepts are not pieces of information such as "water and oil do not mix." Concepts are mental constructs that are symbolized by words and lie on a continuum of abstract to concrete. Examples of concrete concepts ("things" that are readily observable) include: pen, swimming, above, yellow. Abstract concepts such as "soul" or "infinity" are not observable (Klausmeier, 1990).

Two concept formation issues are particularly important for student teaching: incomplete concepts and misconceptions. Incomplete concepts exist when someone does not have a full understanding of the concept.

Misconceptions are incorrect definitions of concepts, and they are much more difficult to address. Misconceptions require unlearning the wrong information and replacing that information with the correct definition of the concept.

It is important to point out here that words are our means of conveying ideas, but caution must be used because the meaning of any given word is not always the same from person to person. If two people do not hold the same meaning for the same word, then they are not holding the same concept. Our language is powerful not only in naming concepts but as a tool for thinking, for defining one's own reality, in putting boundaries on our thinking, and in influencing our attitudes (Buchmann, 1990, Elbaz, 1990; Presseisen, 1986). In the cooperating teacher–student teacher relationship, it is important to assure that the words used in the interactions have shared meaning for both teachers.

Cognitive Load and Automaticity

Cognitive load is the measurement of mental effort that is needed to solve a problem (Salomon, 1984). It has already been stated that teaching requires the management of many complex issues so the cognitive load in teaching is high. One of the mental processes that makes the work of teaching possible is automaticity – which is when a mental operation functions without conscious awareness. These are acts that individuals quickly carry out without intention or monitoring. Specific tasks within a profession become reliable and therefore do not impose on the individuals' cognitive load. The more experienced the teacher, the more the instructional and classroom management routines will be automatic (Leinhardt & Greeno, 1986).

Automaticity has both positive and negative consequences for teaching and for teacher education. On one hand this automaticity allows teachers to focus their cognitive energy on complex tasks. On the other hand, automaticity can lead to biased responses and perceptions, and arrested skill development if automaticity sets in before the optimal level of teaching effectiveness has been achieved (Feldon, 2007).

Conscious effort and automaticity occur both concurrently and sequentially (Feldon 2007). Therefore, it is very difficult to identify which teachers' behaviors are being guided by which process. Cooperating teachers may be unable to identify in themselves (and for their student teachers) key teaching behaviors driven by automaticity. This study will address automaticity again in the results chapter.

Metacognition

Metacognition – awareness of and thinking about one's own thinking – promotes understanding of one's own learning and influences decisions and actions. It promotes a unique pursuit of knowledge, intellectual questioning, and persistence. Individuals use metacognitive skills to analyze and manage their own thinking, and it takes commitment and attention to do so (Derry, 1990; Paris & Winograd, 1990; Pintrich 2002). When individuals assess how difficult a task is, they are performing a self-appraisal of their own cognitive abilities. If they decide the task is, indeed, difficult, then they have appreciated the complexity of the task and recognized that effort will be required. As long as the learner is not overwhelmed by the perceived difficulty of the task, the analysis can lead to a

positive self assessment that promotes motivation and enhanced learning (Marzano et al., 1988). Metacognition promotes proactive teaching (Manning & Payne, 1993) and enhances learning (Paris & Winograd, 1990) – both desirable outcomes for student teachers and cooperating teachers. Metacognition involves judgments and beliefs and is part of the larger act of reflection.

Reflection Defined and Considered

“... contemplation opens the eyes of the mind
while engaging the emotions, the will, and the moral virtues ...”

(Buchman, 1990, p. 51)

Reflection has been defined as “an interior act of seeing” (Buchman, 1990, p. 51), as “a process of deliberating future action by examining past and/or present activities and behaviors” (Schafer 2004, p. 2) and as an “active, persistent, and careful consideration of any belief or supposed form of knowledge” (Dewey, 1933, p. 9).

Reflection is a tool for knowing subject matter and learners’ perspectives (Harrington, 2001; Lapetina, 2001); it assists with the continual decision making required in teaching (Schafer, 2004); and it expands personal knowledge that is important for teachers’ development (Emery, 1996). Reflection informs practice as teachers learn from their own experiences and modify their actions based on new knowledge (Conway, 1998; Emery, 1996). Grimmet, Erickson, Mackinnon, & Riecken (1990) claim reflection as 1) an instrumental mediation of actions, 2) a deliberation among competing views of teaching, and 3) a reconstructing (and possibly reorganizing) of experience.

Reflection in teaching is viewed as essential for practice. It is a means for revealing the theories and principals behind the work and for cognitive growth (Emery, 1996; Lapetina, 2001; Pultorak, 1993). Teachers learn by teaching and observing and then discussing the outcomes with others (Schafer, 2004). “In becoming critically reflective, we learn to speak about our practice in a way that is authentic and consistent” (Brookfield, 1995, p.45). Kitchener and Fischer (1990) emphasized that reflection is particularly needed in problematic situations to move toward clarity in areas with significant uncertainty.

Reflection Related to Cooperating Teachers and Student Teachers

Two considerations about reflection deserve attention in this review: levels of complexity and temporal elements. van Manen’s (1977) levels of reflection begin with a focus on the practical effectiveness in the classroom, and they become increasingly complex with the second stage of analyzing the consequences of actions and the third stage of being concerned with the worth of knowledge and moral and ethical criteria. The importance of complexity for this study stems from recognizing that the skill of reflecting is difficult to learn, and cooperating teachers as well as student teachers may be at varying levels of ability (Pultorak, 1993; Ross, 2002).

Reflection has a temporal element. Lapetina (2001) refers to reflection-on-action and reflection-in-action, meaning reflection after the fact and reflecting while in the process of teaching. While most research focuses on past action (Conway, 1998), more and more attention is being given to a third temporal perspective: anticipatory reflection. Anticipatory reflection is not, however, a new

idea. In 1932 Dewey wrote, “Our judgment turns backward for its material: something has turned out differently than we anticipated, and so we think back to discover what was the matter. But while the material of the judgment comes to us from the past, what really concerns us is what we shall do the next time; the function of reflection is prospective” (1932/1960, p.14). Anticipatory reflection with its Vygotskian perspective (of addressing the realm of potential development) is thought to be in sync with teachers’ planning of future actions (Conway, 1998).

The promotion of reflective thinking in student teachers requires an environment dedicated to making time for thought and conversation, and cooperating teachers who can model and teach the skill of reflection (Kitchener & Fischer, 1990; McNamara, 1990; Ross, 1990). Cooperating teachers can expect student teachers to begin with primarily describing what took place in the classroom before they can move to in-depth reflection that addresses meaning, purpose, and reconstruction of actions (Emery, 1996). Since reflective thinking is best cultivated in a social context (Danielson, 2002), and it is the cooperating teachers’ verbal communication that most often triggers student teachers’ reflective thinking (Thibeault, 2004), the cooperating teacher-student teacher conference is an ideal venue for support, discussion, questioning, and the formation of the mindset of a reflective practitioner. Cooperating teachers cannot take for granted that student teachers will automatically connect theories to practice or perceive the thinking that guides cooperating teachers’ actions. They

must explain and justify their words with examples for student teachers to “see” it (Hew & Cheung, 2003).

Frequency of reflection, two-way dialogues, and commitment can combat the barriers to reflection which include: lack of opportunity, conflict with other student teaching tasks, fear, and the tendency for student teachers to get ‘stuck’ on accumulating curriculum ideas and coping strategies (Bae, 1990; Bell, 1996; McNamara, 1990; Schafer, 2004). Preventing the barriers can help bring both teachers to the point where reflective thought is a constructive habit (Levin, 2003).

Research on the Connection Between Thinking and Action

After studying the literature, it is clear that there is agreement with this statement: There is a relationship between teachers’ thinking and actions. Study after study supports or emphasizes this relationship (Armour-Thomas, 1998; Clark & Peterson, 1986, Haigh, 1981; MacKay, 1979; MacKay & Marland, 1978; McNamara, 1990; Shavelson & Stern, 1981), and no opposition to the existence of a relationship was found. One difference between studies was in the presentation of how the connection occurs. Some authors presented the idea in a linear form: thought dictates action; others presented the idea as a cyclical form: thought inspires action which creates new (reflective) thought which continues in the cycle to action; and a third more complicated model includes students’ behavior. Throughout each format, the message remains the same: what teachers do is influenced by what teachers think.

Haigh (1981) and Clark & Peterson (1986) cite the 1975 National Institute of Education Report on Studies in Teachings, noting, "...it is obvious that what teachers do is directed in no small measure by what they think. Moreover, it will be necessary for any innovations in the context, practices, and technology of teaching to be mediated through the minds and motives of teachers" (Panel 6, p.1 of the report).

Research conducted by Cooke (1988) in the field of parent education focused on parents and their infants and identified mental processes (thinking) that guided the parents' actions. Parents as teachers and children as students is a parallel to cooperating teachers and student teachers: much of the work of the parents/cooperating teachers is unobservable and understanding the thinking that takes place when the "teachers" are interacting with the "students" informs us about the connections between thinking and acting.

Research on Cooperating Teacher–Student Teacher Conferences

Considering that student teachers spend more time with cooperating teachers than any other individual instructor in their degree program (Osunde, 1996), it is understandable that cooperating teacher-student teacher conferences are viewed by researchers and practitioners as the "heart" of the teachers' relationship and joint work.

Typically, the cooperating teacher-student teacher conference is a dialogue that takes place after a lesson has been taught (by either teacher). It is a time for self-evaluation and the presentation of observations, for passing on instructions as well as knowledge, for sharing concerns and expectations, and

for making connections between theory and practice. Difficulties can arise when the interaction is artificial or superficial, the student teacher is passive and un-questioning, time constraints are present, there is a lack of an appropriate meeting place, and most importantly, if reflection is missing.

The effectiveness of the cooperating teacher-student teacher conference is based on how well this dialogue for teaching is matched to student teachers' needs (Chaliès et al., 2004). Conferencing that includes authentic conversation will reinforce the learning and assist with organizing the knowledge (Clark, 1995; MacMillan, 1998; Chaliès et al., 2004).

The literature (MacMillan, 1998; Traister, 2005; Wilkins, 1994) tells us that conferencing can:

1. help the student teacher understand the reasons behind the cooperating teacher's actions.
2. encourage consistency in action between the cooperating teacher and the student teacher.
3. encourage reflection and goal setting.
4. allow for the exploration of specific concerns.
5. include constructive feedback that is essential to retaining positive practices and eliminating negative ones.
6. promote the comparison of lesson goals with actual results.
7. allow for the assessment of the effectiveness of the lesson.
8. provide time and structure for deciding future actions and setting goals.

Many of the difficulties of conferences (lack of confidence of the participants, logistical difficulties, pacing, over- or under- estimating the student teacher's abilities, miscommunication or misinterpretations) (Cook-Sather, 2001; Pavia, Nissen, Hawkins, Monroe, & Filimon-Demyer, 2003) can be addressed with intentional communication between the teachers, clear expectations, and role definitions (Ganser, 2002; MacMillan, 1998).

In examining the literature, one study stands out from the others because it analyzes interactions between cooperating teachers and student teachers to identify the components that lead to meaningful learning for either or both teachers. The work of Chaliès, Ria, Bertone, Trohel and Durand (2004) presents several key observations. First, the effectiveness of the cooperating teacher-student teacher team was clearly related to how well the post-lesson interview (the conference) matched the student teacher's needs.

Second, as the depth of interaction increased, the content became more related to the [classroom] students, subject content, and instruction (rather than the student teacher's concern about performance). As could be predicted, cooperating teachers validated more of their own existing knowledge than student teachers did, while the student teachers gained significantly more new knowledge than the experienced teachers.

Lastly, the more the cooperating teachers and student teachers interacted out of shared concerns and expectations, the more the student teachers learned. While not surprising, these observations support the authors'

conclusions that close alignment of the teachers' relationships correlated with increased learning.

Chaliès et al. (2004) reported some concerns found within interactions during the post-lesson interview.

- (a) Lack of rigor – This was seen when cooperating teachers avoided conflict with the student and when they were unable to balance assisting the student with not imposing their own ideas. In these situations, the cooperating teacher let unclear or contradictory ideas slide-by without discussion and/or failed to address important issues.
- (b) Overestimating student teachers – Some cooperating teachers presumed student teachers had more skills than they actually had which led to confusing and/or uncomfortable conferences about how well the class session was conducted.
- (c) Passive and/or non-questioning student teachers – Since student teachers want favorable evaluations, some took on passive roles in which they refrained from asking questions or being assertive in having the opportunity to try out their own ideas.

The similarity between the present study and the research conducted by Chaliès et al. (2004) is that they both address the conference between the cooperating teachers and student teachers. The two research studies differ in several ways:

- (a) Chaliès et al. focused on the process of student teachers creating knowledge; the present study's focus is on gaining a deeper understanding of cooperating teachers' thinking and actions,
- (b) Chaliès et al. promoted specific goals and strategies rather than being open to hearing the individual teacher's goals and strategies, and stated that cooperating teachers should:
- assist in developing the student teacher's professional experience and identity.
 - make connections between theory and practice.
 - be a source of implicit, contextualized, expert, professional knowledge for the student.
 - provide technical support.
 - assist the student teacher in reflecting on his or her practice.
 - help the student to develop his or her own teaching style.

The present study intentionally refrained from offering guidance or suggestions as to the goals and strategies of the conferences.

- (c) Chaliès et al. dictated the uses of the post-lesson interview (i.e. a cooperating teacher–student teacher conference) rather than encouraging teachers to conduct the conference in their own typical style. These authors strongly stated that the post-lesson interview is a time for passing on instructions and knowledge (from cooperating teacher to student teacher), and for reflection. In addition to describing the goals of the post-lesson interview, their study outlines

an interview process consisting of three steps: (1) the cooperating teacher presents his or her observations of the student teacher in action, (2) the student teacher analyzes and/or justifies his or her actions, and (3) there is a dialogue for learning.

The Goldilocks Principle – Nothing Quite Fits (How to Research Teachers' Thinking)

In the past, teachers' competencies were often researched using behavioral objectives or specific actions. It is now recognized that both of these criteria are "too small" and therefore inadequate (Howey & Zimpher, 1989; Stodolsky, 1984). On the other hand, researchers have said that looking at competencies by studying teachers' underlying thinking is "too big" (Clark & Peterson, 1986; Kagan, 1988; Shulman, 1987). Kagan (1988) describes this issue as the "Goldilocks Principle" where nothing is just the right size. This study seeks to be the "right size" by reviewing key aspects of the literature on teachers' thinking and by narrowing the study of teachers' thinking to 1) cooperating teachers and 2) thinking while conferencing with student teachers in the field of parent education.

Christopher M. Clark addresses the connection of research and practice in his paper, *Asking the right questions about teacher preparation: Contributions of research on teacher thinking* (1988). He says that the connection between researchers and practitioners may be unsteady, yet asserts several claims (paraphrased below) about research influencing teacher education.

1. Research has already affected teacher educators' work.

2. Research has further contributions to make to the practice of teacher education.
3. Research can provide information but not well-defined prescriptions for the process of teacher preparation.
4. The study of experienced teachers does not answer the questions of what novices should be taught and how they should be prepared.

If Clark's stand is taken as currently correct, there is work to be done regarding research that can help educators with the process of teacher preparation. The present study has that potential because it considers the cooperating teachers' thinking and actions as influences on the learning of student teachers.

Supporters for further research on teachers' thinking suggest that it will prove to be valuable to teachers as professionals whose work is based in theory and to teacher educators who are encouraging teachers to learn to reflect on their practice (Armour-Thomas, 1998; McNamara, 1990).

Stimulated Recall as a Method for Studying Teachers' Thinking

Haglund (2003) and Keith (1988) say that one cannot speak of the stimulated recall method as there are variations in how the method is conducted. The basic format of this methodology consists of an interview that utilizes a previously made audio or video tape of the participants. The stimulus (the video or audio tape) is then used to help participants recall their thoughts at the moments depicted on the tape. This method relies on self reporting (as do other methods of recording thought) so researchers must consider ways to encourage

accuracy. Stimulated recall has the advantages of using short term memory (the most reliable memory type in self reporting) and providing a way to help participants reconnect to the earlier event (Ericcson & Simon, 1980; Marland, 1977). Bloom (1953) reports that stimulated recall methodology has a high accuracy rate for recall, which supports the use of this method.

Two aspects of the method that vary include the boundaries for viewing or listening to the tape and the interview style. Boundaries for the use of the stimulus include whether or not participants had access to the tape more than once, how much of the tape was viewed or heard, and who determined the amount of the tape used. The following list shows many of the possibilities when designing a study using stimulated recall methodology.

Choices of stimulated recall methodology to be considered include:

1. researcher pre-selected episodes.
2. researcher-selected episodes of time (e.g. first and last ten minutes).
3. researcher-determined episodes selected by time intervals (e.g. view/listen for 3 minutes spaced out every 15 minutes).
4. recordings in their entirety.
5. participant-selected episodes while in the process of watching/listening.
6. researcher-selected episodes while in the process of watching/listening.
7. a combination of participant- and researcher-selected episodes while in the process of watching/listening.

Interview styles of prior studies showed significant differences in:

1. Giving directions – The continuum of differences ranged from researchers who gave very specific, detailed directions on what to describe (thoughts, feelings, choices, reasons) to studies that provided minimal instruction.
2. Questioning – The continuum ran from asking one broad question to asking several probing questions (sometimes predetermined questions; other times spontaneous questions). For example, Meijer et al. (2002) asked “What do you recall thinking?” every time the tape is stopped. Krause (1986) suggests using “What did you think then?” Peterson, Clark, and Marx asked a series of questions:
 - a. What were you doing in this segment and why?
 - b. What were you noticing about the students?
 - c. How were students responding?
 - d. Were you thinking of any alternative actions or strategies at that time?
 - e. Did you have any particular objectives in mind in this segment? If so, what were they?
 - f. Do you remember any aspects of the situation that might have affected what you did in this segment?
 - g. Did any student reactions cause you to act differently than you had planned? (Peterson & Clark 1978; Marx & Peterson, 1981)

Whatever boundaries and interview styles were used by studies, coding and analysis procedures were remarkably similar in a comparison completed by Clark & Peterson (1986). Phrases or statements were attributed to categories most often created by the researcher from themes found in the data (Keith, 1987). Clark and Peterson found the following similarities in the categories in their comparison study: Conners (1978) and Marland (1977) used identical categories: perceptions, interpretations, anticipations, and reflections. Marx & Peterson (1981) and McNair (1978-79) used: objectives, content, instruction, and learner, and Semmel (1997), like Marx, Peterson, and McNair, used instruction and learner and added reiteration of behavior.

Cautions and recommendations in using a stimulated recall methodology are:

1. Be aware of influences on participants' comfort and trust levels (Calderhead, 1981).
2. Video recording is favorable to audio recording because teachers take cues from observing while conferencing (Keith, 1988).
3. The more probing the researcher does, the greater the risk of distortion of reported thoughts (Armour-Thomas, 1998).
4. Make directions open-ended, such as "Tell me about what is going through your mind" (Keith, 1988).
5. Detailed instructions make it easier for participants to report, but increase the possibility of a category being missed and reports being less accurate (Calderhead, 1981).

6. Take into account that participants may not admit to off-task thoughts (Clark & Peterson, 1986).
7. Participants may find it difficult to report their thinking due to a lack of awareness (Armour-Thomas, 1998).
8. Timeliness of observations and the stimulated recall interviews is a crucial factor (Bae, 1990).
9. Hold unstructured interviews without a schedule of questions (Keith, 1988).

Summary

Prior research in the area of student teaching has focused on the student teacher and predominantly in the primary and secondary school settings. The current study addresses two gaps in the literature by focusing on the cooperating teacher (rather than the student teacher) and by addressing parent education (rather than elementary or secondary education). Additionally, prior research on teachers' thinking has focused on the teacher in the classroom rather than the teacher in the cooperating teacher role.

The literature contributed to this study by addressing the complexity of teaching (the core being the need to attend to multiple issues concurrently), the issue of ambiguous terminology (a lack of consistency among both researchers and practitioners), the difficulty of thinking being unobservable (selecting a methodology that can address this fact), and the variety of aspects of thinking. Aspects of thinking addressed in previous research include: planning, concept formations (considering incomplete concepts and misconceptions as well as the

importance of consistent meanings for terminology), cognitive load and automaticity, and metacognition – all of which are relevant to this research.

Reflection has been defined and considered as an essential practice, and levels of complexity of reflection and temporal elements have been acknowledged (Hayon, 1990). “If cognitive competencies [including reflection] become part of teachers’ repertoire of skills, then we need to know more about it” (Armour-Thomas, 1998, p. 35). Both cooperating teachers and student teachers may be at varying levels of ability ranging from a basic reflection on the practical aspects of the classroom to reflection on the value of knowledge and moral and ethical criteria. The temporal element of reflecting is represented by the terms reflection-on-action, reflection-in-action, and anticipatory reflection. Reflection as a critically important tool in teaching and a skill that can be learned, and the connection between teachers’ thinking and actions, support the study of cooperating teachers’ thinking and actions and the conferencing between the cooperating teacher and the student teacher.

Conferences that are based on authentic communication have been shown to be the most effective for teaching and learning. With goals such as helping the student teacher understand the reasons behind the cooperating teacher’s actions, encouraging reflection and goal setting, and exploring specific concerns, the conference can overcome barriers such as overestimating the student teachers’ knowledge or abilities.

The final topic in Chapter Two relates to research methodology. The “Goldilocks Principle” – using methods or criteria that are either too small or too

big for the study - is addressed in the present study by selecting a stimulated recall approach and focusing on cooperating teachers' thinking and the cooperating teacher-student teacher conference. The methodology, simply defined, involves providing a stimulus for teachers' recall of their thoughts from a previous point in time. This chapter outlines aspects of conducting stimulated recall research and the cautions that must be addressed with this method. Chapter Three describes in detail the present study's methodology.

Chapter 3 - Research Design

Participants

Cooperating teachers and student teachers in parent education were the participants in this study. The cooperating teachers were licensed parent educators working in an ECFE program and currently supervising student teachers. The student teachers were students enrolled in a parent education teaching licensure program.

Recruitment

Due to the nature of the field of parent education, recruitment was conducted over a two year period. Most of the universities in Minnesota offer the student teaching experience during spring semester, a time constraint that influenced the availability of student teaching participants. (Infrequently, student teaching courses are offered during the fall semester, but during the two years of data collection, no students were enrolled in such courses during the fall.) Additionally, there were other factors influencing recruitment during each year. In year one, logistics and timing prevented several potential participants from joining the study. Though many of the student teachers expressed a willingness to be involved, with only one or two class sessions left on the parent education class calendar, most of the student teachers declined to be part of the study. Student teachers were not asked about the reasons for their choices, but several offered reasons for declining which included wanting to protect the closure process with the parent groups, scheduling conflicts with special events, and nervousness on one student teacher's part about being observed. Three

cooperating teacher-student teacher pairs from a large Midwestern university agreed to participate during year one of recruitment.

In year two, two schools had students during the spring semester: one large university and one small university. At the small university, there was one student enrolled in student teaching under an independent study agreement who declined to be part of the study. At the large university, all members of the student teaching course agreed to participate. Two student teacher-cooperating teacher pairs dropped out of the study for different reasons. One of the pairs of teachers was unavailable for the stimulated recall interviews within a time frame that would preserve the quality of the research process. For the other pair, there were conflicts at the placement site resulting in them dropping from the process within the first few weeks of the student teacher's placement. This study, then, is based on interviews with nine cooperating teacher-student teacher pairs involving eighteen stimulated recall interviews.

The recruitment process varied slightly between the two years with all actions (including the number of research subjects) formally approved by the university's Institutional Review Board. In year one, the placement coordinator was contacted and provided with information about the study. The coordinator brought that information to the class of student teachers who were offered the opportunity to participate. The coordinator then provided the researcher with the names and contact information of those students interested in participating.

In year two, the researcher was invited to attend a class session with the student teachers to present the overall plan for research and extend invitations

to participate. Student teachers responded by either filling out a form (on which they could agree or decline to participate or simply leave it blank as a way of declining) or simply not returning the form to the researcher. In this way, they were assured anonymity regarding their choice of participation (see Appendix B).

Of the potential participants, student teachers were contacted before cooperating teachers. Because of the importance of this experience to their educational and career goals, it was decided that the students should have the opportunity to decline participation before their cooperating teachers knew about the opportunity to participate in the study. This process protected the students from the possibility of feeling pressured to participate by the cooperating teachers. The students were assured that they could decline the invitation without anyone, including their cooperating teachers, being informed by the researcher.

Student teachers who planned to participate in the study contacted their cooperating teachers to inform them of their decisions and that the researcher would be inviting them to participate. All cooperating teachers paired with student teachers who had consented to participating also agreed to participate. An overview of the study was provided to cooperating teachers by letters (see Appendix C) and by phone calls (see Appendix D).

Once both people in the teaching team agreed to participate, information on the teacher pairs was collected using a form created for this study, the Research Participant Information (see Appendix E). Then it was jointly decided

by the researcher, the cooperating teacher and the student teacher as to which class session would be observed and when and where the stimulated recall interviews would be conducted. All teachers who expressed interest were accepted into the study.

Profiles of the Cooperating Teachers and Placement Sites

Invitations to participate as a cooperating teacher in this study were not restricted by the locations of ECFE program sites; no one area was targeted for recruitment of participants. Instead, invitations to participate went to all Minnesota cooperating teachers hosting a student teacher who had agreed to participate in the study.

- All of the cooperating teachers were licensed parent educators working in Minnesota ECFE programs.
- All of them had more than five years of work experience in ECFE programs (six having more than nine years).
- Most had worked within one or two ECFE programs for their entire careers.
- All of the cooperating teachers had fulfilled the role of cooperating teacher at least once before, but did not have formal training in this role.

Sites were located within 100 miles of a major metropolitan area and were housed within schools or community education centers. The ECFE sites had very similar physical environments consisting of a room for the parent-child interaction portion of the class and a separate room for the parent education

portion. At one site, the parents' discussion for the observed class was conducted in the children's room because of the young age of the children and separation issues. Conferences and interviews were both conducted in the parent education rooms where privacy could be assured.

Profiles of the Student Teachers

Although all of the student teachers were working on licensure in parent education, there was a range of past work experience. Following is a list of education and/or career backgrounds represented by this group of student teachers:

- one woman in her twenties who was completing her college education directly out of high school, no parent education work experience
- three women with extensive backgrounds in child care, all having experience with parent contact, one of whom had led informal parent meetings, and one who was the oldest participant in the 50-55 year age range
- two women with business work experience but no parent education work experience, one of whom had been a member of ECFE classes with her own children
- one woman with a social work background having group facilitation and therapy work experience
- one woman with a social services background who had led (non-ECFE) parent discussion groups

- one woman with unrelated work experience

Individual characteristics were not used in the selection of study subjects. Age, gender, racial/cultural background, parental status, residence, income, or other characteristics were given no consideration. That all of the student teachers were women was not surprising as practitioners in the ECFE parent education field are predominantly female.

Overview of the Methodology

A multi-step process was used to document cooperating teachers' thoughts and actions for analysis. First, parent education classes with both the cooperating teachers and student teachers present were observed. Second, the teaching pairs conferenced about their classes. These conferences were video taped without the researcher in the room. Third, audio taped stimulated recall interviews were conducted individually with the cooperating teacher and the student teacher.

The video and audio tapes were transcribed in their entirety, and the data were analyzed for themes related to the focus of the research questions: the nature of cooperating teachers' thinking during the conferences, the relationship between their thinking and their actions, and the response of student teachers to the cooperating teachers' actions.

Steps in Implementing the Research Design

Observing an ECFE Parent Education Class Session

The researcher arrived at the ECFE site before the class was scheduled to begin. Typically a quick tour of the site was given by the cooperating teacher,

introductions were made with the teaching team for that class, and the researcher reviewed the study process with both study participants.

There were no objections by parents in the classes (nor other staff members) to the presence of the researcher. All families confirmed to the cooperating teachers that they were comfortable with the researcher's visit. Families had previously been told about the study and informed that neither the parent-child interaction portion of the class nor the parent discussion portion would be recorded or studied. The researcher observed the parent-child interaction time so that her presence would be familiar to staff and parents. The researcher had a non-participatory observer role during the parent discussion time. Typically the researcher was introduced at the parent-child circle time (when families are led in songs and interactions as a whole group by an early childhood educator) and no further discussion beyond welcoming comments took place that included the researcher.

The purpose for the class observations was to familiarize the researcher with the content of the class to improve the researcher's understanding of the post-class cooperating teacher-student teacher conference. For example, if one of the teachers said, "Oh, when she brought up that piece about tantrums . . ." the researcher, having observed the class, would understand what was meant by that statement and would not have to ask the teachers to explain. Though the content of the parent education classes was not a part of this study, it was important for the researcher to have that context knowledge to fully understand the teachers' comments in the video taped conference.

Videotaping the Cooperating Teacher-Student Teacher Conference

After the parent discussion and prior to the conference, the camera and seating were positioned to record both teachers at the same time, and the camera was tested to assure operation. The researcher reviewed again the process of the study, confirmed consent to participate, and relayed participant rights. The teachers then signed the consent form (see Appendix F).

With the camera operating, the researcher left the room until notified by the teachers that the conference had ended. Participants were not given any specific direction about how to conduct the post-class conference. They were told to connect with each other in the style that was typical for them. The shortest cooperating teacher-student teacher conference lasted eight minutes (possibly because there was a guest speaker for a portion of the class session), the longest was 49 minutes, and the average length was approximately 30 minutes.

Audio Taping Separate Stimulated Recall Interviews with the Cooperating Teacher and the Student Teacher

Individual stimulated recall interviews were conducted on the same day as the class session; one immediately following the cooperating teacher-student teacher conference and the other taking place immediately after the first interview. The sequence of who was interviewed first and second was decided by the study participants and consistently depended on individuals' schedules for the rest of the day or evening. The interviews were kept separate and the teachers did not talk to each other between or after the interviews, so order of

who participated first or second did not matter. The researcher was in the presence of one of the teachers at all times during the interviewing and was therefore able to assure that the participants did not share information before they were interviewed individually.

The interview process consisted of the researcher and the teacher (cooperating or student) watching the video taped conference, stopping the tape at intervals, and asking/being asked, "What were you thinking during this episode?" (The entire process of taping and interviewing was designed with the cautions and recommendations from the literature in mind: one basic interview question, open-ended prompts with carefully selected wording and few in number, and flexibility about when to stop the tape for comments.) In this way, the video tapes were used to stimulate the teachers' recall of what they were thinking at the moments depicted on the videos while the audio tapes recorded the content of the interviews. Other prompts by the researcher were minimal yet important for gaining additional information or clarifying the meaning of what the teacher had said. Researcher prompts included:

- "So were you thinking of that at the time you were talking with [the student teacher] or is that sort of a reflection...now?"
- "Did you have more to say or should I [restart the video]?"
- "Your gestures get more animated here. Were you aware of that?"
- "Tell me what you mean by the word 'nicely'."

The intervals of video tape, labeled as "episodes", were determined by the actions or events that occurred during the conferences. For example, a

teacher changing topic by asking a new question signified an episode change. Other typical episode changes included one teacher interrupting the other with an aside, an outside interruption of the conference, and statements that it was time to move on to discussing the next part of the parent class. At the end of each episode, the video tape was stopped for the interview conversation about what the teacher was thinking. Participants were encouraged to stop the video tape or ask the researcher to do so if they recalled thoughts and wanted an immediate opportunity to report them.

The audio tape recorded the entire interview process, including the sound from the video tape being watched. Including the video tape sound allowed for comparison between the stimulated recall interviews and the video taped conferences. As an additional aid for comparison, the researcher occasionally made remarks (on tape) about what had just been viewed to easily document the teachers' responses to specific incidents. These two process details allowed for accurate connections between statements and actions during the cooperating teacher-student teacher conferences and teachers' reporting of their recalled thinking.

The stimulated recall interviews began with testing the audio recording equipment to insure that it was working properly, and then the researcher began by saying, "Before we start the interview, I'd like to thank you for participating in this study. Your time and input are very valuable to me. Now let's start our interview. You've just finished your cooperating teacher-student teacher conference that was video taped and now I'm going to play the tape so that you

and I can watch it in short episodes. As you watch, I want you to recall what you were thinking *at that time*. I will stop the tape occasionally and ask you what you were thinking. If you think the episode is getting too long or you have a comment to make, please stop the video tape or tell me to do so.”

At the end of the interviews, the cooperating teachers and student teachers were asked to refrain from discussing their conferences and their interviews with anyone until the data collection process was complete.

Challenges with the Stimulated Recall Approach

Because it is impossible to record teachers’ thoughts directly as they are occurring, this study relies on the teachers’ recollection and reporting of their thinking during the conferences. In response to this challenge, this study used the following strategies:

1. Rapport was built with the study participants.
2. Interviews were conducted on the same day as the observation and the cooperating teacher–student teacher conference.
3. Video and audio tapes were viewed or listened to multiple times by the researcher to assure accurate transcripts.
4. Every participant viewed the video tape only during the stimulated recall interview. Participants were allowed to see any portion of the video more than once if they requested.
5. The researcher was the only person to conduct interviews and did so in the same style each time.

Stimulated recall interviews are susceptible to several challenges including the “humanness” of the cooperating teachers. As cooperating teachers respond to the video tapes, they may modify their real thoughts and express them in ways to look “better” to the researcher. A level of trust needs to be developed between the teachers and the researcher so that the most honest responses about the conference will be told. For example, if a teacher isn’t really aware of why he or she asked a particular question, the teacher should feel comfortable saying, “I really don’t know why I asked that” rather than “make up” an answer that reflects intentionality on the part of the cooperating teacher.

Evidence of this comfort level is present in this study’s transcripts that include the following quotes from both cooperating teachers and student teachers.

- “...but I couldn’t think of anything [to do]...”
- “I just get so nervous with joys and concerns...”
- “She should have waited.”
- “I don’t know what I’m thinking about, about her saying...”
- “[I was] saying to myself ‘now what do we got to do, to talk about this, to keep this going [for the benefit of the researcher]?’”
- “I was thinking, crap, I have to come up with...”

Another way that the results could vary in accuracy is if the cooperating teacher (possibly unknowingly) describes thoughts that were created in the interview moment rather than describing the thoughts that were taking place during the conference. When the researcher wondered about when a thought

took place, the teacher was asked about the timing. The teacher then identified the thought as taking place during the cooperating teacher-student teacher conference or as a new thought. The perspective that this study takes is that it is acceptable for these new thoughts to be expressed as long as they are identified as such. Thoughts outside of the conferences were separated from the analysis of the recalled thinking that the cooperating teachers attributed to the video-taped moments.

Limitations of This Study

Before discussing the data analysis and research results, it is important to present the study's limitations. The size of this study made it manageable as an exploratory study; however its size also created limitations. Most obviously, the results are not generalizable. The study results must be viewed as information formed from this specific group of teachers' thoughts and actions that provide direction and insight but not concepts that can be applied to all cooperating teacher-student teacher situations. Another aspect to the size of the study is that all interviews were conducted within the same type of parent education setting: Minnesota's Early Childhood Family Education program – a unique program not in existence in other states, therefore limiting the pool of participants.

This study focused on the *cooperating teacher's* thoughts and actions in the *specific field of parent education*. This is a significantly different focus than that of prior research which has addressed *classroom teachers'* thinking in the *K-12 education system*. The vast differences in the amount of research studies based on teacher role (cooperating rather than classroom) and aspect of

education (parent education rather than K-12) provide a unique opportunity for this exploratory study but also required extensive thought about methodology and analysis. Additionally, there was less direct support from prior research.

The design of this study included conferencing that was undirected by the researcher (especially as to style and duration) in order to document authentic cooperating teacher-student teacher conferences. This freedom for the teachers to conduct their conferences in their own styles was considered to be a critically important component of the study. A complication from that strategy was that the cooperating teacher-student teacher conferences varied in length, and the number of thoughts reported by cooperating teachers varied considerably - from 18 to 31 reports. This meant that some teachers provided almost twice as much input as others – possibly unfairly influencing the weight given to some study results. For example, the two teachers providing the most thought statements also contributed the two highest frequencies of intending thoughts which was the most frequent thought type in the group results.

It is not possible to completely discern the degree of influence of the number of thoughts reported by individuals, as other factors were involved. For example, the two cooperating teachers who reported the most thoughts also had the longest conferences. It is unknown if the other cooperating teachers would have reported a larger number of thoughts if they had been asked to confer for a specific (longer) amount of time. The content of the parent education class session likely affected the length and depth of the conference (e.g. one class had a guest speaker and that teaching team had the shortest conference), and

the timing of the observation and interviews within each student teacher experience could also have influenced the conferences.

Another possible influence on the number of thoughts reported was the quality of the cooperating teacher-student teacher relationship. The two cooperating teachers reporting the fewest thoughts were part of the two teaching teams that experienced conflict and/or communication issues. The numbers from the tables do not tell us that, of course, which is why the analysis of the transcripts enriches our information. The reader should not assume that a definitive connection is being drawn between relationship styles and the frequency of reporting thoughts, but it is an influence to keep in mind as implications from the study are considered.

The influence on results due to varying numbers of thoughts reported by individual cooperating teachers will be further addressed in the next section when results are presented by each research question. In that discussion, two tables (Table 12 and Table 13) will compare the number of responses, the mean frequency for each thought type, and the percentage of a specific type of thought as a proportion of the total number of thoughts.

Another aspect of the study design that created a limitation is that only the researcher transcribed the interviews. These transcriptions were reviewed multiple times; however, it is possible that initial errors could have been missed because the material was being reviewed by the “same eyes”. Additionally, because participants were told that only the researcher would have access to

their individual contributions, a second opinion regarding thought type coding is lacking, and the thought type evaluation by the researcher goes unchecked.

Summary

Research participants consisted of nine pairs of cooperating teachers and student teachers (for a total of 18 individuals) working in Minnesota's ECFE program. Recruitment was accomplished over a two year period and contact with potential participants was accomplished through a major university's parent education licensure program. The first round of invitations to participate in the study was routed through the instructor for the course associated with student teaching. Due to timing and not for the lack of interest, only a few student teachers agreed to participate. The second round of invitations was issued directly from the researcher at the beginning of a class session. Great care was given for student teachers to confidentially agree or decline participation. During this round of recruitment, all of the student teachers agreed to participate; though two withdrew for reasons unrelated to the study. Student teachers were contacted before cooperating teachers because they were the most vulnerable in the teacher pairs. Once a student teacher agreed to participate, the cooperating teacher was invited, and all of those invitations were accepted.

Although the cooperating teachers were involved in the study only because they had agreed to supervise a student teacher (and not selected according to specific criteria), they shared many characteristics. In addition to all being licensed parent educators, they all had more than five years of experience

in the field and had fulfilled the role of cooperating teacher at least once before. None had received formal training to qualify as a cooperating teacher.

The student teachers (who were also engaged only by being enrolled in the student teaching course rather than by criteria-based selection) had a wide range of past work experiences, including no parent education experience, extensive background in child care, business work experience, a social worker with group therapy experience, a social services worker who had led parent discussion groups (not in ECFE), and one person who had been a member of an ECFE class with her own children.

The steps of the stimulated recall methodology began with the researcher observing a parent education class. Then the cooperating teacher and student teacher conferenced about the class session as a video camera recorded their discussion without the researcher present. Immediately after the conference, the cooperating teacher and the student teacher were interviewed by the researcher separately, using the video tape of the conference as a stimulus for the teachers to recall and relay their thoughts to the researcher. These interviews were audio taped, and later all of the conference tapes and interview tapes were transcribed.

Conducting stimulated recall research is challenging and this study responded by: 1) building rapport with participants, 2) conducting the interviews on the same day as the class session observation, 3) watching/listening to the tapes multiple times to ensure accuracy, 4) allowing participants to view the conference tape only during the stimulated recall interview, and 5) having the

researcher be the only person conducting interviews in the same style each time.

This chapter recognizes a collection of limitations related to the study's design. Those limitations included: the number of participants, an unequal number of reported thoughts by individual, variances in conference durations, varied timing of the study interview within the student teaching process, relationship differences among the cooperating teacher-student teacher pairs, and a single perspective on thought type coding. These limitations suggest changes for future studies.

Chapter 4 - Data Analysis

Transcribing Recordings of Conferences and Interviews

The video and audio tapes of the conferences and interviews were transcribed by the researcher, recording the exact wording of the participants. The video tapes of the cooperating teacher-student teacher conferences were viewed more than once to confirm accuracy of transcriptions and to note body language. Audio tapes were also listened to several times to assure accuracy. After the transcription, names were deleted and a number was randomly assigned to each teaching pair to preserve confidentiality. Parent's names and other types of identifying information were deleted and words within brackets were used as needed. For example, if someone said, "Pam was really worried about Joey" the transcript would read, "[The parent] was really worried about [his/her own child]."

Creating Tables for Analysis

(In the following tables and throughout the rest of this document, "CT" represents Cooperating Teacher, "ST" represents Student Teacher, and "R" represents Researcher.) After completing the transcription of the videos and interviews, working tables were created for each teaching pair to focus on each aspect of the study and to make the content manageable. Examples of these working tables follow (Tables 2 and 3).

Table 2

Transcription Excerpt from a CT-ST Conference Video

<p>CT: Oh my gosh, I just thought you did such a nice job [ST's name]. (smiling)</p> <p>ST: Well, they're like a model parenting group.</p> <p>CT: Ya, they are. Though in some aspects they can be hard or difficult to hone in and they all want so desperately to share. I thought you did an excellent job at kindly cutting them off at the times when you needed to and I just thought you did a great job at that.</p> <p>ST: Uh-hum. [ST says this several times as CT continues talking.]</p> <p>CT: And one of the things that I really liked is when you were....</p>

Table 3

Transcript Excerpt of a CT Interview Corresponding to the Conference Video.

<p>CT: What was going through my mind was that I just thought she really connected very well with these parents and seemed to connect right away.</p> <p>R: Unh-huh.</p> <p>CT: And so I was wanting to let her know that she did such a nice job. Right off the bat she got them comfortable...that's what I was thinking.</p> <p>R: Okay, that's what you were thinking. (both laugh) The part where you said to [the ST] "yes, they're really a fun group but they can also be really hard." What were you thinking when you told her that?</p> <p>CT: I wanted to remind her that there are, you know we have to really be aware with every group that there are certain things that we, that they are, ah, that present us as parent facilitators to be aware of. That we need to...."</p>

The fourth table created for each teaching pair included (in left to right order) the transcript of the cooperating teacher’s interview, the video transcript, notes on teachers’ body language, and the transcript of the student teacher’s interview.

Table 4
Example of Aligned Transcripts and Body Language Notes

CT Interview	Video Transcript	Body Language	ST Interview
<p>CT: What was going through my mind was that I just thought she really connected very well with these parents and seem to connect right away. R: Uh-huh. CT: And so I was wanting to let her know that she did such a nice job... R: Okay. The part where you said to [the ST] “yes, they’re really a fun group but they can also be really hard, what were you thinking when you told her that? CT: I, I wanted to remind her that there are, you know we have to really be aware with every group . . .</p>	<p>CT: Oh my gosh, I just thought you did such a nice job [ST]. ST: Well, they’re like a model parenting group. CT: Ya, they are. Though in some aspects they can be hard or difficult to hold in and they all want so desperately to share. I thought you did an excellent job at kindly cutting them off at the times when you needed to and I just thought you did a great job at that.</p>	<p>Smiling Consistent eye contact CT/ST maintain eye contact through-out this section of conversation</p>	<p>R: So what were you thinking as she was telling you these things? ST: I was trying to think back to how I did it – at what I did that, ah, she talked about. I was kind of thinking that, um, how did I cut it off kindly?</p>

Table 4 shows an example of how content was aligned within tables. The alignment strategy was used throughout the rest of the tables so that statements and actions that related to each other in time were visually aligned across the columns. By formatting the data in this manner, the cooperating teachers' recalled thinking could readily be compared with their recorded actions and with the student teachers' thinking and actions.

Table 5 shows the beginning of a complicated analysis of cooperating teachers' thoughts. For each cooperating teacher, thought statements were identified and a type of thought was assigned by the researcher. This table shows an example of the result of a multi-step thought analysis which is described in more detail in the next section, *Analysis of thought statements*.

Table 5

Excerpt of CT's Interview, Thought Type, and CT's Action

CT's Interview	Type of Thought	CT's Actions
CT: I wanted to kind of give her some ground rules.	Intending (to give guidance or techniques)	"And if we do that, the procedure that I've used in the past . . ."

In a study of cooperating teachers' thinking and actions, there are reasons for including the student teacher's thoughts and actions. Including this information allows a more accurate assessment of "if" and "how" ST's actions connect with the cooperating teacher's actions. It also provides critical insight into the effectiveness of the communication between the two teachers.

Once cooperating teachers' thought statements were identified, labeled, and aligned with their actions, student teachers' thoughts were included. It is at this point that we start to see the flow between cooperating teachers' thoughts and actions and student teachers' actions.

Table 6 brought in notes as to whether cooperating teachers' actions were consistent with their thoughts (see bolded, underlined statement in the table) and notes about student teachers' thoughts and actions (also bolded and underlined).

Table 6

Excerpt of CT and ST Thoughts and Types, and CT Thought-Action Consistency

<i>After action data, a notation is made as to whether the CT's actions are consistent with the CT's thoughts. Notations were also made after ST's Thoughts regarding the ST's actions.</i>				
CT's Thoughts	Thought Types	Actions	ST's Thoughts	Thought Types
I tried to hold back and see if I could elicit with just some, a few very, um, you know, gently placed questions to her. What were the weaknesses in that part of the presentation?	<u>Intending to prod ST for more reflection</u>	CT: So how do you think it went? ST: Well, I think it went fine (pause). It's hard for me to pinpoint exactly why (pause). CT: You're not sure? No specifics? Something just didn't feel right about it? <u>[CT's action is consistent with thought.]</u>	Just that I really didn't like the topic from the beginning . . . I just had this overall blah about the session. <u>[ST internally confirms CT's impressions.]</u>	<u>Reflecting</u> – self and topic

During the creation of the tables, content was divided into episodes and labeled with letters. This allowed easier review of the material as the content can be quickly identified. For example, data labeled “5 C” would be found in the third episode (C) of the content of the teacher pair who was assigned the numeral “5.”

The term “consistency” is used in this study to mean that the researcher has identified a connection that reveals that the cooperating teacher’s thought led to related action, that the student teacher’s action responded to the cooperating teacher’s action, or that the cooperating teacher’s actions responded to the student teacher’s behavior. The word “action” is defined as an observable response or initiative. Spoken word, body language, (nodding, smiling) and physical movement or positioning (standing, writing) are examples of action. The actions observed in this study consisted primarily of spoken word, facial expressions and body language, and acts such as taking notes.

The next set of tables were created to clearly identify consistency between cooperating teachers’ actions and their thoughts and when cooperating teachers’ actions related to student teachers’ actions. Tables 7 - 11 provide five examples of different combinations of these factors. The five possibilities are:

possibilities

1. Yes/Yes (Table 7): Yes, the cooperating teacher’s action was consistent with her thought and yes, the student teacher’s action was related to the cooperating teacher’s action. This was the sequence that showed the smoothest flow between the teachers.

2. No/No (Table 8): No, the cooperating teacher's action was not consistent with her thought and no, the student teacher's action was not related to the cooperating teacher's action. The description of this sequence implies a disconnected conversation, yet that was not necessarily the case. Some teaching pairs had a spontaneous, often shifting manner of interaction.
3. Yes/No (Table 9): Yes, the cooperating teacher's action was consistent with her thought but no, the student teacher's action was not related to the cooperating teacher's action. This pattern both did and did not result in a disconnected flow.
4. No/Yes (Table 10): No, the cooperating teacher's action was not consistent with her thought but yes, the student teacher's action was related to the cooperating teacher's action. This sequence happened when the student teacher was responsive to what was observable to her – the cooperating teacher's action. That the cooperating teacher's action was not consistent with her thought was an unknown to the student teacher and the student teacher is only able to respond to that which is observable.
5. No Action (Table 11): There are a few episodes during which there are no actions taken by the cooperating teachers. In these cases, there are no actions that the student teachers could respond to, in which case the table shows "No action" notations.

Table 7

Example of Yes/Yes Occurrence of Consistency in CT Thought–Action and ST

Action Being Related to CT Action

CT's Thoughts/Types	Actions Video Transcript Excerpts	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's Thoughts/Types
<p>(Episode 2 A)</p> <p>We had talked last week about the fact that people in this class have a lot of side conversations but they didn't do that this week (pause) and I'm thinking that it's perhaps because they were being observed (laughter). <u>INTERPRETING – PARENTS</u></p>	<p>CT: I was watching for [side conversations] and I didn't see any of those. Ya, I suppose they felt a little uncomfortable with two people observing and so didn't do that. And this is a really nice class. They're all nice people. ST: Oh ya, absolutely. And they bring the best treats. (laughs) They are notorious for side conversations.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>ST: Um, in fact it's been an ongoing conversation about what to do [about side conversations] and um, I had been thinking I wanted to try something new but I didn't want to shame them. <u>INTENDING – SPECIFIC ACTION</u> (try new strategy) And <u>INTENDING – TO PROTECT PARENTS</u></p>

Table 8

Example of No/No Occurrence of Lack of Consistency in CT Thought–Action and ST Action Not Being Related to CT Action

CT's Thoughts/Types	Actions Video Transcript Excerpts	CT's Actions consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's Thoughts/Types
(Episode 1 C) I was thinking that, um I, I love having a student teacher. <u>REFLECTING</u> <u>– SELF</u>	CT: What did you think about ah, what I like to call the quiet time tonight? ST: "You were saying that I do good with the silences ..."	N	N	No reported thoughts.

Table 8 shows that the cooperating teacher does not use her self reflection to create her next comment to the student teacher. Throughout the data there were several times when cooperating teachers and student teachers were thinking positive thoughts about the other teacher or the student teaching experience, but did not relay that thought in the conference. These teachers did, however, make positive comments at other times in the conferences or before or after the class session.

Table 9 shows that the student teacher does not respond to the cooperating teacher's action. This was often the case when the student teacher disagreed or took issue with what the cooperating teacher had said.

Table 9

Example of Yes/No Occurrence of Consistency in CT Thought–Action But ST

Action Not Being Related to CT Action

CT's Thoughts/Types	Actions Video Transcript Excerpts	CT's Actions consistent with CT's Thoughts?	ST's Actions related to CT's Actions ?	ST's Thoughts/Types
<p>Example 3: (Episode 7 K)</p> <p>It was riveting – her bubbling show – I was surprised somebody didn't say "What was that stuff?" ...[the parents] were paying close attention. <u>EVALUATING – OTHER</u> and <u>EVALUATING - PARENTS</u></p>	<p>[CT's next actions <u>do not</u> respond to ST's previous actions - does not answer ST's question.) ST: What did you think of my examples? CT: And it's a nice group of people that are here. They'll give you that short little hard time and then move on. It's nice. But you did well Any time you can do something like this riveting, bubbling, to start them off, I thought that was just, we were right with you. (CT: big smile.) I was surprised somebody didn't say "What was that stuff?" (CT laughs)</p>	<p>Y</p> <p>Y</p>	<p>N</p> <p>N</p>	<p>I think, (long pause), that she didn't like the [parents] giving [me] a "hard time." I think that she likes it but she doesn't like it...because they also do that with her, and ...[the parents and I] just kind of have this playful thing and they feel comfortable enough to be playful. <u>INTERPRETING –OTHER</u></p>

Table 10

Example of No/Yes Occurrence of Lack of Consistency in CT Thought–Action

Yet ST Action Is Related to CT Action

CT's Thoughts/Types	Actions Video Transcript Excerpts	CT's Actions consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's Thoughts/Types
<p>Example 4: (Episode 6 M)</p> <p>I was kind of taken back by her saying [that this was a different parent population than she'd ever worked with before, with different life issues]. I was just sitting there thinking well, ya, she works with completely different populations.</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – OTHER</u></p>	<p>[CT's next actions do respond – comments directly related.] ST: You know, and some of the concerns that they brought up I'm not used to hearing – like what's available for housing... So I really had to try to be really empathetic to that. And really you know, kind of think, okay this is not [an affluent neighborhood]... CT: You bring up a good point, because a lot of times ... they might say something to me that I want to cry with them... every last one of them, has challenging issues going on in their lives.</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>(verbal)</p> <p>Y</p>	<p>I'm thinking they're, whew, boy, they have a totally different [life] um...It's hard to be empathetic when you've never been in that situation. Like how would I feel if I was kicked out of my house? [as a child/teen]</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – PARENTS</u></p>

Note that in Table 10, the cooperating teacher does act upon her own self reflection (“I want to cry with them ...”) and does not act on her reflection of the student teacher. This is an example of a teacher making a decision about what to address in the conference. Table 11’s example is one where the cooperating teacher takes no action on her thoughts so the student teacher cannot respond.

Table 11

Example of No Action

CT's Thoughts/Types	Actions Video Transcript Excerpts	CT's Actions consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's Thoughts/Types
(Episode 9 B] [The parent] is going on and on and she's probably thinking "how do I stop her?" <u>INTERPRETING – OTHER</u>	(Nothing on the video relates to this thought.)	No action	No action (No CT action available for response)	No reported thoughts.

Analysis of Thought Statements

Categories of thought (types of thought) were created from the content of the conferences and interviews in a four step process. First the researcher examined the transcripts and determined if a statement was a recalled thought or some other kind of communication. For example, “I wanted to be candid with

her” would be identified as a thought statement, but “We [the class] started in September; we were done in January. We just started again in February and ...” would not be considered a thought statement. Second, the statements determined to be recalled thoughts were given a one or two word descriptor such as “reflecting” or “predicting.” The descriptors used did not come from a pre-established list; rather each sentence or portion of a sentence was considered and freely labeled by the researcher. The initial list of descriptors was long and unrefined, so the third step was to clarify and condense this list. The list of descriptors was repeatedly analyzed for themes in order to create distinct and meaningful categories of types of thought, and the final list was narrowed to six types of thought: Evaluating, Intending, Interpreting, Planning, Predicting, and Reflecting.

The creation of this list was independent of other studies, however some similarities in terminology were found. Terms that were similar to those used in other studies included interpreting, reflecting, and evaluating. Differences between this study and those discussed in the literature review included the fact that in this study terms were identified with the verb form of the word, and in other studies the noun form of the word was used (e.g. interpreting vs. interpretation). Comparative terms came from several researchers’ work identified in Table 1, *A Comparison of Terminology for Thinking Processes and Skills*, and from MacKay and Marland’s (1978) work. Another significant difference is that this study provides definitions of labels to relieve the issue of ambiguous terminology. This study defines the terms as follows:

Evaluating – attributing a level of quality or significance

Intending – an expectation of future action; wanting

Interpreting – attributing meaning to something

Planning – deciding on future actions

Predicting – forecasting what will happen in the future

Reflecting – contemplating something (actions, events, feelings, etc.)

The fourth step in the process of creating the thought types was to assess each thought statement to identify the subject of the thought statement; that is, to answer the “Who?” or “What?” question. Who or what was the teacher evaluating? What was the teacher intending? Who was the teacher interpreting? And so on. The final list of thought types (bolded) and the foci of the thoughts (indented and underlined) consisted of these labels:

- **EVALUATING**

- SELF

- Example 5 D: “I’m thinking maybe I’m missing her in the sense that I...wasn’t correctly getting what her dissatisfaction was.”

- OTHER TEACHER (ST or CT)

- Example 1 D: “I was noting how positive her remarks were.”

- CT/ST RELATIONSHIP

- Example 1 H: “There were a couple of times and this is one of them where it’s almost as if we’re an old married couple.”

- PARENT(S)

Example 7 K: “I was surprised somebody didn’t say ‘What was that stuff?’ They [the parents] were paying close attention.”

- CLASS/CONTENT/TECHNIQUE

Example 7 P: “Ah, this [is a] situation that is kind of fakey.”
[referring to only three parents attending that evening.]

Example 4 B: “I mean, it would have been way too abstract for me to bring this up with her over coffee one day.”

- **INTENDING TO**

- PROD ST

Example 3 A: “I did want her to be assessing [the class session].”

- TAKE A SPECIFIC ACTION

Example 4 E: “I just wanted to see if [the ST] was understanding the difference between offering suggestions on how the wife could deal with her husband versus offering suggestions on what he should do.”

- CONVEY PROFESSIONAL PRACTICE IN PARENT EDUCATION

Example 9 H: “I wanted to explain that they need time to think about things.”

- INFORM

Example 3 C: “I guess I wanted her to know it wasn’t always that, you don’t always have all those pieces in your head about what at his age level, what you’d find.”

- PROTECT PARENTS

Example 2 A: “...I had been thinking I wanted to try something new but I didn’t want to shame them.” (This quote is from a student teacher. No cooperating teacher had a thought classified in this type.)

- GIVE IDEAS/PERSPECTIVE

Example 2 G: “I wanted to give her ideas of what to do.”

- GIVE POSITIVE FEEDBACK

Example 2 H: “I am wanting to point out positives.”

- SUPPORT/ENCOURAGEMENT

Example 6 N: “So I was just reinforcing that she read that well.”

Example 5 P: “I was, um, realizing that ... the discussion was coming to a close and wanting to reinforce again, her positive evaluations ... so she would leave the discussion feeling encouraged.”

- CARE FOR THE ST

Example 3 N: “I don’t want to just, ah, overload her either.”

- **INTERPRETING**

- OTHER TEACHER (CT or ST)

- Example 1 A: “I was chuckling a little to myself because I thought she’s, she’s kind of worried ...”

- PARENT(S)/CLASS

- Example 8 F: “I don’t know that the parents totally understood...”

- CT/ST COMMUNICATION

- Example 8 F: “During this part, I don’t think we were talking about the same thing. And as we got into it, we came together a little better.”

- **PLANNING**

- TODAY’S CONFERENCE

- Example 7 C: “I was writing down some of her phrases...[so that I could] come back and see if that was something I wanted to pick up or not...I was more collecting data [for the conference].”

- FUTURE CLASS/ACTION

- Example 4 C: “It’s hard to teach [a specific style of parent education] to new parent educators so I’m modeling it for next week.”

- **PREDICTING**

- OTHER TEACHER (CT or ST)

Example 6 O: “I felt like had we discussed that and I had prepared her...it would have been smooth; she wouldn’t have been caught off guard.”

- PARENTS

Example 8 D: “I think [the parents] are going to want to separate.”

- **REFLECTING ON**

- SELF

Example 1 C: I was thinking that, um, I, I love having a student teacher.”

- OTHER TEACHER (CT or ST)

Example 9 G: “I remembered back when [the ST] wanted to just follow [her] lesson plan and go bing, bing, bing, bing.”

- CT/ST RELATIONSHIP

Example 3 F: “I think, I thought, that that back and forth [conversation between CT and ST] has developed. I think it is more of a sign of respect, of mutual respect. I haven’t had that with other student teachers. I was enjoying it.”

- PARENTS

Example 2 C: “I, I would have appreciated - as a parent – a little more introduction to it - to know what to look for.”

- PROFESSIONAL PRACTICE in PE/BELIEFS

Example 8 K: “and um, she’s also giving herself the opportunity to think about what she needs to do – not my style, her style, and that’s really important.”

Once the data from individual pairs were categorized, the information from all the pairs was integrated and Table 12, *Cooperating Teachers’ Thought Type Frequencies*, was created to show tallies of cooperating teachers’ types of thought. This table and the related discussion appear in the *Study Results* Chapter.

Summary

Video and audio tapes of the conferences and interviews were transcribed by the researcher, recording the exact wording of the participants. The tapes were watched and listened to multiple times to assure accuracy, and notations about body language were made. Names were deleted from all of the content and each cooperating teacher-student teacher pair was randomly assigned a number for use in the analysis.

The creation of multiple transcription formats and data tables provided the structure for the evolution of the analysis process. After transcriptions were made, recalled thoughts were identified in the interview transcripts and the researcher assigned a one or two word descriptor of the “type” of thought such as “reflecting” or “predicting”. The initial list of descriptors was long and unrefined, so the next step was to clarify and condense the list of thought types,

resulting in six categories: evaluating, intending, interpreting, planning, predicting, and reflecting.

One table was developed to visually and temporally align four key data groups: the transcript of the interview with the cooperating teacher, the video transcript, notations on body language and the transcript of the student teacher interview. This allowed the relationship between thoughts and actions to be seen. Other tables were created to analyze each aspect of the study (such as thought-action consistency) and to make the data content manageable.

Multiple tables were synthesized to create a final set that recorded information in five columns:

- 1) The cooperating teacher's thoughts and types of thought,
- 2) The video transcript of the cooperating teacher-student teacher conference which noted the cooperating teacher's actions and a notation as whether or not the actions responded to the student teacher's actions,
- 3) Y (yes) or N (no) notations as to whether the cooperating teacher's actions were consistent with her thoughts,
- 4) Y (yes) or N (no) notations as to whether the student teacher's actions were related to the cooperating teacher's actions, and
- 5) The student teacher's thoughts and types of thoughts.

The chapter concludes with a listing of thought types and their related foci. The focus of each thought (the "who" or "what" that was the subject of the thought)

was identified in the data analysis process and examples are presented in this chapter.

Chapter 5 - Study Results

Results Presented by Research Question

The following principles, supported by research, (Allen, 1999; Anderson, 2003; Beishuizen & Hof, 2001; Clark, 1995; Eastern Kentucky University, 2007; Lapetina 2001; MacMillan, 1998; McKay 1979; Rodeheaver, 2000; Schafer, 2004) guided the analysis of this study.

1. Actions that are consistent with thoughts are desirable – intentionality is important.
1. Student teachers' actions being related to cooperating teachers' actions supports CT-ST relationships and communication.
2. The flow of the relationship between the cooperating teacher and the student teacher should be beneficial to both the cooperating teacher and the student teacher.

With these principles in mind, the study results are presented in three categories that are headed by the three research questions. Tallies of types of thoughts, thought-action consistencies, and student teachers' responses will be presented first. After considering that data, observations from the transcripts will be discussed, implications will be considered, and the chapter will conclude with a description of the participants' reactions to being a part of this study. Chapter Six will provide conclusions and recommendations.

What is the Nature of Cooperating Teachers' Thinking Underlying Their Actions During Conferences with Student Teachers in Parent Education?

Table 12 shows that 215 cooperating teachers' thoughts were identified, labeled, and tallied within six thought type categories.

Table 12

CT Thought Type Frequencies, Means, and Percents

THOUGHT TYPE	CT 1	CT 2	CT 3	CT 4	CT 5	CT 6	CT 7	CT 8	CT 9	MEAN	All CTs' Thoughts
EVALUATING											
Number of Reported Thoughts	5	8	4	4	4	11	11	2	9	6.4	58
% of Individual's Thoughts Total	23%	35%	14%	22%	13%	35%	61%	10%	38%	28%	27%
INTENDING											
Number of Reported Thoughts	1	7	11	9	17	13	1	6	4	7.7	69
% of Individual's Thoughts Total	05%	30%	39%	50%	55%	42%	06%	30%	17%	31%	32%
INTERPRETING											
Number of Reported Thoughts	4	2	1	1	4	1	4	4	2	2.5	23
% of Individual's Thoughts Total	18%	09%	04%	06%	13%	03%	22%	20%	08%	11%	11%
PLANNING											
Number of Reported Thoughts	0	0	5	1	0	0	1	0	0	0.8	7
% of Individual's Thoughts Total	0%	0%	18%	06%	0%	0%	06%	0%	0%	3%	3%
PREDICTING											
Number of Reported Thoughts	0	0	0	0	0	1	0	2	0	0.3	3
% of Individual's Thoughts Total	0%	0%	0%	0%	0%	03%	0%	10%	0%	1%	1%
REFLECTING											
Number of Reported Thoughts	12	6	7	3	6	5	1	6	9	6.1	55
% of Individual's Thoughts Total	56%	26%	25%	17%	19%	16%	06%	30%	38%	26%	26%
TOTAL THOUGHTS REPORTED	22	23	28	18	31	31	18	20	24	23.8	215

As a group, cooperating teachers' thoughts were most often intending thoughts (69 out of 215, 32%). (All percentages are rounded to the nearest whole number; rounded totals may not equal 100.) Closely following intending thoughts were two types nearly equal in frequency: evaluating thoughts (58 out of 215, 27%) and reflecting thoughts (55 out of 215, 26%). (See Appendices G and H.)

For all nine cooperating teachers, at least two of their most frequent types of thought were intending, evaluating, or reflecting, and five of the nine had all three types as their three most frequent types. All but one CT had intending thoughts within the top three most frequent types. Table 13, *Cooperating Teachers' Top Three Most Frequent Types of Thought*, shows at a glance the balance of the types of thoughts. This information shows consistency across these cooperating teachers in the types of thoughts they recalled in the interviews about their conferences with student teachers.

Table 13

Cooperating Teachers' Top Three Most Frequent Types of Thought

CT	Intending	Evaluating	Reflecting	Interpreting	Planning	Predicting
1		√	√	√		
2	√	√	√			
3	√		√		√	
4	√	√	√			
5	√	√	√			
6	√	√	√			
7	√	√		√		
8	√		√	√		
9	√	√	√			

To consider the influence of the number of reported thoughts by individuals, Table 14 was created to show which types of thoughts were the most frequent in four different groupings. The four groups were defined as:

1. the number of reported thoughts of all nine cooperating teachers,
2. the number of reported thoughts of the five cooperating teachers with the mid-range frequencies of reported thoughts, (leaving out the CTs with the two lowest and the two highest numbers of reported thoughts),
3. the number of reported thoughts of the seven cooperating teachers with the fewest number of reported thoughts (omitting the two highest reporting teachers), and
4. the number of reported thoughts of the seven cooperating teachers with the most reported thoughts (omitting the two lowest reporting teachers).

Table 14 shows that while the single most frequent thought type varies between these four groups, the top three most frequently reported types (evaluating, intending, and reflecting) were consistent across all four groups. This consistency supports the idea that these three thought types are a prominent aspect in the study of cooperating teachers' thinking while conferencing with their student teachers, and that the variance in the number of thoughts reported by cooperating teachers may not have as strong an influence on the study results as initially thought.

Table 14

Comparison of Frequencies of Types of Reported Thoughts by Four Groupings

	All 9 CTs	Mid 5 CTs	Low 7 CTs	High 7 CTs
EVALUATING				
Number of Reported Thoughts	58	28	43	43
Mean Number of Thoughts Classified as Evaluating	6.4	5.6	6.1	6.1
Percentage of thought totals	27%	24%	29%	24%
INTENDING				
Number of Reported Thoughts	69	29	39	59
Mean Number of Thoughts Classified as Intending	7.7	5.8	5.6	8.4
Percentage of thought totals	32%	24%	25%	31%
INTERPRETING				
Number of Reported Thoughts	23	13	18	18
Mean Number of Thoughts Classified as Interpreting	2.5	2.6	2.6	2.6
Percentage of thought totals	11%	8.2%	12%	11%
PLANNING				
Number of Reported Thoughts	7	5	7	5
Mean Number of Thoughts Classified as Planning	0.8	1.0	1.0	0.7
Percentage of thought totals	3%	3.6%	4%	2.6%
PREDICTING				
Number of Reported Thoughts	3	2	2	3
Mean Number of Thoughts Classified as Predicting	0.3	0.4	0.3	0.4
Percentage of thought totals	1%	2%	1%	1.9%
REFLECTING				
Number of Reported Thoughts	55	40	44	51
Mean Number of Thoughts Classified as Reflecting	6.1	8.0	6.3	7.3
Percentage of thought totals	26%	35%	28%	30%

Analysis of thought foci. In addition to classifying the thoughts reported by the teachers, the analysis evaluated each thought with regard to the focus of the thought. In other words, thoughts were studied to assess the direction of the thought – the “Who?” or “What?” question. Who or what was the teacher evaluating? What was the teacher intending? Who was the teacher interpreting?

The reason for conducting this step was to see if there was a particular focus that stood out within each thought type. (See Table 15.)

Within the intending thought type category, cooperating teachers most often (25% of the time) had the intention of prodding the student teacher for further depth or continued reflection. Other intentions (to give positive feedback, take a specific action, inform, and support or encourage) each occurred 12 to 16% of the time. Evaluating the other teacher (i.e. the student teacher) was the most common evaluating foci (66%), and reflecting thoughts were most often focused on the cooperating teachers themselves (42%) or on the student teacher (27%).

Table 15

Cooperating Teachers' Thought Type Focus Frequencies

	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	Top Focus
	1	2	3	4	5	6	7	8	9	TOTAL	Within Type	
EVALUATING	5	8	4	4	4	11	11	2	9	58		
Self	1	0	2	0	1	5	0	0	0	9	16%	
Other teacher (i.e. ST)	3	6	2	3	3	6	6	2	8	39	66%	
CT/ST relationship	1	0	0	0	0	0	0	0	0	1	2%	
Parent(s)	0	0	0	0	0	0	3	0	1	4	7%	
Class/technique	0	2	0	1	0	0	2	0	0	5	9%	
INTENDING TO	1	7	11	9	17	13	1	6	4	69		
Prod ST	0	1	2	1	6	2	0	3	2	17	25%	
Specific action	0	0	3	2	2	1	0	1	0	9	13%	
Convey prof. practice	0	0	1	2	0	2	0	0	1	6	9%	
Inform	1	0	1	3	2	2	0	1	0	10	14%	
Protect parents	0	0	0	0	0	0	0	0	0	0	0%	
Give ideas/perspective	0	1	0	0	1	0	0	1	0	3	4%	
Give positive feedback	0	2	0	0	0	4	1	0	1	8	12%	
Support/encourage	0	3	1	0	5	2	0	0	0	11	16%	
Care for ST	0	0	3	1	1	0	0	0	0	5	7%	
INTERPRETING	4	2	1	1	4	1	4	4	2	23		
Other teacher (i.e. ST)	4	1	1	1	4	1	3	2	2	19	83%	
Parent(s)/Class	0	1	0	0	0	0	1	1	0	3	13%	
CT/ST Communication	0	0	0	0	0	0	0	1	0	1	4%	
PLANNING	0	0	5	1	0	0	1	0	0	7		
Today's conference	0	0	0	0	0	0	1	0	0	1	14%	
Future class/action	0	0	5	1	0	0	0	0	0	6	86%	
PREDICTING	0	0	0	0	0	1	0	2	0	3		
Other teacher (i.e. ST)	0	0	0	0	0	1	0	1	0	2	67%	
Parents	0	0	0	0	0	0	0	1	0	1	33%	
REFLECTING	12	6	7	3	6	5	1	6	9	55		
Self	7	2	2	3	4	1	0	2	2	23	42%	
Other teacher (i.e. ST)	3	0	2	0	2	2	1	1	4	15	27%	
CT/ST relationship	0	0	1	0	0	0	0	0	0	1	2%	
Parent(s)/Class	1	1	1	0	0	1	0	1	2	7	13%	
Prof. Practice/beliefs	1	3	1	0	0	1	0	2	1	9	16%	
TOTALS	22	23	28	18	31	31	18	20	24	215		

Analysis for other patterns. When studying the interviews, consideration was given to the types of thoughts within episodes and among several consecutive episodes, and no pattern or sequence was identified. There were no sequences of thought types occurring in a particular order such as reflecting-evaluating-planning; reflecting-evaluating-planning; etc. Additionally, there was no particular thought type consistently present during certain times of the conferences. For example, cooperating teachers did not start conferences with all evaluating thoughts and end the conference with all intending thoughts.

Least often represented types of thought were interpreting (23 out of 215, 11%) reported mostly by four of the cooperating teachers, planning (7 out of 215, 3%) with one cooperating teacher having five of the seven, and predicting (3 out of 215, 1%) from two cooperating teachers. Of the 23 thoughts categorized as interpreting, 19 (83%) were focused on interpreting the student teacher. This may have been part of the cooperating teachers' evaluation process as they put meaning to what they had noticed; however, interpreting thoughts differed from evaluating thoughts.

The data showed that interpreting thoughts occurred as the cooperating teacher put meaning on something the student teacher said or did. With evaluating thoughts, the cooperating teacher placed a value on what the student teacher said or did. Following are examples of thoughts that were labeled as interpreting the student teacher:

1 C "She's worried."

1 E "She was holding back."

- 5 D "I was not believing her that she was excited."
- 5 E "She wasn't as happy with the presentation as she was [saying]."
- 7 F "She was aware of the time."
- 8 H "I wasn't sure that's totally what she [really] wants."

These can be compared to evaluating thoughts such as:

- 2 F "And she does a really good job at this. And she needs to watch out for not getting between the parent and the child."
- 2 G "Again, she needed better questioning of people and being more responsive."
- 3 E "I stopped myself again. I went, 'eeeeee' ... I was supposed to be telling her what I was doing, yeah."
- 3 P "I was impressed!" [with the student teacher's connection to sleep issues]
- 4 H "...I was thinking she's getting a pretty clear picture of her role and my role..."
- 4 J "Her idea is right on! She's really good at this."

What is the Relationship Between Cooperating Teachers' Thinking and Their Actions During These Conferences?

The determination of cooperating teachers' types of thoughts is only the first step in understanding the full research problem. The next step is to assess whether or not the cooperating teachers' actions were consistent with their thoughts. This is important to the idea of intentionality. Since the thought types

were not identified until the data was reviewed, there were no expectations as to what types of thought might lead to direct action. Two questions can be answered from the data analysis:

- 1) How often were cooperating teachers' actions consistent with their thoughts?
- 2) Which thought types preceded thought-action consistency?

Cooperating teachers' actions were consistent with their thoughts in 163 out of the 215 thoughts that were analyzed – 76% of the time. Table 16, *Types of Thought Frequencies for CT's Thought–Action Consistency* shows this information in the column labeled “Yes”. The “NO” column showed that cooperating teachers' actions were not consistent with their thoughts in 42 out of 215 thoughts - 20% of the time. Under the “No Action” column, teachers took no action after 10 of the 215 analyzed thoughts – 5% of the time. (Refer to Appendix H for a detailed analysis.)

To answer the second question, Table 16 under the “YES” category shows that the most common thought type preceding thought-action consistency was intending thoughts (62 out of 163, 38%), followed by evaluating thoughts (48 out of 163, 29%) and reflecting thoughts (31 out of 163, 19%). Together, these three thought types comprised 86% of all of the thoughts preceding thought-action consistency. When cooperating teachers' actions were not consistent with their thoughts (the “NO” section of Table 16), the thought types were most often reflecting (17 out of 42, 40%), evaluating (10 out of 42, 24%) and intending (7 out of 42, 17%).

So in both the “YES” and “NO” sections of Table 16, the most abundant types of thoughts were intending, evaluating, and reflecting – however the order was reversed. For example, of the three prevalent thought types, intending had the greatest occurrence in the “YES” section and the least occurrence in the “NO” section. That both the “YES” and “NO” categories listed the same types of thoughts as most prevalent is not surprising since these three types comprise the vast majority of all thoughts reported.

The creation of Table 16 revealed another relationship between thought type and thought-action consistency. In both the “no consistency” category and the “no action” category, reflection was the strongly predominant thought type preceding the inconsistent action (40%), or lack of action (70%). Furthermore, while 31 of 55 reflecting thoughts (56%) led to thought-action consistency, the remaining 24 reflecting thoughts (44%) led to thought-action inconsistency or no action. (See Table 16.) This mix of outcomes could be highlighting the complexity of reflection and its ambiguous role in soliciting student teachers’ reflecting thoughts during conferencing.

Table 16

Types of Thought Frequencies for CT's Thought–Action Consistency

Pair	Total YES	Evaluate	Intend	Interpret	Plan	Predict	Reflect	Most Common
1	11	3	1	3	0	0	4	Reflect
2	19	7	7	1	0	0	4	Evaluate/Intend
3	23	3	10	0	5	0	5	Intend
4	10	3	5	0	1	0	1	Intend
5	29	3	17	4	0	0	5	Intend
6	26	10	13	1	0	0	2	Intend
7	15	10	1	2	1	0	1	Evaluate
8	11	1	4	3	0	1	2	Intend
9	19	8	4	0	0	0	7	Evaluate
Total	163	48	62	14	7	1	31	Intending
%	76% of 215	29% of 163	38% of 163	9% of 163	4% of 163	1% of 163	19% of 163	
Pair	Total NO	Evaluate	Intend	Interpret	Plan	Predict	Reflect	Most Common
1	8	2	0	1	0	0	5	Reflect
2	2	1	0	0	0	0	1	Evaluate/Reflect
3	2	1	1	0	0	0	0	Evaluate/Intend
4	7	1	4	0	0	0	2	Intend
5	2	1	0	0	0	0	1	Evaluate/Reflect
6	4	1	0	0	0	1	2	Reflect
7	3	1	0	2	0	0	0	Interpret
8	9	1	2	1	0	1	4	Reflect
9	5	1	0	2	0	0	2	Reflect/Interpret
Total	42	10	7	6	0	2	17	Reflect
%	20% of 215	24% of 42	17% of 42	14% of 42	0% of 42	5% of 42	40% of 42	
Pair	No Action	Evaluate	Intend	Interpret	Plan	Predict	Reflect	Most Common
1	3	0	0	0	0	0	3	Reflect
2	2	0	0	1	0	0	1	Interpret/Reflect
3	3	0	0	1	0	0	2	Reflect
4	1	0	0	1	0	0	0	Interpret
5	0	0	0	0	0	0	0	None
6	1	0	0	0	0	0	1	Reflect
7	0	0	0	0	0	0	0	None
8	0	0	0	0	0	0	0	None
9	0	0	0	0	0	0	0	None
Total	10	0	0	3	0	0	7	Reflect
%	5% of 215	0%	0%	30% of 10	0%	0%	70% of 10	

Note: the “Yes”, “No”, and “No Action” sections refer to times when the cooperating teachers’ actions were or were not consistent with their thoughts and when no action was taken.

When cooperating teachers did not take any action after reflecting thoughts, it is possible that they were holding their thoughts as tentative and needed further reflection, or they were storing their reflections as part of their overall assessment of themselves or the student teachers. When reflection preceded “no consistency” between thought and action, it may be that the teachers needed more time to conclude their reflecting process than the CT-ST conference allowed. The complexity of reflection has already been discussed, and perhaps during the conferences, cooperating teachers became distracted by their own reflections, leading to the inconsistency of thought and action.

Table 16 presented data that showed the most common types of thought that are related to thought-action consistency. There is another measure to use when answering the question “Which thought types preceded thought-action consistency?” which is to compare the rates of consistency *within* each thought type. Table 17, *Comparison of CT Thought-Action Consistency Frequencies by Thought Types*, shows that not only are intending and evaluating the most frequent thought types connected to action, they also have the highest percentage of thought-action consistency within type categories. At 90% and 83%, respectively, these thought types are clearly connected to thought-action consistency. Intending and evaluating thought types had no instances when no action was taken by the cooperating teachers. This further supports the value of intending and evaluating thought types relative to thought-action consistency.

The thought type of “planning” shows 100% thought-action consistency, however the quantity of thoughts (7) is low enough - and notably attributed

primarily to one cooperating teacher - so this data cannot be taken as evidence of a pattern. The low quantity of predicting thoughts (3) similarly precludes commentary as to pattern of thought-action consistency.

Table 17

Comparison of CT Thought-Action Consistency Frequencies by Thought Types

Thought Type	"YES, consistent" Thought-Action Frequencies		"NO, not consistent" Thought-Action Frequencies		"NO ACTION" Thought-Action Frequencies		Total Frequency	
	#	%	#	%	#	%	#	%
Intending	62	90%	7	10%	0	0%	69	32%
Evaluating	48	83%	10	17%	0	0%	58	27%
Reflecting	31	56%	17	31%	7	13%	55	26%
Interpreting	14	61%	6	26%	3	13%	23	11%
Planning	7	100%	0	0%	0	0%	7	3%
Predicting	1	33%	2	67%	0	0%	3	1%
Total	163	76%	42	20%	10	5%	215	100%

Note: The "Yes", "No", and "No Action" columns refer to times when the cooperating teachers' actions were or were not consistent with their thoughts and when no action was observed.

What are the Observable and Reported Responses of Student Teachers to Cooperating Teachers' Actions During the Conference?

Student teachers' responses to their cooperating teachers' actions are depicted in Table 18, *Cooperating Teacher Thought-Action Consistency/Student Teacher Action Related to Cooperating Teacher Action*. Four columns (A – D) document consistency using combinations of "YES" and "NO" as follows: column A is Yes/Yes, column B is Yes/No, column C is No/Yes, and column D is No/No.

First, it was determined that student teachers' actions were related to the actions of the cooperating teachers 167 times out of a possible 205 (sum of columns A and C, 82%). Note that the quantity of 205 (versus 215) is used here, eliminating the ten incidents of "no action" when there were no actions to which

student teachers could respond. Thirty-eight times (sum of columns B and D) the student teachers' actions did not relate to the actions of the cooperating teachers (19%).

Second, Table 18 shows that when the cooperating teachers' actions were consistent with their thoughts, student teachers' actions were related to the cooperating teachers' actions 151 times out of 205 (column A, 74%) compared to student teacher's actions being related only 16 times (column C, 8%) when cooperating teachers' actions were not consistent with their thoughts. So, student teachers' actions were related to the cooperating teachers' actions most of the time, and this was substantially more likely to happen when the cooperating teachers' actions were consistent with their thoughts.

These results provide information about the flow of the conference being reciprocal when the transcripts are examined along with the frequency counts. When student teachers' actions were related to the cooperating teachers' actions, connections existed and the discussion flowed smoothly. Many of the student teachers' actions were nodding, smiling, or making comments such as "right" or "I thought so too." This was typically followed by the cooperating teachers acknowledging the student teachers' actions with related comments or mirroring the nonverbal messages of nodding and smiling.

Other examples of how a student teacher's actions were related to a cooperating teacher's actions include:

- a) comments from the student teacher about the feedback provided by cooperating teacher. For example: “Oh, what you said reminded me of something else . . . ” or “You told me once before that . . .
- b) the student teacher’s reflecting on either the cooperating teacher’s comment or on the portion of the class being discussed. For example: the student teacher pauses after the cooperating teacher re-phrases a question, reconsiders, and then says “but maybe it was a little bit less than normal . . . ”

Times when the student teachers’ actions were classified as not being related to the cooperating teachers’ actions were primarily when the student teacher did not agree with what was being said. During these times, the student teachers chose not to say anything and often there were no visible nonverbal messages. We know about the student teachers’ choices and actions partly from observation, but primarily from the stimulated recall interviews with the student teachers.

When cooperating teachers’ actions were not consistent with their thoughts and student teachers’ actions were not related to the cooperating teachers’ actions, (the No/No pattern) there was almost always a period of silence and then the student teacher would talk about a different topic. These instances appeared to be “disconnects” and at the least, a hitch in the flow of the conversation. Behaviors consistent with feeling uncomfortable were noticed and student teachers also revealed discomfort after several of the episodes with

inconsistency. Additional discussion on the style of communication is included in the section titled *Conferencing and the CT – ST Relationship*.

Table 18

*Cooperating Teacher Thought-Action Consistency/Student Teacher Action
Related to Cooperating Teacher Action*

	A ¹	B ²	C ³	D ⁴	E
Pair	Consistency: Yes/Yes	Consistency: Yes/No	Consistency: No/Yes	Consistency: No/No	Total Number of CT Thoughts
1	11	0	4	4	19
2	18	1	1	1	21
3	23	0	1	1	25
4	7	3	3	4	17
5	28	1	0	2	31
6	24	2	2	2	30
7	11	4	3	0	18
8	10	1	2	7	20
9	19	0	0	5	24
Total	151	12	16	26	205
% of 205	74%	6%	8%	13%	

- 1 Yes/Yes: CT's actions were consistent with thoughts and ST's actions were related to the CT's actions.
- 2 Yes/No: CT's actions were consistent with thoughts but ST's actions were not related to the CT's actions.
- 3 No/Yes: CT's actions were not consistent with thoughts yet ST's actions were related to the CT's actions.
4. No/No: CT's actions were not consistent with thoughts and ST's actions were not related to the CT's actions.

Summary of Results from Tables 12 - 18

At this point in the analyses of the data, these summary statements can be made:

1. The most common thought types of cooperating teachers were intending, evaluating, and reflecting (85%).
2. These types remained the most frequent even when the cooperating teachers' responses were divided into four different groupings. (all nine cooperating teachers; the five cooperating teachers with the mid-range frequencies of reported thoughts - leaving out the CTs with the two lowest and the two highest numbers of reported thoughts; the seven cooperating teachers with the fewest number of reported thoughts - omitting the two highest reporting teachers; and the seven cooperating teachers with the most reported thoughts - omitting the two lowest reporting teachers)
3. When examining the foci of the three most frequent cooperating teachers' thought types, the results were intending-to prod (the student teacher), evaluating-other (i.e. the student teacher), and reflecting-self.
4. Cooperating teachers' actions were consistent with their thoughts most (76%) of the time.
5. When there was cooperating teacher thought-action consistency, the preceding thoughts were most often intending (38%) and evaluating (29%).

6. Of all intending thoughts reported by cooperating teachers, 90% involved thought-action consistency and of all evaluating thought types reported, 83% involved thought-action consistency.
7. Student teachers' actions related to cooperating teachers' actions most (82%) of the time.
8. Student teachers' actions most often related to cooperating teachers' actions when cooperating teachers' thought-actions were consistent (74% of the time compared to only 8% of the time when cooperating teachers' thought-action consistency was absent).

Student Teacher Reflection Related to Cooperating Teacher Thought Type and Foci

The literature supports the use of reflection for quality practice and the examination of how reflection can be encouraged in future practitioners (Armour-Thomas, 1998; McNamara, 1990). So it is valuable to ask if this study on cooperating teachers' thinking and actions provides insight into the practice of reflection by student teachers. Two aspects of the data can be considered to answer that question: the types of thoughts that cooperating teachers reported prior to student teachers' reporting reflecting thoughts; and whether or not there was CT thought-action consistency prior to student teachers reporting reflecting thoughts. Cooperating teachers' thought types that preceded student teachers' reporting of reflecting thoughts, were most often intending, evaluating, and reflecting. The logical explanation for this is that those were the three types of thoughts most often reported by cooperating teachers.

The more interesting information garnered from the thought frequencies is that the foci of evaluating-other (i.e. student teacher) and intending-to prod preceded 33% (32 out of 96) of the student teachers' reported reflecting thoughts. (See Table 19 and Appendix I.) In addition to looking at the cooperating teachers' thought types and foci that precede student teachers' reflecting, cooperating teachers' thought-action consistency can be examined in relation to student teachers' reports of reflecting. This group of cooperating teachers had thought-action consistency 86% (83 out of 94) of the times when student teachers reported reflecting. This data encourages the continued examination of cooperating teachers' thoughts and actions being related to student teachers' reports of reflecting thoughts.

When looking at this aspect of the study (when student teachers reported reflecting thoughts) exceptions to the Y/Y pattern (yes, there is cooperating teacher thought-action consistency and yes, the student teacher's action was related to the cooperating teacher's action) were few. Of the 83 instances of thought-action consistency, there was only one instance when the student teachers' actions were not related to the cooperating teachers' actions (Y/N pattern).

Table 19

Cooperating Teachers' Thought Type Foci Prior to Student Teachers Reporting Reflecting Thoughts

CT Thought Types and Foci (96 reported, 8 episodes with no reported thought by CT)	Thought Type Total	Thought Foci Total	Percent CT Thoughts	% Foci within Type
EVALUATING	33		35%	
Evaluating–other		19		58%
Evaluating–self		7		21%
Evaluating–class		4		12%
Evaluating–parents		2		6%
Evaluating–CT/ST relationship		1		3%
INTENDING	33		35%	
Intending–to prod		13		39%
Intending–to inform		9		27%
Intending–support/encourage		4		12%
Intending–give positive feedback		2		6%
Intending–give ideas/perspective		1		3%
Intending–convey prof. practice		1		3%
Intending–specific act (different)		3		9%
REFLECTING	14		15%	
Reflecting–self		5		36%
Reflecting–other		4		29%
Reflecting–professional practice		3		21%
Reflecting–parents		1		7%
Reflecting–CT/ST relationship		1		7%
INTERPRETING–other	11	11	11%	100%
PLANNING–future sessions	2	2	2%	100%
PREDICTING–other (2) –parent (1)	3	3	3%	100%

Two exceptions to the Y/Y pattern were connected to a single cooperating teacher whose actions were not consistent with her intending–to prod focus (both N/Y patterns). These two instances happened within a few minutes of each

other, and when the cooperating teacher started speaking it appeared that she was going to follow through with her intentions. In one case she asked a question and in another she made a statement, but in both cases, she did not wait for the student teacher to respond, and therefore her actions were not consistent with her intending thoughts. In another exception (an N/N pattern), the cooperating teacher made a statement about a practice in parent education that the student teacher had accomplished. Her interpretation was that the student was pleased with this statement, but the cooperating teacher did not directly address her own interpreting—other thought.

Since this group of cooperating teachers and student teachers experienced many instances of thought-action consistency and student teachers reporting of reflecting thoughts, it is helpful to ask what actions the cooperating teachers were taking to contribute to these experiences. Evaluation of the transcripts shows that cooperating teachers' actions were either asking a question (about 20% of the time) or making a statement (about 80% of the time). Because much of the literature on reflection promotes asking questions, this was not an expected result. Further examination, however, brought out two interesting aspects of the cooperating teachers' actions.

First, when cooperating teachers asked questions, 75% of the time (15 out of 20) student teachers reported the reflecting-*self* thought focus, leaving only five instances of the student teachers reflecting on parents and the cooperating teacher combined. This can be compared to a 50% occurrence of self reflection when cooperating teachers made statements (42 out of 82),

leaving 42 instances of student teachers reflecting on the cooperating teachers, parents, professional practice in parent education, and the CT/ST relationship.

This discussion has been addressing only the instances when student teachers reported reflecting thoughts after a question. In the big picture of this study, did asking a question always solicit student teacher reflecting thoughts? No, and a review of the transcripts shows that a total of 54 questions were asked by the cooperating teachers. The review also showed that questions were used for a variety of purposes: a) to clarify what the student teacher had said, b) to confirm the cooperating teacher's understanding of the student teacher's words or actions, c) to assess the student teacher's knowledge, and d) to change the direction of the cooperating teacher-student teacher conference.

Second, when these cooperating teachers made statements, many of them were phrased as suggestions or implications for action. (e.g. "Let's talk about it that way.") Statements of observations and positive feedback also preceded the student teachers' reporting of reflecting thoughts. Examples include:

"It seems like something's not right."

"I think we're trying to say the same thing."

"And you let her [the parent] decide."

"I was impressed that you had your plan and you..."

"You bring up a good point, because ..."

This information suggests that the quality of a statement or question might be more important than the grammatical format of what is spoken, and that cooperating teachers may want to focus on a style of questions or statements that encourages student teachers to continue their reflection.

Table 20 provides examples of the cooperating teachers' thoughts (labeled with thought types and foci) with the questions asked and statements made that preceded student teachers' reported reflecting thoughts. Questions posed by the cooperating teachers were direct and related to their reported thoughts. Statements seemed based on the cooperating teachers' evaluations of the student teachers, and were most often made in a supportive tone.

Table 20

Samples of Cooperating Teachers' Questions and Statements that Preceded Student Teachers' Reported Reflecting Thoughts

CT's Reported Thought Type and Focus	Question/Statement to the Student Teacher
2C When she introduced the topic on values where it would have been wise to perhaps define what she meant by values and give a short introduction. I also felt that she gave the directions to the activity rather quickly. EVALUATING–OTHER (i.e. ST)	Statement: And that was one of the things I wrote down. I would define values and given a little bit of an introduction before I went into the focus questions. That wasted some time. But you knew that.
5A I had my opinion on how it went of course and how it could be improved, but of course I tried to hold back and see if I could elicit [her evaluation] with just a few very gently placed questions to her. INTENDING-TO PROD ST (SELF-EVAL.)	Questions: So how do you think it went? Something just didn't feel right about it? Was it how they responded?
5G I wanted her to think about what was her focus and how could she have zeroed in and gone about that in a more direct manner . . . INTENDING–TO PROD ST (SELF EVAL.)	Question: What did you think the group needed around the topic of communication?
6F I think I was thinking that I really liked how she would verbalize that there are certain things she wants to work on. EVALUATING–OTHER (i.e. ST)	Statement: I can see where you're saying you have to kind of give yourself permission.
6G At that point I was really trying to ask her some probing questions where she would really need to think about what she did and what she learned from that. INTENDING-TO PROD (DEEPER THINKING)	Question: Do you think that you were still able to get to the core goals that you had for the lesson today?
7J I didn't think she was sure of, um, her – where [the ST] should go. EVALUATING – OTHER (i.e. ST)	Statement: There was only one point where I thought you were sort of trying to decide "Where am I going from here?"
8A I really wanted this to be her thinking about it. If she was in this situation, how would she deal with it? INTENDING-TO PROD ST's THINKING	Question: Is [separating] something you want to think about doing?
9B When I ask questions like "How did that feel to you?" I am getting her to reflect on how she did. INTENDING–TO PROD ST (SELF EVAL.)	Question: How did it feel to you when [the parent] went on and on?

Communicating with Body Language Accompanying Verbal Language

One of the advantages of a stimulated recall methodology is the documentation of non-verbal communication on the video tapes. Observing body language promoted a more complete understanding of the meaning of the teachers' words; sometimes the teachers' body language communicated their thoughts more accurately than their words. Thoughts of disagreement were often accompanied by a shift in eye contact (see Appendix J: 4F, 5E, and 7H) while positive and pensive thoughts were typically accompanied by eye contact and/or smiling and nodding (see Appendix J: 3J, 6I, and 9A).

Cooperating teacher–student teacher pairs consistently used body language such as nodding, maintaining eye contact, facial expressions, and making gestures. Teachers appeared to be listening to each other, evidenced by this body language and the lack of interrupting when the other was speaking. Several pairs had very strong connections that were evident in their non-verbal language and by moments of shared laughter. When the teacher pairs laughed *together*, it occurred during heart-felt moments. This impression was substantiated by the cooperating teachers' and student teachers' reported thoughts.

Cooperating teachers tended to use more hand gestures than the student teachers and there were similarities among the cooperating teachers' actions. Often, cooperating teachers would look around the table as if the parents were still seated there in class, or they would use their hands to point to group

members' now-vacated seats (see Appendix J: 9A and 9D). Others would point and/or look at the white board where notes from during the class had been written – even if those notes were already erased (see Appendix J: 3E and 3F). One cooperating teacher, who assessed her student teacher as needing some assistance with sequencing events and dates, took out a calendar and pointed to dates as they discussed future topics and plans (see Appendix J: 4K). Cooperating teachers did not mention their gestures and when asked, replied that they were unaware of them. This suggests that gesturing is one aspect of automaticity within the cooperating teachers' repertoire of skills. In parent education groups, it is a common practice for a parent educator to use body language such as looking in a specific direction, nodding, or moving one's head or body to direct attention to the person who is talking or to involve all of the participants. Cooperating teachers in conferences may have been subconsciously modeling that skill or be using it as a way to assist the student teachers in remembering the incident being discussed.

This discussion of body language is presented in support of the idea that the cooperating teachers and student teachers connected with each other in more than one way and on more than one level. There were many positive impressions of these teacher pairs being teammates. The literature review recognized the importance of the cooperating teacher–student teacher relationship, and it appears that many of the teacher pairs in this study created strong positive relationships. This became evident when examining the dialogues (through transcripts and viewing of the video tapes that documented

tone of voice and body language) that clearly represent a sense of shared responsibility for teaching. (For examples, see Appendix J: 1H, 3B, 3F, 6C, 9B, 9C, 9G.)

On occasion, observed body language was an indication of discord between the teachers or between an individual's thoughts and actions. Examples included both quick disagreements that did not seem to adversely affect the conference (see Appendix J, 8B) and those that intermittently or consistently affected the conference (see Appendix J: Pair 7).

For one teacher pair, there was an issue from weeks past that influenced their interactions (see Appendix J: Pair 4). The cooperating teacher had instructed the student teacher to hold back on commenting until she knew the parents better. Both teachers shared their perspectives during the researcher – individual teacher interviews. The cooperating teacher stated that this had been an uncomfortable event, but also something the student needed to learn – the when and what to say to parents. The cooperating teacher implied that she (herself) had moved on, but the issue was clearly still present for the student teacher. She hinted at it in the conference when she said, “Well, sometimes I’m not too sure what I should say in your class . . . Ya know, I don’t want to say the wrong thing so sometimes I just don’t say anything.” In the interview with the researcher she said with strong emphasis, “What would I have said?!”

When the cooperating teacher first responded to the student teacher’s comments about not saying anything in the group (see Appendix J: 4F), her voice was quiet and she spoke slowly. As she moved into giving the advice that

it is okay for the student teacher to speak up (now that she knows the families better), her voice became louder and she returned to her original speed of speaking. She may have consciously used tone and speed to emphasize what she was saying to the student. The cooperating teacher did not report any thoughts about this change in tone and speed so it may also have been another example of automaticity.

The student teacher disagreed with the cooperating teacher, and she broke eye contact. Her facial expression became “blank” and she spent time shuffling papers and looking off to the side. In the interview with the researcher, she said, “Hey! I was thinking I was *not* gonna [*sic*] do that anyway!” So even though she said, “uh-huh” after the cooperating teacher said that it was appropriate for her to speak out, her thoughts were clearly not in agreement, and her body language supported the message of disagreement.

This same cooperating teacher shared with the researcher that she thought the student teacher was getting a good sense of what her role was. She stated that the student teacher needed more confidence about making comments and also that she (the cooperating teacher) had chosen to “leave it alone” and give the student teacher time. Meanwhile, the student teacher (reacting to the same segment of video tape) talked at length and with emphasis, saying,

[After the prior incident] I, um, I read in one of my books that it also said something similar to that. And I came back to her sometime back and said I understand why you said what you said. Because at first I felt like

'Oh well maybe I won't say anything.' You know. (ST laughs.) So, this is her class and yup, that's right. She may be possessive over her class. Okaaaaay. (ST laughs.) On the other hand, she's new to mine too . . . I told her what I read, but I never told her of my feelings. . . It doesn't matter that she said it's okay because I've already decided I'm not going to speak up in class.

The verbal communication with this example was not shared between the two teachers; it was shared only with the researcher. On the other hand, the body language and indications of disagreement were available to both teachers.

A different student teacher reported frustration because she wanted the cooperating teacher to tell her what a good practice would be. As the cooperating teacher gave multiple suggestions, all beginning with "maybe you could", the student teacher nodded as if in agreement. Later she responded to that portion of the video tape saying, "I just want her to tell me how to do it!", but she never stated that to the cooperating teacher. Still, she nodded at each point the cooperating teacher made but with little eye contact. This disconnect came out of differing perspectives. The cooperating teacher reported that she said, "Maybe you could.... or you could....." as a way to convey that there is more than one right way to handle a situation. However the student teacher told the researcher that she was frustrated with this experience. It may be that some student teachers are not yet ready to take on the complexity of more than one right answer. They may still be working on achieving skill in directing the group and find it confusing to have multiple options of where and how to lead the

group. Ideally, cooperating teachers would confirm the student teachers' levels of comfort and ability to consider multiple options to prevent this frustration.

Within this same teacher pair's conference there were several times when the cooperating teacher questioned the student teacher's comment by making comments such as "Really?" or "Are you sure?" The cooperating teacher reported that she was trying to get the student teacher to reflect honestly and that she (the CT) has learned that if she keeps asking questions, the student teacher will eventually "tell you the truth." The student teacher actually acknowledged that this prodding worked, even though she had not heard the cooperating teacher's motive, and reflected that "She's a great teacher of me for pushing me to own up."

A third teacher pair experienced a disconnection of thoughts and actions throughout their conference. The student teacher repeatedly showed specific body language which was never addressed. Not only did the cooperating teacher not say anything to the student teacher, she also did not comment to the interviewer – so it was impossible to know her level of awareness of the student teacher's body language. The student teacher's facial expressions, eye contact changes, and body language were consistent throughout the conference and depicted negative reactions (sober and irritated facial expressions, crossing arms, shuffling papers, sighs, turning her head away). The researcher – student teacher interview confirmed that during those times, the student was having negative reactions to what the cooperating teacher was doing or saying. The following quotes reflect the student teacher's thoughts.

1. “Was she not listening?”
2. “I didn’t feel that it was really that fake (The cooperating teacher has said that having only three parents in class was “fakey”.) . . . “we’re not rats in a lab where we’re being tested – we’re all human and we have different emotions – and I don’t think anybody felt that it was an awkward situation.”
3. “When she said I was surprised [to be done on time], I thought, no, I was conscientious and intentional in ending on time.”
4. “She said ‘we’ and it wasn’t ‘we’ because I haven’t taught before . . . but I think she doesn’t like that – that I did it - because in the past she hasn’t done it.”

There was only one instance out of all of the interviews when the cooperating teacher reported that she was not entirely truthful. She told the student teacher that she didn’t think the student teacher was insulting the parents’ intelligence, yet in the interview, she admitted that she was actually thinking that. She explained that she wanted to “take care of” the student teacher – that she didn’t want the student teacher to be discouraged.

Responsiveness Between Teachers

Responsiveness between teachers was evident through three types of data: non-verbal communication (smiles and nods), verbal communication, and the frequency of cooperating teachers’ actions responding to the student teachers’ actions. Non-verbal communication was addressed in the previous section, *Communicating with Body Language Accompanying Verbal Language*.

In addition to observations about the teachers' verbal interactions already noted, one phenomenon of verbal interaction stood out. Two of the teacher pairs had a volley style of communicating that consisted of fast exchanges of comments, often using incomplete sentences, and sometimes finishing each other's sentences. One of the cooperating teachers said, "We're like an old married couple."

The third type of data pertaining to responsiveness showed that cooperating teachers' actions responded to the student teachers' actions most of the time (83 out of 114 episodes, 73%, see Appendix H Summary Chart). When the cooperating teachers' actions did not relate to the student teachers' actions, most of the time (25 out of 31, 81%) their actions were to change the direction of the conference. This would be expected as the cooperating teacher carries the responsibility for the process of the conference. There were six times (5%) when cooperating teachers' actions were unrelated to the student teachers' actions or the conference process.

There were two patterns in the process of the conference: 1) without exception, the teaching pairs discussed the class in chronological order – starting with the opening segments of the parent discussion and ending with how the class concluded or what the next plans would be, and 2) shifts to the next episode were almost exclusively initiated by cooperating teachers. Asking questions (such as "What did you think about what I like to call the quiet time?", "Did you feel like we were pushing for ideas of things to talk about?", or "Is it possible that you could do some in class?"), or sharing an observation (such as,

“They’re a pretty close group.”, or “I think you do a good job at...”) were the primary methods used by cooperating teachers for changing the direction of the conference.

Within one teaching pair, the cooperating teacher initiated the conference by asking the student teacher to talk about the class from the beginning. After that, it was the student teacher who led the discussion, often using questions very similar to a cooperating teacher’s questions, such as, “What did you think about my pacing?” Two explanations for this are: 1) the cooperating teacher might have been highly skilled at promoting reflection in the student teacher, or 2) the cooperating teacher might have been unwilling or unable to lead the conference at the student teacher’s level of expertise. Watching the video of the conference and reading the transcript of the student teacher’s interview provide clues for determining the “why” behind this event, but it would be conjecture to draw a conclusion about this particular example without more information.

Teachers’ Reactions to the Study Experience

A potential benefit of this research acknowledged in the research proposal was the impact on participating cooperating teachers and student teachers, who might feel an increased sense of worth from knowing that their work was being researched. They might also have positive reactions (such as feeling acknowledged) as they are listened to, and their involvement in the research project might encourage professional growth and improvement of their skills.

At the conclusions of the interviews, it was common for cooperating teachers and student teachers to say that the process was fun, interesting, or

otherwise positive. All of the teachers said they appreciated the study (with a stronger emphasis coming from cooperating teachers), and most teachers said they wished they could do this process more than once. Many pairs wished they had videotaped their actual lessons in order to have a similar style of learning experience with teaching the parents. Clark & Lampert (1986) stated that teachers reported that the process of participating in research influenced how they do their work. Cooke's study (1988) also supported the idea that participants learn through the research experience, and recommended that parents be taught to consciously consider the thought processes underlying their actions. Scheetz (1991) documented the mutual learning aspect of the cooperating teaching-student teaching experience and suggested that it be connected to professional development for veteran teachers. This study's participants were similarly influenced as evidenced by their reactions and many comments such as "I learned so much by doing this" and "Wow, I didn't realize that was happening." One student teacher represented many of the teachers' reactions as she exclaimed, "But I was just thinking, wouldn't it be great to video all of my de-briefs with her?" One cooperating teacher said, "This gives me so many ideas of what I need to do with her [the student teacher]."

Summary

The most common thought types reported by cooperating teachers, as a group, were intending, evaluating, and reflecting (addressing the first research question: What is the nature of cooperating teachers' thinking underlying their actions during conferences with student teachers in parent

education?). This remained true even when thought reports were tallied using several different groupings in order to assess whether or not individuals' unequal numbers of reported thoughts significantly affected the results. That all of the groupings showed the same three most frequent thought types suggests that significant variation in the number of reported thoughts by individuals did not have a significant impact on the study results.

The foci of the reported thoughts were identified, answering the "who?" or "what?" question regarding the objects of the thoughts. For example, cooperating teachers' intending thoughts were most often linked to the intention to prod the student teacher. No patterns of sequence based on thought types were evident. For example, cooperating teachers did not always start conferences with thought type "X" and end with thought type "Y".

The results related to the second study question (What is the relationship between cooperating teachers' thinking and their actions during these conferences?) showed that cooperating teachers' actions were consistent with their thoughts most of the time (approximately 76%). A lack of consistency between thought and action was evident 20% of the time and 5% of the time no actions by cooperating teachers were observed. (Percentages are rounded and do not total 100.)

Of the six thought types identified in this study, the results showed that the most common thought types that preceded thought-action consistency were intending (38%) and evaluating (29%). Additionally, when examining those two types of thought, the frequency of thought-action consistency was very high

(90% and 83% respectively). A notable result appeared when considering the reflecting thought type – the third most common related to thought-action consistency. Even though reflecting thoughts preceded thought-action consistency 19% of the time, they were also the thought type that showed the highest frequency of preceding both a lack of consistency (40%) and no action (70%). This result may indicate the complexity of reflecting which may motivate teachers to act differently than the other prevalent thought types.

The third research question (What are the observable and reported responses of student teachers to cooperating teachers' actions during the conference?) was answered by the data that showed student teachers' actions were related to cooperating teachers' actions most of the time (78%) and that relationship was much more likely when the cooperating teachers' thoughts were consistent with her actions. Reflecting as action by student teachers was considered by looking at cooperating teachers' thought types that preceded student teachers' expression of reflecting thoughts. Two thought foci of the cooperating teachers stood out (evaluating-other, i.e. the student teacher, and intending-to prod) as preceding student teachers' reported reflecting thoughts approximately 30% of the time. Cooperating teachers' actions at these times were to make statements (for evaluating-other, i.e. the student teacher) and to ask questions (for intending-to prod).

Communication by non-verbal language was documented in the video taped cooperating teacher-student teacher conferences. Cooperating teachers tended to use more gesturing than the student teachers, yet when asked about

their movements, cooperating teachers reported being unaware of them. This may be because non-verbal messages are often used to direct groups of parents in parent education and it is part of automaticity for these teachers, or it may be because people in general are often unaware of their gesturing. On occasion, observed body language of the cooperating teachers and the student teachers showed discord between the two teachers, yet the cooperating teachers often did not appear to be aware of this discord. On many occasions observed body language signified unity and connection between the two teachers, and this did appear to be within the cooperating teachers' awareness.

Study data was also evaluated for responsiveness between the teachers. Most of the time (73%) cooperating teachers responded to the student teachers' actions, and when the cooperating teachers' actions were unrelated to the student teachers' actions, 81% of the time the goal was to change the direction of the conference. This is both understandable and expected as the cooperating teacher carries the responsibility for the process of the conference.

Both cooperating teachers and student teachers' reactions to the experience of being in the study were positive. Commonly, they reported having fun, being interested in the process, and learning from the experience. The stimulated recall methodology was embraced by the participants as a learning experience.

Chapter 6 – Conclusions and Recommendations

Conclusions and recommendations are organized into five categories:

1. Knowledge acquired from the use of the stimulated recall methodology
2. Conferencing and the cooperating teacher–student teacher relationship
3. Celebrations of current practices in parent education
4. Recommendations for Selection and Preparation of Cooperating Teachers
5. Future Study and Related Recommendations

Knowledge Acquired From the Use of the Stimulated Recall Methodology

The stimulated recall methodology proved to be successful in helping teachers face themselves in the moment and allowed them to recall the thoughts that occurred during the cooperating teacher–student teacher conferences. This created a body of data with more insight into teachers' thinking than other methodologies such as a conventional interview or a survey. The methodology generated visible documentation of verbal and non-verbal communication between the teachers for analysis, enabling access to teachers' underlying thoughts. Accuracy of the data was improved due to the teachers' comfort and openness with the researcher, evidenced by their comments and body language.

Several important findings came out of the use of stimulated recall methodology. First, there was considerable consistency in cooperating teachers' types of thoughts. The most common thought type was “intending,” followed by

“evaluating” and “reflecting.” These three types of thoughts made up almost all of the thoughts analyzed in this study. This abundance suggests that these cooperating teachers in parent education approached the role of cooperating teacher from a similar perspective even though no specific guidelines are provided. It may be that parent educators are in a sense trained for the role of cooperating teacher because so much of their professional practice is based on building relationships and guiding others to reflect on their parenting choices through the use of reflection and questioning. Parent educators’ relationship-based work encourages their intentionality which may be what is being shown in the common types of thoughts being reported. The investment in the cooperating teacher-student teacher relationship may come more naturally or easily than it does for cooperating teachers in other fields.

Second, the cooperating teachers’ actions during conferencing were primarily consistent with their thoughts, and it was intending and evaluating types of thought that most often preceded thought-action consistency. 90% of intending thoughts related to thought-action consistency as did 83% of evaluating thoughts. This data strongly correlates to intentionality, a characteristic valued by the field of education, and demonstrates the idea that action is influenced by thought. It also suggests that the ability of cooperating teachers to identify and emphasize certain types of thoughts may lead to better thought-action consistency during conferences with student teachers.

Third, when cooperating teachers’ actions were consistent with their thoughts, student teachers’ actions were dramatically more likely to be related to

the cooperating teachers' actions. This was part of the pattern of interaction that created positive working relationships between the teachers.

Fourth, when cooperating teachers reported their foci to be intending-to prod and evaluating-other, not only was there significantly greater likelihood of thought-action consistency, these thought types correlated strongly to student teachers' reflections.

Fifth, the data from the stimulated recall interviews suggested that reflecting is a complex concept as it was reported as the third most frequent thought type to precede thought-action consistency in cooperating teachers, but also the most frequent thought type preceding both a lack of consistency (40%) and no action (70%). This may be related to the temporal element of reflection.

Sixth, the data also shows that statements of evaluation made to student teachers and questions posed to student teachers were effective tools for eliciting student teacher reflecting.

Seventh, and finally, both student teachers and cooperating teachers learned about themselves and their practices through the process of *participating* in the study. Many noted their own learning and expressed a keen interest in using this methodology, or a version of it, more often during the student teaching experience, and also in their practice with families.

Conferencing and the CT – ST Relationship

Conferences are an important opportunity for cooperating teachers to expand on the student teachers' learning in a unique way: making the thinking

behind the teaching visible. By explaining the decisions they made, cooperating teachers illuminated the unspoken thinking behind their actions.

Authentic conversation is imperative for top quality conferencing, and this type of conversation was seen in varying degrees. For some teacher pairs, it was clear that they had formed a deep relationship and had found an authentic pattern of interacting that was extremely positive. For other teacher pairs, a moderately high level of authentic conversation was achieved, and for just three pairs, there was discord or incomplete communication during all or part of the conference. Assurance of authentic conversation is a challenging goal because of the complexity of student teaching in parent education. Most difficulties in conferences can be addressed with intentional communication, clear expectations, and role definitions. When any of those aspects were lacking, the conference was problematic; the presence of those aspects led to greater learning.

Difficulties in conferences related to communication fell into three categories: a) confusion about what was being said, b) the use of a term unfamiliar to one of the teachers, and c) instances when teachers did not reveal their true thoughts. Generally, confusion was addressed and managed. The one instance of an unfamiliar (slang) term being used may have been an indication of some larger communication difficulties – not because that one term was so important, but rather because the student teacher did not ask for clarification and the cooperating teacher did not realize there was a lack of understanding. The instances when teachers purposely did not reveal their true thoughts had varying

outcomes. At times, it seemed not to affect the conference; at other times it appeared to be a positive decision for the moment; and occasionally, it was a barrier to building or sustaining a positive cooperating teacher–student teacher relationship.

Cooperating teachers, in thinking about the development of their relationships with student teachers and striving for the best communication, need to look for incomplete concepts and misconceptions. Student teachers may be working with incomplete concepts, and the cooperating teacher’s role would be to help the student teacher fill in the gaps. This study did not show overt attention given to concept definition during cooperating teacher–student teacher conferences, and this study did not reveal the existence of misconceptions. It can be inferred that these teaching pairs did not have difficulties with shared understandings of concepts; that problems simply did not occur or they were hidden by the participants (knowingly or unknowingly); or problems may not have been discernable within the study’s timeline and framework.

At the end of the results section, responsiveness between cooperating teachers and student teachers was discussed. Communication, to a large degree, creates the relationship and its quality of responsiveness. It also establishes the framework for the conference. This study revealed that all of the teacher pairs used a chronological pattern of “de-briefing” during the conference. Also revealed was a pattern of communication that impacted the conference process and moved beyond traditional communication patterns.

Traditional patterns of communication are often represented as a circular pattern or a zigzag pattern as shown in Figure 1. The circular pattern is too simple to portray the dynamics of the conversations in the conferences and the relationships between cooperating teachers and student teachers. The zigzag pattern implies that both parties are taking responsibility for changes in topics or emphasis, giving direction to the conversation (and therefore the relationship). This pattern was seen in this study in Pair 3 (see Appendix J) during portions of their conference and briefly with other pairs. The pattern seen most often during conferences depicts the cooperating teacher bearing the responsibility for directing the conference, and so the zigzag pattern is not representative of the cooperating teacher–student teacher communication or relationship.



Figure 1. *Diagrams of Communication*

The model generated from this study for the cooperating teacher–student teacher communication can be described as a helix – a spring figure - that has occasional stretches in its coil (See Figure 2). This model depicts the idea that conversation circles back and forth between the teachers until someone – in these cases the cooperating teacher – takes leadership responsibility and changes the direction of the conversation. Then it is likely that there would be

several “coils” of discussion before another “stretch” when the direction changes again.

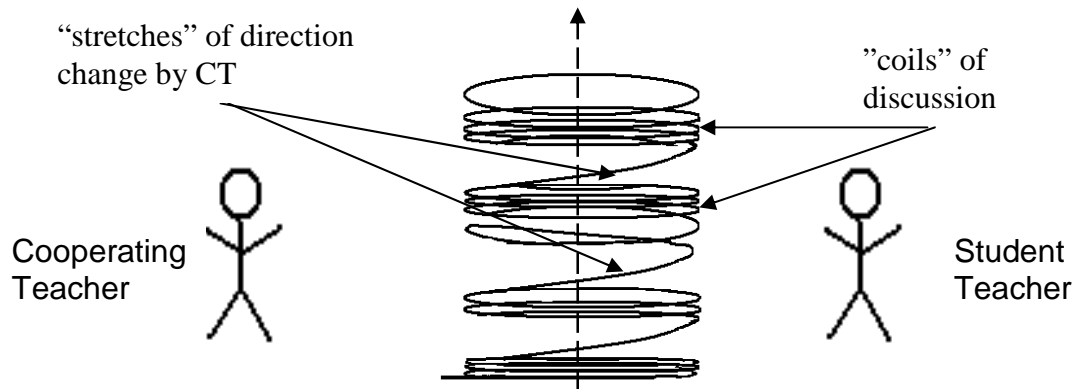


Figure 2. *The “Stretched Spring” Diagram of Communication*

Celebrations of Current Practices in Parent Education

This study reveals numerous examples of high quality cooperating teaching that should be applauded and supported. Multiplicity of issues is cited as one of the greatest challenges in teaching. The ability to manage multiple issues at the same time was demonstrated frequently by cooperating teachers and student teachers. For example, Pair 3 (see Appendix J) concurrently considered: literacy, effects of screen time (computer, video games, television), the need to reach the mom of the family (dad attended the class), other factors in the family, and connection with the previous and the following parent education session.

A strong emphasis on discussing what the parents had learned and what they needed to learn was shown in conferences by both cooperating teachers and student teachers. This is an advanced practice in the three stages of

teacher development: 1) concern for self and survival, 2) an emphasis on tasks and content, and 3) focus on the learner.

Reflecting thoughts occurred often (one of the top three most frequent thought types for cooperating teachers) and reflection is an essential tool of professional practice. Prospective (or anticipatory) reflection was used frequently in the conferences. The high number of reflecting thoughts reported suggest that reflective thinking is a practice that these cooperating teachers use frequently and were able to model and promote in their student teachers. It is also possible that the student teachers (also showing a high frequency of reflecting thoughts) have had course content that emphasized reflection, so that these particular student teachers formed a stronger connection to the practice of reflection by having course content and field experience intertwined. Teachers who receive integrated coursework and field work are more effective and more likely to enter and stay in teaching (Darling-Hammond, 2000).

Conferencing in parent education may be more sophisticated than in other education areas. The field of parent education is focused on content and processes that are beneficial to the cooperating teacher–student teacher team: relationships, communication, the process of change, support, education, and reflection. Daly (1993) reported that reflective thinking was not part of conferencing in his pool of ten pairs of cooperating teachers and student teachers in elementary education; yet all of the cooperating teachers and all of the student teachers in the present study reported thinking that displayed reflection. Parent educators' experiences with relationship-based education may

strongly influence the quality of their work as cooperating teachers. One of this study's cooperating teachers said, "I'm a much better cooperating teacher now that I've been a parent educator than I was as an elementary school cooperating teacher."

Recommendations for Selection and Preparation of Cooperating Teachers

Selection of cooperating teachers would ideally be based on the individuals' experience and expertise. In reality, cooperating teachers are typically assigned the responsibility based on who is willing and available. If this current process continues, then it is more important than ever to provide education and support to cooperating teachers. There is a parallel between cooperating teachers' needs for information and support and student teachers' need for integrated course work and field experiences for optimal learning and performance. Some of the cooperating teachers expressed concern about their abilities in the role of being a cooperating teacher (expressed only to the researcher; not to the student teachers) which indicates that they were looking for information and support (perhaps course work) as they fulfilled their role (field work) – preparing them to be the best possible cooperating teacher.

When it is possible to select specifically qualified individuals for this critically important role, one aspect to consider is the level of expertise. "Expert" teachers may not always make the best cooperating teachers, partly because automaticity will play a more expansive role in their work. So those selecting individuals for this role, and potential cooperating teachers themselves, should assess the potential cooperating teachers' level of professional development

and what skills will be required to meet the student teachers' needs. This perspective is appropriate with respect to all cooperating teachers in any type of education; however, this study shows an anomaly. There were several expert teachers (designated by the researcher's observation rather than by reputation) who would also be assessed as expert cooperating teachers. Their styles of working with the student teachers suggested a strong awareness of what might be in their own realms of automaticity and they pointed those aspects out to the student teachers. Again the question arises as to whether or not being in the field of parent education inherently influences the quality of cooperating teachers' work in the field. Guidelines that can apply to all cooperating teacher selection and preparation include:

1. **Select cooperating teachers** based on their a) attributes, b) teaching experience, c) commitment to professional development (their own and the students), and d) willingness to take part in training for this role.
2. **Educate and support those who take on the responsibility** of being a cooperating teacher and **provide resources** for cooperating teachers such as:
 - a. an orientation to being a cooperating teacher
 - b. guide book
 - c. course or seminar(s) on being a cooperating teacher
 - d. professional support group
 - e. incentives for participating in the course or seminar(s).

(Incentives for participating could include: stipends, continuing education or clock hour certificates, promotion of benefits of professional connections, mileage reimbursement, and “free dinner” meetings.)

3. Assure that cooperating teachers understand:

- a. Thought informs action. Intentionality on their part will lead to a better student teaching experience.
- b. Body language is a key to communication – be aware of the student teachers’ and their own. Look for whether there is consistency between verbal and non-verbal communication.
- c. Student teachers may not tell what they are really thinking or feeling. “Uh-huh” does not necessarily mean that they understand and agree. Student teachers have inhibitions about telling some things to their cooperating teachers.
- d. There is power in gesturing – for emphasis, to direct attention, and to clarify.
- e. Students may hold incomplete concepts or misconceptions.
These need to be identified and addressed.
- f. Students need to know the “whys” behind cooperating teachers’ decisions and actions. “Whys” cannot be observed.

4. Encourage cooperating teachers to set the stage for success:

- a. Getting to know the student teacher early and discerning the students’ level of development (concern with self, content, or the learner).

- b. Structuring the student teaching experience in accordance with the student teachers' skill level and increasing the challenge as the student progresses. Teach cooperating teachers how to do these assessments.
 - c. Discussing with the student teacher the process and expectations of student teaching.
5. **Encourage cooperating teachers to consider the *Stretched Spring* diagram of communication** and assess their own styles of conferencing. Encourage them to reflect on how they manage and direct conferences.
 6. **Encourage cooperating teachers in parent education to recognize their existing skills** and teach them in how to build on those skills for use as cooperating teachers.
 7. **Teach cooperating teachers to be aware of their types of thoughts and their thought-action consistency** during conferences in order to increase the frequency of consistency. Suggest that cooperating teachers focus on thoughts of intending-to prod and evaluating-other to promote student teacher reflection.
 8. **Educate cooperating teachers on how to use the conference as a way to make thinking visible.** Direct cooperating teachers to:
 - a. Do more "thinking out loud" during parenting sessions and during conferences. Cooperating teachers should direct student teachers to listen to their wording as they say things to the parents like, "Let's tie this into last week's class." During the conference, the teachers would

then talk about the statements. In this example, the cooperating teacher would ensure that the student teacher understood that the cooperating teacher was intending to tie content together to expand parents' learning.

During conferences, thinking out loud might sound like "I'm wondering about Sean's understanding of age-appropriate, so I'm planning on . . ." Early in the student teaching experience, the cooperating teacher may need to point out her thinking and her related actions. To find out more about what the student teacher knows, that statement might be worded "I was wondering about Sean's understanding of age-appropriate. What do you think he/she understands it to be?" This would be an opening for discussion of concept formation if the student teacher's answer suggests an incomplete understanding or misconception of age-appropriateness.

- b. Directly point out strategies to student teachers because awareness of strategies leads to a higher likelihood of using the strategies. Discuss the reasons for selecting one strategy over another.
- c. Analyze class sessions and give suggestions during the conferences. Evaluate the content and teaching methods and the criteria for making decisions. Reveal the thinking.

Future Study and Related Recommendations

In future studies about the types of teachers' thoughts and their actions, one recommendation for analysis is to involve a second and even third person for thought type coding to strengthen the reliability of the results.

To produce generalizable findings, further study would require a much larger number of participants. Although it was suggested in chapter five that the influences on the present study (size, setting, etc.) may not have strongly impacted the results, the present study is still considered exploratory. Research would need to be conducted over several years to acquire enough participants in the same setting of ECFE programs, or researchers might be well advised to look for programs in other states where parent educators play similar roles. Since Minnesota is currently the only state that licenses parent educators, researchers would need to be diligent about comparing other programs and ensuring that there are enough similarities (including a parent educator training program with a field study) to pool the participants.

New questions could be answered with a study design that followed the student teachers five years out from completing their student teaching, asking the following questions:

1. What are their recollections of the student teaching experience?
2. What do they remember learning from their cooperating teachers?
3. What do they wish they had learned during student teaching?
4. How could the cooperating teacher have facilitated that learning?

5. How would they describe their personal and professional relationships with the cooperating teacher?

It would also be interesting to share the results of the present study and find out if the student teachers who experienced participation in the present study were aware of the research foci in their own teaching, and if the cooperating teachers changed their practices. Questions that could be asked include:

1. Are they aware of the types of thoughts they have when they are teaching?
2. Do they actively attend to thought-action consistency?
3. Do they consider themselves reflective practitioners?
4. Are they aware of intentionality?

A study of cooperating teacher-student teacher conferencing throughout the entire student teaching experience could provide additional helpful learning.

Questions that could be asked in that study include:

1. Does the level of reflection change over time for cooperating teachers and student teachers?
2. Do cooperating teachers' thought types change from the beginning of the student teaching experience to the end?
3. Is the level of consistency between cooperating teachers' thoughts and actions uniform throughout the student teaching experience?
4. If the level of consistency between thoughts and actions changes, does it do so in any noticeable pattern?

With a carefully designed study, we might be able to learn how the thoughts, actions, and relationships between teachers develop or evolve over the time period of the student teaching experience.

Asking cooperating teachers to be mindful of their thoughts could be the beginning of another research study. Cooperating teachers could be trained in four groups: one trained to focus on intending types of thoughts during conferencing, one trained to focus on evaluating types of thoughts during conferencing, one trained to focus on reflecting types of thoughts during conferencing, and finally, a control group that was given no direction. Analysis could include thought-action consistency as well as consideration of the cooperating teacher-student teacher relationship.

The present study brought forth questions to answer about reflection – its complexity, how it is used in the student teaching experience, and its effects on the interactions between cooperating teachers and student teachers. A new study could investigate how cooperating teachers use reflection in their own practice, how they encourage it in student teachers, and reflection's role in the student teaching experience. In the present study, reflecting thoughts were related both to times of inconsistency and consistency in the thought-action connection, and further study could clarify how reflecting thoughts are used during student teaching.

Another logical offshoot from the present study is to assess the value of training for the role of cooperating teacher. One of the surprises in the present study was the consistently high level of skills and similar process styles

presented by the cooperating teachers during conferencing. This study noted significant similarities between the parent educators' skills and the skills needed to be a cooperating teacher. Yet information still needs to be discovered regarding the level of training needed for cooperating teachers in general and specifically for those in parent education, and what differences in training needs exist between those groups. If the comment from the cooperating teacher who said she was a much better cooperating teacher after becoming a parent educator (than she was as an elementary school teacher) hinted at a bigger picture, then studying the differences in skill levels and process styles of cooperating teachers for student teachers of different age groups could establish a solid foundation for developing training programs. This would be important for both the field of parent education and other areas of education (e.g. elementary education) and in peer coaching or mentoring settings.

Results of this study point to two other research directions. 1) Both cooperating teachers and student teachers expressed a strong interest in their own learning resulting from being videotaped and then watching the tape. This suggests that the stimulated recall methodology for research could also be a teaching tool. Studying people's experiences of learning with and without the videotaping process could provide not only teacher educators but also supervisors and mentors information on educating staff. 2) All of the teaching pairs used a chronological order in their conferences. It would be interesting to find out if that chronological order is a key guide to the processing of the conference or if conferences would have significantly different outcomes if the

conferences began with questions such as: “What was the highlight of the class for you today?” or “Which of the parents was the most challenging for you?”

A final thought about further research would be to examine cooperating teachers’ and student teachers’ levels of self disclosure. It was surprising (to the researcher) that both groups seemed exceptionally open to the researcher – even when they were “hiding” their thoughts or feelings from their teaching team partners. This took place in three of the nine teaching teams in the present study, which suggests that it is a phenomenon worth considering. Are student teachers afraid of expressing doubt, disagreement, or other thoughts and feelings to the cooperating teachers? If so, why? Are they protecting their grades in the class, their future professional reputations, or their images with the experienced cooperating teachers? Do cooperating teachers have the same type of concerns about sharing with the student teachers or are their choices not to share based on their decisions about directing the experiences for the student teachers?

Summary

The stimulated recall methodology proved to be successful in helping teachers recall the thoughts that occurred during the cooperating teacher–student teacher conferences. The analysis of the data collected through this process showed that this particular group of cooperating teachers reported “intending” as the most common thought type, and that there was notable consistency between cooperating teachers’ thoughts and actions. The

cooperating teachers' actions of making statements of evaluation and posing questions were effective tools for eliciting student teachers' reflection.

Cooperating teacher-student teacher relationships created in part through conferencing ranged from deep connections with authentic patterns of interaction to a few teacher pairs that experienced incomplete communication or discord. A common pattern of communication that impacted the conference process was revealed. A helix pattern – like a spring with periodic stretches in its coil - described the circular aspect of the teachers' communication as well as the changes of direction within their conversations.

Advanced levels of teaching skills were shown throughout this study. Multiple concurrent issues were handled well by both cooperating and student teachers, and during the conferencing there was a strong emphasis on what parents had learned during the class sessions. One of the compelling questions for future research that arose from this study is “Are cooperating teachers in parent education better equipped to be cooperating teachers (compared to teachers in elementary and secondary grades), and is this because of the relationship-based nature of parent education?”

Several possibilities for future study were presented, and the importance of relationships and communication during conferencing was evident throughout this study. An important aspect of the present study is the consideration of thought-action consistency and types of thoughts, both of which can inform cooperating teachers' practice. It is believed by the researcher that awareness of types of thoughts and intentional thought-action consistency will positively affect

the student teaching experience (for both teachers), and emphasis should be placed on assuring that cooperating teachers understand these crucial components.

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Appendix A

**MINNESOTA'S PARENT EDUCATION CORE
CURRICULUM FRAMEWORK AND INDICATORS**

**for Early Childhood Family Education (ECFE) Programs
and Other Parent Education Programs**

Draft April 2007 (original format preserved)

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Appendix B Student Teacher Interest Form

PRACTICUM STUDENT

Name _____
Phone _____
Address _____
e-mail _____
Best time and method for contacting me: _____

Location of practicum (school district number/name, site location – address and phone if you have it) _____

Cooperating teacher's name (and contact information if you have it): _____

YES, I am willing to participate in Leanne Sponsel's research project.

NO, I am declining to participate in Leanne Sponsel's research project.

Thank you for your consideration.

Appendix C Letter to Potential Study Participants

January 2006

Dear practicum students and cooperating teachers,

Hello. My name is Leanne Sponsel and I am working on a research project for my PhD program. I am studying the cooperating teacher–student teacher experience in parent education because I believe it is so important. (I am also a licensed parent educator and have worked with student teachers several times.) I am writing to invite you to participate in this study, so let me tell you more about it.

I will be looking at what cooperating teachers and student teachers are thinking while in the post-class conference (i.e. your conversation after class). If you both agree to participate, there are three steps to my process.

1. I will observe one class session.
2. I then video tape your conference.
3. I conduct a separate interview with each of you while we watch the video of the conference together.

To date, the interviews have taken approximately 30 - 45 minutes and need to take place on the same day as the video taped conference. The interviews will be audio-taped and transcribed by me.

Please note that the content of the parent discussion time is *not* a part of the study *nor is this study an evaluation process* of either the student teacher or the cooperating teacher. It's important that you know that this is completely voluntary on your part; I will not disclose who agreed or declined to participate; and there are no consequences or tangible rewards to you either way. Confidentiality is at the top of the priority list, and you have the option to withdraw from the study at any time or to stop the process to ask questions.

If you are interested in learning more about the study or want to participate, please contact me as soon as possible. My home phone (with an answering machine) is 651-646-1474. My e-mail address is LMS-consult@juno.com and my cell phone is 612-741-8528.

I hope to be talking with you soon about this project and I thank you for considering being a part of this research.

Sincerely,

Leanne M. Sponsel

Appendix D Telephone Script

Hello. This is Leanne Sponsel. I am a graduate student at the University of Minnesota and I was given your name by _____. For my doctoral research I am conducting a study on what cooperating teachers are thinking during their conferences with student teachers.

Would you be willing to hear more about the study so that you can decide if you are willing to participate? (If the answer is no, the person will be asked if a different time would be better or if there is no interest in participating. The appropriate action will be taken of thanking the person and saying good-bye or setting an appointment to make contact. If the answer is yes, the conversation will be continued.)

I would visit one of your classes as a non-participating observer on just one day and then individually interview you and the student teacher. I will let you decide how to tell the parents in the class; they just need to know that the content of their discussion is not part of my observation, and that I'm working with the teachers. After the class, I would video tape the conversation you have with the student teacher – whether you call that a debriefing session or a conference. Actually, I will start the camera and then leave the room while the two of you talk.

After you have completed your conference with the student, I would interview each of you separately. We would watch the video together and I would ask you some questions about what you were thinking at various points during the conference. This interview portion will be audio-taped so that I can concentrate on our discussion rather than take notes. I would expect the interview to take about two hours, and that would be the extent of your time commitment. Are there questions you would like to ask or are you ready to decide if you are willing to participate? (At this point, questions would be answered and the teacher would be asked again for a decision. If the teacher is unsure about participating, a second contact time would be set and the teacher would be invited to call with questions at any time. If the teacher is ready to commit to participating, the conversation would continue.)

I want to assure you that all of the information gathered during this study will be confidential and no identifying information or interview content will be disclosed. I'll bring a written consent form and we'll go over this again when we meet in person. (Teachers will be asked to affirm their willingness to participate and contact plans will be made for a time after the student teacher has had an opportunity to accept or refuse the invitation to participate.)

I need some information from you to start planning a schedule. Do you have a few minutes to answer a few questions? (If teacher agrees, continue with the Research Participant Information form.)

(The phone call will be concluded with appreciation and a quick review of what will happen next: phone call or visit on _____ at _____.)
date time

Appendix E Research Participant Information (collected by phone)

Name: _____ Date contacted: _____

Phone: _____

Site: _____

Site Phone: _____

Site address & directions:

Classes taught with student teacher – day of the week, time, children’s age group, last day of class, any non-class days scheduled:

Cooperating teacher’s experience working with student teachers:

Cooperating teacher’s training/education related to this role:

Student teacher’s stage in the student teaching experience:

Student teacher’s name: _____

Date of agreement to participate: _____

Cooperating teacher-student teacher conference to take place: _____
(date, time)

Cooperating teacher’s stimulated recall interview on _____ at _____
(date) (time)

Student teacher’s stimulated recall interview on _____ at _____
(date) (time)

Appendix F Consent Form

Cooperating Teachers' Thinking and Actions During Conferences with Student Teachers in Parent Education

You are invited to be in a research study of the conferences of cooperating teachers and student teachers in parent education. The focus of the research is the cooperating teachers' thinking during that conference. You were selected as a possible participant because you were identified by Mike Brown, the Family Education Practicum Coordinator at the University of Minnesota, as either a participating cooperating teacher or a student enrolled in the family education practicum. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: Leanne M. Sponsel, Doctoral Candidate, Department of Work, Community, and Family Education (WCFE), University of Minnesota.

Background Information

The purpose of this study is to understand cooperating teachers' thinking during conferences. People's thinking and actions are tied together, so this study will help us understand how cooperating teachers work with student teachers and how the education of new parent educators might be enhanced.

Procedures

If you agree to be in this study, you will be asked to: a) agree to being observed once by Leanne Sponsel during a parent education class session, b) participate in a video taped cooperating teacher-student teacher conference following that class, and c) be interviewed by Leanne Sponsel as you watch (with her) the video tape of the conference. The question that will be asked is: "What were you thinking during this portion of the conference?" This interview will be audio-recorded and will last approximately one hour. Your involvement in the study is limited to that one series of activities.

Risks and Benefits of being in the Study

The study has minimal risk. You might have with some uncomfortable feelings during the conversations, and those can be addressed during the interview and/or after the interview is completed. Someone might see you talking with the researcher and make an assumption. Both of these risks are unlikely and your identity will be protected by the researcher.

There is no specific benefit to you for involvement in this study. You may feel satisfaction at contributing to the research in your field or gain some professional insights, but no benefit is guaranteed by participation in this study.

Compensation

There is no compensation (fiscal or otherwise) for participation. If you are a student participant, there is no academic advantage or disadvantage to participating in this study. If you are a cooperating teacher there are no employment advantages or disadvantages to participating in this study.

Confidentiality

The records of this study will be kept private and in a secure location. Only Leanne Sponsel will have access to them. All identifying information about study subjects will be excluded in any sort of report that might be published. The academic advisor, Dr. Ruth Thomas, may read or listen to some portions of the interviews, but no subject will be identified to her. The audio tapes and transcripts will be destroyed at the end of the research project.

Voluntary Nature of the Study

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota or any ECFE program. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions

The researcher conducting this study is Leanne M. Sponsel. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact Leanne Sponsel at LMS-consult@juno.com or at 651-646-1474. The advisor can also be contacted: Dr. Ruth Thomas, 612-624-4772, thoma006@tc.umn,.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher or the advisor, **you are encouraged** to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

You will be given a copy of this information to keep for your records.

Statement of Consent:

I have read the above information. I have asked questions and have received answers. I consent to participate in the study.

Name of participant: (printed) _____

Signature: _____ Date: _____

Signature of Investigator: _____ Date: _____

Appendix G Student Teachers' Thought Type Frequencies
and a Comparison of Cooperating and Student Teachers' Tallies

Student Teachers' Thought Type Frequencies

	ST	ST	ST	ST	ST	ST	ST	ST	ST	ST
	1	2	3	4	5	6	7	8	9	TOTAL
EVALUATING	3	5	8	2	2	1	2	2	4	29
Self	2	3	1	0	1	1	1	1	4	14
Other teacher	1	1	7	1	1	0	1	0	0	12
CT/ST relationship	0	0	0	0	0	0	0	0	0	0
Parent(s)	0	1	0	1	0	0	0	0	0	2
Class/technique	0	0	0	0	0	0	0	1	0	1
INTENDING TO	0	4	0	2	0	0	3	1	0	10
Prod ST	0	0	0	0	0	0	0	0	0	0
Specific action	0	1	0	2	0	0	3	0	0	6
Convey prof. practice	0	0	0	0	0	0	0	0	0	0
Inform	0	0	0	0	0	0	0	0	0	0
Protect parents	0	3	0	0	0	0	0	1	0	4
Give ideas/perspective	0	0	0	0	0	0	0	0	0	0
Give positive feedback	0	0	0	0	0	0	0	0	0	0
Support/encourage	0	0	0	0	0	0	0	0	0	0
Care for ST	0	0	0	0	0	0	0	0	0	0
INTERPRETING	1	0	6	1	3	2	12	1	0	26
Other teacher	0	0	5	1	3	2	11	1	0	23
Parent(s)/Class	1	0	1	0	0	0	1	0	0	3
CT/ST Communication	0	0	0	0	0	0	0	0	0	0
PLANNING	0	1	3	3	2	0	0	1	0	10
Today's conference	0	0	0	2	0	0	0	0	0	2
Future class/action	0	1	3	1	2	0	0	1	0	8
PREDICTING	0	0	0	0	0	0	0	0	0	0
Other teacher	0	0	0	0	0	0	0	0	0	0
Parents	0	0	0	0	0	0	0	0	0	0
REFLECTING	4	8	10	5	15	19	15	16	12	104
Self	2	5	5	4	10	11	7	9	7	60
Other teacher	0	0	2	1	3	4	5	3	5	23
CT/ST relationship	1	0	1	0	0	0	0	0	0	2
Parent(s)	1	2	2	0	1	3	3	4	0	16
Prof. Practice/beliefs	0	1	0	0	1	1	0	0	0	3
TOTALS	8	18	27	13	22	22	32	21	16	179

Comparison of CTs' and STs' Tallies

	CT	ST	CT/ST
	TOTAL	TOTAL	TOTAL
EVALUATING	58	29	86
Self	9	14	22
Other teacher	39	12	51
CT/ST relationship	1	0	1
Parent(s)	4	2	6
Class/technique	5	1	6
INTENDING TO	69	10	79
Prod ST	17	0	17
Specific action	9	6	15
Convey prof. practice	6	0	6
Inform	10	0	10
Protect parents	0	4	4
Give ideas/perspective	3	0	3
Give positive feedback	8	0	8
Support/encourage	11	0	11
Care for ST	5	0	5
INTERPRETING	23	26	49
Other teacher	19	23	42
Parent(s)/Class	3	3	6
CT/ST Communication	1	0	1
PLANNING	7	10	17
Today's conference	1	2	3
Future class/action	6	8	14
PREDICTING	3	0	3
Other teacher	2	0	2
Parents	1	0	1
REFLECTING	55	104	160
Self	23	60	84
Other teacher	15	23	38
CT/ST relationship	1	2	3
Parent(s)	7	16	23
Professional practice	9	3	12
TOTALS	215	179	394

Appendix H

Teaching Pair Thought – Action Table

Summary Chart followed by Data by Teaching Pairs

Teaching Pair	# of CT Thoughts	Was CT's Action Consistent with CT's Thought?			Was ST's Action Related to CT's Action?			Did CT Respond To ST's Action?			
		Yes	No	No Act.	Yes	No	No Act.	No. of Episodes after first*	Yes	No	If no, how often did the CT change the direction of the conference?
1	22	11	8	3	15	4	3	9	7	2	2
2	23	19	2	2	19	2	2	10	3	7	7
3	28	23	2	3	24	1	3	15	15	0	N/A
4	18	9	8	1	9	8	1	10	7	3	2
5	31	29	2	0	28	3	0	16	10	6	5
6	31	25	5	1	26	4	1	16	13	3	3
7	18	15	3	0	16**	4	0	16	9	7	4
8	20	11	9	0	13**	9**	0	13	10	3	2
9	24	19	5	0	19	5	0	9	9	0	N/A
Totals	215	163	42	10	166	39	10	114	83	31	25

* In the first interaction of the conference there is no ST action to which the CT can respond.

** The ST's actions were recorded even if the CT did not report any thoughts, but took action, for that episode.

Teaching Pair Thought – Action Table

Episode	Type of CT Thought	CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
1A	Reflecting – self	Y	Y - verbal	--	-- (first record)
	Evaluating – self	Y	Y – verbal	--	--
	Reflecting – self	Y	Y – verbal	--	--
1B	Reflecting – parents	Y	Y – body language	Yes	Continues after ST's positive resp.
	Reflecting – prof. practice	No action	No action	--	--
1C	Reflecting – self	N	N	Yes	Comments directly related.
	Reflecting – other	N	Y – verbal	--	--
	Interpreting – other	N	N	--	--
1D	Evaluating – other	N	Y - verbal	Yes	Encourages ST to continue eval.
	Reflecting – other	N	N	--	--
	Reflecting – self	N	N	--	--
1E	Interpreting – other	Y	Y - verbal	Yes	Clarifies ST's comment
1F	Evaluating – other	Y	Y – verbal	Yes	Encourages ST's reflection
	Interpreting – other	Y	Y – verbal	--	--
1G	Reflecting – other	Y	Y – verbal	No	Changes direction of conference
	Intending – to inform	Y	Y – verbal	--	--
1H	Evaluating – relation	Y	Y - verbal	Yes	Comments directly related
	Interpreting – other	Y	Y – laugh/body lang.	--	--
1I	Evaluating - other	N	Y – verbal	No	Changes direction of conference
	Reflecting - self	No action	No action	--	--
	Reflecting – self	No action	No action	--	--
1J	Reflecting – self	N	Y – body language	Yes	Acknowledges ST's comment

Episode	Type of CT Thought	Was CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
2A	Interpreting – parents	Y	Y – verbal	--	-- (first record)
2B	Evaluating - technique	Y	Y – verbal	Yes	Affirms ST's statement
	Intending – encourage	Y	Y – body language	--	--
2C	Evaluating – other	Y	Y – verbal	Yes	Affirms ST's statement
	Reflecting – parents	Y	Y – verbal	--	--
	Interpreting – other	No action	No action	--	--
2D	Reflecting – self	Y	Y – verbal	No	Changes direction of conference
	Evaluating – other	Y	Y – verbal	--	--
	Reflecting – prof. practice	No action	No action	--	--
2E	Reflecting – prof. practice	Y	Y – body language	No	Changes direction of conference
	Evaluating – content	Y	Y – verbal	--	--
2F	Reflecting – prof. practice	Y	N	No	Changes direction of conference
	Evaluating – other	Y	Y – verbal	--	--
2G	Evaluating – other	Y	Y - verbal	No	Changes direction of conference
	Evaluating – other	N	N	--	--
	Intending – give ideas	Y	Y – verbal	--	--
	Intending – support	Y	Y – verbal	--	--
	Evaluating – other	Y	Y – verbal	--	--
2H	Intending –feedback	Y	Y - verbal	No	Changes direction of conference
2I	Intending – support	Y	Y – verbal	Yes	Comments directly related
2J	Intending - to prod ST	Y	Y – verbal	No	Changes direction of conference
2K	Reflecting – self	N	Y – verbal	No	Changes direction of conference
	Intending – feedback	Y	Y – verbal	--	--

Episode	Type of CT Thought	Was CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
3A	Intending – specific act	Y	Y – verbal	--	-- (first record)
	Reflecting – self	No action	No action	--	--
	Intending – to prod ST	Y	Y – verbal	--	--
3B	Intending – to prod ST	Y	Y – verbal	Yes	Comments directly related
	Intending – prof. practice	Y	Y – verbal	--	--
3C	Intending – to inform	Y	Y – body language	Yes	Comments directly related
3D	Intending – specific action	Y	Y – verbal	Yes	Responds to ST's nonverbal cues
	Intending – specific action	Y	Y – verbal	--	--
3E	Evaluating – self	Y	Y – verbal	Yes	Comments directly related
3F	Reflecting – relation	Y	Y – verbal	Yes	Comments directly related
3G	Intending – encourage	Y	Y – verb/body lang.	Yes	Encourages ST's reflection
3H	Evaluating – self	Y	Y – verbal	Yes	Comments directly related
	Reflecting – self	Y	Y – verbal	--	--
3I	Evaluating – other	N	Y – verbal	Yes	Comments directly related
3J	Reflecting – other	Y	Y – verb/body lang.	Yes	Comments directly related
	Reflecting – prof. practice	Y	Y – verb/body lang.	--	--
3K	Planning – future session	Y	Y – verbal	Yes	Comments directly related
3L	Interpreting – other	No action	No action	Yes	Comments directly related
	Planning – future session	Y	Y – verbal	--	--
3M	Reflecting – parents	No action	No action	Yes	Comments directly related
	Planning – future session	Y	Y – verbal	--	--
	CONTINUED				

3N	Intending – care for ST	Y	Y – verbal	Yes	Comments directly related
	Intending – care for ST	Y	Y – verbal	--	--
	Intending – care for ST	N	N	--	--
3O	Reflecting – other	Y	Y – verbal	Yes	Brief planning, then returns to ST’s question
	Planning – future session	Y	Y – verbal	--	--
3P	Evaluating – other	Y	Y – verbal	Yes	Answers question
	Planning – future session	Y	Y – verbal	--	--

Episode	Type of CT Thought	Was CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
4A	Interpreting – other	No action	No action	--	-- (First record)
4B	Intending – care for ST	N	Y – verbal	--	-- (no action taken yet)
	Intending – to inform	N	Y – verbal	--	--
	Intending – to inform	Y	Y – verbal	--	--
	Reflecting – self	N	N	--	--
	Evaluating – content	N	N	--	--
4C	Planning – future action	Y	N	Yes	Comments directly related
4D	Intending – to prod ST	Y	Y – verbal	Yes	Supports ST's reflection
4E	Intending – specific act	N	N	Yes	Comments directly related
	Intending – specific act	N	Y – verbal	--	--
4F	Reflecting – self	N	N	Yes	Responds to ST's self disclosure
	Intending – tell professional practice	Y	N	--	No reaction; thoughts are disagreeing
4G	Intending – to inform	Y	Y – verbal	Yes/No	Responds to verbal cue, not to body lang.
4H	Evaluating – other	Y	Y	Yes	Comments directly related
4I	Reflecting – self	Y	Y – verbal	No	Changes direction of conference
4J	Evaluating – other	Y	Y – verbal	Yes	Comments directly related
4K	Intending – tell prof. Prac.	Y	N	No	Changes direction of conference
	Evaluating – other	N	N	--	--

Episode	Type of CT Thought	Was CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
5A	Intending – to prod ST	Y	Y – verbal	--	-- (First record)
5B	Intending – to prod ST	Y	Y – verbal	Yes	Comments directly related
	Intending – support	Y	Y – verbal	--	--
5C	Intending – to prod ST	Y	Y – verbal	Yes	Questions ST's statements
	Intending – support	Y	Y – verbal	--	--
5D	Interpreting – other	Y	Y – verbal	Yes	Returns to ST's comment
	Evaluating – self	Y	Y – verbal	--	--
	Intending – to prod ST	Y	Y – verbal	--	--
5E	Interpreting – other	Y	Y – verbal/body lang.	Yes	Comments directly related
	Reflecting – self	Y	Y – body language	--	--
	Evaluating – other	Y	Y – verb/body lang.	--	--
5F	Evaluating – other	N	N	Yes	Offers solution to ST's problem
5G	Intending – to prod ST	Y	Y – verbal	No	Changes direction of conference
	Evaluating – other	Y	Y – verbal	--	--
5H	Intending – specific action	Y	Y – verbal	No	ST asks for thinking time, CT keeps talking
5I	Interpreting – other	Y	Y – verbal	No	Changes direction of conference
	Intending – support	Y	Y – verbal	--	--
5J	Intending – support	Y	Y – verb/body lang.	Yes	Comments directly related
	Intending – to inform	Y	Y – verbal	--	--
	CONTINUED				

5K	Reflecting – self	N	N	Yes	After ST’s comment, continues feedback
	Intending – care for ST	Y	N	--	--
5L	Reflecting – self	Y	Y – verbal	No	Changes direction of conference
5M	Reflecting – other	Y	Y – verbal	No	Changes direction of conference
	Intending – perspective	Y	Y – verbal	--	--
5N	Reflecting – self	Y	Y – verb/body lang.	Yes	Comments directly related
	Reflecting – other	Y	Y – verb/body lang.	--	--
	Interpreting – other	Y	Y – verbal	--	--
5O	Intending – to prod ST	Y	Y – verbal	No	Changes direction of conference
	Intending – to inform	Y	Y – verbal/body lang.	--	--
5P	Intending – support	Y	Y – verbal	Yes	Comments directly related
5Q	Intending –specific action	Y	Y – verbal	Yes	Comments directly related

Episode	Type of CT Thought	Was CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
6A	Evaluating – other	Y	Y – verbal	--	-- (first record)
	Intending – feedback	Y	Y – verbal	--	--
6B	Intending – tell prof. prac.	Y	Y – verbal	Yes	Comments directly related
6C	Intending – feedback	Y	Y – verb/body lang.	Yes	After ST's response, continues
	Intending – to inform	Y	Y – verb/body lang.	--	--
	Evaluating – other	Y	Y – verb/body lang.	--	--
6D	Evaluating – other	Y	Y – verbal	Yes	After ST's response, continues
	Intending – to inform	Y	Y – verbal	--	--
6E	Evaluating – self	Y	Y – verbal	Yes	Comments directly related
6F	Evaluating – other	Y	Y – verbal	Yes	Comments directly related
6G	Intending – to prod ST	Y	Y – verbal	No	Changes direction of conference
	Reflecting – prof. practice	No action	No action	--	--
6H	Intending – to prod ST	Y	Y – verbal	Yes	Comments directly related
6I	Intending – feedback	Y	Y – verb/body lang.	Yes	Comments directly related
	Intending – tell prof. Prac.	Y	Y – verb/body lang.	--	--
6J	Interpreting – other	N	N	Yes	After ST's response, continues
	Intending – feedback	Y	Y – verbal	--	--
6K	Evaluating – self	Y	Y - verbal	Yes	Answers question
6L	Reflecting – parents	Y	Y – verbal	Yes	Comments directly related
6M	Reflecting – self	N	N	Yes	Comments directly related
	Reflecting – other	N	Y – verbal	--	--
	CONTINUED				

6N	Evaluating – other	N	N	Yes	Confirms ST’s evaluation of parents
	Evaluating – other	Y	Y – verbal	--	--
	Intending – support	Y	Y – verbal	--	--
6O	Evaluating – self	Y	Y – verbal	No	Changes direction of conference
	Evaluating – self	Y	Y – verbal	--	--
	Predicting – other	N	Y – verbal	--	--
6P	Reflecting – other	Y	Y – verbal	Yes	Comments directly related
	Evaluating – self	Y	N	--	--
	Intending – specific action	Y	Y – verbal	--	--
6Q	Intending - support	Y	Y – body language	No	Changes direction of conference

Episode	Type of CT Thought	CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
7A	Evaluating – other	N	Y – verbal	--	-- (first record)
7B	No thoughts reported	--	Y - verbal	Yes	Non-verbal, lets ST to keep talking
7C	Interpreting – parents	N	Y – verbal	No	--
7D	Reflecting – other	Y	Y – verbal	Yes	Confirms meaning: ST's comment
7E	Interpreting – other	Y	Y – verb/body lang.	Yes	Comments directly related
7F	Interpreting – other	Y	Y – verbal	No	Changes direction of conference
7G	Planning – conference	Y	N	No	Changes direction of conference
7H	No reported thoughts	--	Y – body language	Yes	Takes notes then comments
7I	Intending – feedback	Y	Y – body language	Yes	Continues after ST's positive response
	Interpreting – other	N	Y – body language	--	--
7J	Evaluating – other	Y	Y – verbal	Yes	Answers question
7K	Evaluating – other	Y	N	No	Does not answer ST's question
	Evaluating – parents	Y	N	--	--
7L	Evaluating – other	Y	Y – verbal	Yes	Answers question
7M	Evaluating – other	Y	N	Yes	Comments directly related
7N	Evaluating – parents	Y	Y – body language	Yes	Answers question
7O	No reported thoughts	No action	No action	No	CT doesn't recall parent's action
7P	Evaluating – class	Y	Y – body language	No	Changes direction of conference without discussing ST's statement
	Evaluating – parents	Y	Y – verbal	--	--
7Q	Evaluating – other	Y	Y – body language	No	Changes direction of conference
	Evaluating – class	Y	Y – verbal	--	--

Episode	Type of CT Thought	Was CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
8A	Intending – to prod ST	N	Y –verbal	--	-- (First record)
	Reflecting – prof. practice	N	N	--	--
8B	Intending – to inform	Y	Y – verbal	Yes	Comments directly related
8C	Intending – to prod ST	N	Y – verbal	No	No reaction to change in express.
8D	Predicting – parents	Y	Y – verbal	Yes	Comments directly related
8E	Evaluating – other	N	N	Yes	Comments directly related
8F	Interpreting –communicate	N	N	Yes	Answers question
	Interpreting – parents	Y	Y – verbal	--	--
8G	Interpreting – other	Y	Y – verbal	Yes	Responds to ST's interp. of parent
8H	Interpreting –other	Y	Y – verbal	Yes	Explains parents to ST
	Reflecting – parents	Y	Y – verbal	--	--
8I	Intending – to prod ST	Y	N	No	Changes direction of conference
	Predicting – other	N	N	--	--
8J	Intending – specific action	Y	Y – verbal	Yes	Comments directly related
	Reflecting – self	N	N	--	--
	Intending – perspective	Y	Y – verbal	--	--
8K	Reflecting – self	Y	Y – verbal	Yes	Comments directly related
	Reflecting – other	N	N	--	--
	Reflecting – prof. practice	N	N	--	--
8L	Evaluating – other	Y	Y – verbal	Yes	Affirms ST's assessment of parents
8M	No reported thoughts	--	Y - verbal	Yes	Continues after ST's positive resp.
8N	No reported thoughts	--	N	No	Changes direction of conference

Episode	Type of CT Thought	CT's Action Consistent with CT's Thought?	Was the ST's Action Related to CT's Action?	Did CT Respond To ST's Action?	Notes
9A	Reflecting – self	N	N	--	-- (First record)
	Reflecting – other	N	N	--	--
	Intending – to prod ST	Y	Y – verbal	--	--
	Evaluating – other	Y	Y – body language	--	--
9B	Intending – to prod ST	Y	Y – verbal	Yes	Continues after ST's positive resp.
	Evaluating – other	Y	Y – verbal	--	--
	Interpreting – other	N	N	--	--
	Evaluating – other	Y	Y – verbal	--	--
9C	Reflecting – prof. practice	Y	Y – body language	Yes	Comments directly related
	Reflecting – parents	Y	Y – body language	--	--
	Evaluating – other	Y	Y – body language	--	--
9D	Reflecting – other	Y	Y – verbal	Yes	Continues after ST's positive resp.
	Evaluating – parent	Y	Y – verbal	--	--
	Evaluating – other	N	N	--	--
9E	Evaluating – other	Y	Y – verbal	Yes	Answers question
9F	Interpreting – other	N	N	Yes	Answers question
	Evaluating – other	Y	Y – verbal	--	--
9G	Reflecting – other	Y	Y – body language	Yes	Comments directly related
	Evaluating – other	Y	Y – body language	--	--
9H	Reflecting – prof. practice	Y	Y – verbal	Yes	Comments directly related
	Intending – tell prof. Prac.	Y	Y – verbal	--	--
9I	Intending – feedback	Y	Y – verb/body lang.	Yes	Comments directly related
9J	Reflecting – self	Y	Y – verbal	Yes	Encourages ST's reflection
	Reflecting – other	Y	Y – verbal	--	--

Appendix I

CTs' Thought-Action Consistency When STs Reported Reflecting Thoughts

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
1 C Interpreting- other	Question: What did you think about, ah, what I like to call the quiet time tonight?	N	Y	Self
1 E Interpreting - other	Question; And with the disengaging (uses ST's word), did you think that there was a flow in any way...?	Y	Y	Parents
1 F Interpreting - other	Statement: But you did bring out your music.	Y	Y	Self
1 H Evaluating - relationship	Statement: And you're right there with me.	Y	Y	CT/ST Relation ship
2 C Evaluating – other	Statement: I would define values and given a little bit of an introduction before I went into the focus question. That wasted some time. But you knew that	Y	Y	Self
2 D Evaluating – other	Question: Now explain that to me, how does that work?	Y	Y	Self
2D No reported	None	---	Y	Self
2 F Reflecting – prof. practice	Statement: But it's good to greet people and encourage the parents to help their children ...	Y	Y	Parents
2 F Evaluating- Other	Statement: You do a good job...	Y	Y	Prof. practice
2 G Evaluating - other	Statement: When you didn't get any response...I like to have a reserve question [ready].	Y	Y	Self

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
2 G Intending-support	Statement: That's another really great thing you do.	Y	Y	Self
2 G Evaluating other	Statement: That's another really great thing you do.	Y	Y	Parents
3 A Intending – specific action	Question: Did you like the opening?	Y	Y	Other
3 C Intending – to inform	Statement: And so I kinda did the research . . .	Y	Y	Self
3 E No reported thoughts	Statement: They [the children] just don't get it.	----	Y	Self
3 E Evaluating – self	Statement: I should tell you maybe what I thought first.	Y	Y	Self
3 F Reflecting – CT/ST Rel.	Statement: [There is a long volley of discussion about the class session.]	Y	Y	CT/ST Relationship
3 G Intending – to encourage	Statement: [As ST processes the session, the CT interjects “yes”, “right.”]	Y	Y	Self
3 J Reflecting - other	Statement: [Volley of discussion – finishing each other's sentences about what a parent wanted.]	Y	Y	Parents
3 L Interpreting - other	Statement: [Volley about not prepping for Kindergarten; meeting child's needs.]	Y	Y	Parents
3 O Planning – future session	Statement: Let's talk about it that way.	Y	Y	Other
4 B Intending – to inform	Statement: ECFE is a place where you can get updated with news very efficiently.	Y	Y	Self

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
4 C Planning- future action	Statement: CT writes down as she speaks about what she will do regarding a parent.	Y	N	Self
4 E Intending specific action	Question: But what would you have said if you had said something?	N	N	Self
4 G Intending – To inform	Statement: You know, you don't want to say something that you might feel badly about later.	Y	Y	Self
4 G Intending- To inform	Statement: So you don't want to say what you're thinking right away.	Y	Y	Other
5 A Intending - to prod	Question: So how do you think it went?	Y	Y	Self
5 B Intending - to prod	Statement: They ask some really sophisticated questions...It's hard.	Y	Y	Self
5 C Intending - to prod	Question: Really? [In response to ST saying she wouldn't do it differently.	Y	Y	Self
5 E Reflecting- Self	Statement: It seems like something's not right – if you get that sense.	Y	Y	Self
5 E Interpreting- Other	Statement: If its seeming like it's not really lively...	Y	Y	Self
5 E Evaluating- other	Statement: I think we're trying to say the same thing.	Y	Y	Other
5 F Evaluating – other	Statement: When I've presented and I'm talking about more of a theory and I don't have enough practice . . .	Y	Y	Other
5 F Evaluating- Other	Statement: When I've presented and I'm talking about more of a theory ...	Y	Y	Self
5 G Intending – to prod	Question: What did you think the group needed around the topic of communication?	Y	Y	Other

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
5 J Intending – to support	Question: So the jump from the film clip to the topic on hand ...	Y	Y	Self
5 J Intending – to inform	Statement: I've made this mistake of asking questions that were so obvious – and then I realize I've asked . . .	Y	Y	Self
5 J Intending – to inform	Statement: I've made this mistake of asking questions....	Y	Y	Parents
5 J Intending – to inform	Statement: I've made this mistake of asking questions...	Y	Y	Prof. practice
5 L Reflecting – self	Statement: I loved when you said, "Tell me more..."	Y	Y	Self
5 M Intending – perspective	Statement: we don't know everything – good grief – there's a million things . . .	Y	Y	Self
6 B Intending – convey B. P.	Statement: I thought you did an excellent job at kindly cutting them off when . . .	Y	Y	Self
6 C Intending – positive fdbck.	Statement: I loved how you, number one, you asked if she wanted to be left alone.	Y	Y	Self
6 C Intending – to inform	Statement: And you let her decide.	Y	Y	Self
6 D Evaluating – Other	Statement: And I loved your [story exercise]	Y	Y	Self
6 E Evaluating - self	Statement: You did go a little bit longer with joys and concerns – as long as it's constructive . . .	N	Y	Self
6 E Evaluating - self	Statement: But it was good that you let it go in that direction.	Y	Y	Other
6 E Evaluating-Self	Statement: I can't remember what she said.	Y	Y	parent

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
6 E Evaluating-self	Statement: I think its real important to really grasp the needs of the group.	Y	Y	Self
6 F Evaluating – Other	Statement: I can see where you're saying you have to kind of give yourself permission.	Y	Y	Self
6 G Intending – to prod	Question: Do you think that, um, you were still able to, to get to the core goals that you had for the lesson today?	Y	Y	Self
6 H Intending – to prod	Question: And if you were to do this over again, would you change it at all?	Y	Y	Self
6 H Intending – to prod	Question: And if you were to do this over again, would you change it at all?	Y	Y	Other
6 K Evaluating-Self	Statement: I believe that part of it is ah, that um, I've had some of those parents for a few years. . .	Y	Y	Other
6 K Evaluating – self	Statement: I believe that part of it is ah, that um, I've had some of those parents for a few years. . .	Y	Y	Prof. practice
6 M Reflecting – self	Statement: You bring up a good point, because . . .	N	Y	Self
6 M Reflecting – self	Statement: You bring up a good point, because . . .	N	Y	Self
6 M Reflecting – other	Statement: I think that they have that maturity that, you know everyone hopes a group like this would get.	N	Y	Parents
6 M Reflecting – other	Statement: I think that they have that maturity	N	Y	Parents

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
6 P Intending – specific action	Statement: So you know, sometimes when we feel like we're fumbling we get even better things out of it.	Y	Y	Self
6 Q Intending - support	Statement: [The parents] really need [this class, opportunity to share]. So thank you.	Y	Y	Other
7 B No thoughts reported	Statement: Uh-huh.	---	Y	Self
7 D Reflecting - other	Question: So is that something you'd do differently?	Y	Y	Self
7 I Intending – positive fdbck.	Statement: And I was impressed that, you know, you had your plan and you . . .	Y	Y	Self
7 J Evaluating – other	Statement: There was only one point where I thought you were sort of trying to decide "Where am I going from here?"	Y	Y	Self
7 J Evaluating – other	Statement: There was only one point where I thought you were sort of trying to decide "Where am I going from here?"	Y	Y	Other
7 N Evaluating – parents	Statement: You did qualify "if you want to share." I think they were willing . . .	Y	Y	Parents
7 O No reported thoughts	Statement: I don't specifically remember that.	---	----	Other
7 O No reported thoughts	Statement: I don't specifically remember that.	---	----	Parents
7 P Evaluating - class	Statement: You're always glad when they get in there and [discuss] in the somewhat fake-i-ness of the situation	Y	Y	Other
7 P Evaluating - class	Statement: You're always glad when they get in there and [discuss] in the somewhat fake-i-ness of the situation	Y	Y	Parents

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
7 P No reported thoughts	Statement: I think, I think you did [meet the parents' needs].	----	Y	Self
7 Q Evaluating – other	Statement: And you're kind of surprised at the end "Well, we're done."	Y	Y	Self
7 Q Evaluating – other	Statement: And you're kind of surprised at the end "Well, we're done."	Y	Y	other
7 Q Evaluating – class session	Statement: ... to get that ending closer is tricky ...	Y	Y	Self
7 Q Evaluating – class session	Statement: ... to get that ending closer is tricky ...	Y	Y	Other
8 A Intending – to prod	Question: Is [separating] something you want to think about doing?	N	Y	self
8 A Intending – to prod	Question: Is [separating] something you want to think about doing?	N	Y	Other
8 B Intending – to inform	Statement: We either need to make the circle smaller or ...	Y	Y	Self
8 C Intending – to prod	Statement: Now if you have 2-3 parents who don't want to separate, then we go with that.	N	Y	Self
8 D Predicting – parents	Statement: So maybe we just separate for a short time...	Y	Y	Parents
8 G Interpreting – other	Statement: ...when [parent] left I put my hand on her and said "It was a good day."	Y	Y	Self
8 G Interpreting – other	Statement: I agree, I think she did.	Y	Y	Parents
8 G Interpreting – other	Question: But [the parent] was upset with [her son]. Couldn't you tell that?	Y	Y	Self
8 H Interpreting – other	Statement: But I have older children and you [do] and they're still dealing with 'oh if they scream ...	Y	Y	Self

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
8 H Reflecting - parents	Statement: They were thinking now and I think that's okay.	Y	Y	Parents
8 I Intending – to prod	Question: How did you think it went in general?	Y	Y	Self
8 I Predicting – other	Question: What would you have done differently?	Y	Y	Self
8 I Predicting – other	Statement: See, you're at a different level of understanding.	N	N	Other
8 I No reported thoughts	none	---	N	Parent
8 K Reflecting – self	Statement: And you did try to bring it back.	Y	Y	Other
8 M No reported thoughts	Statement: At the end, when they got off of the discussion, I don't remember the questions.	---	Y	Self
9 A Intending - to prod	Question: So, how do you think it went today?	Y	Y	Self
9 B Intending – to prod	Question: How did it feel to you when [the parent] went on and on?	Y	Y	Self
9 C Reflecting – prof. practice	Statement: It was a good lesson – writing, English, and parenting.	Y	Y	
9 D Evaluating – parent	Statement: I don't know about you but I was "Yeah [parent's name]!" Ya, she really got it.	Y	Y	Self
9 D Evaluating – other	Statement: Ya, it built her confidence and we knew the understanding was there.	Y	Y	
9 E Evaluating – other	Statement: And you give a lot of examples....	Y	Y	Self

CT type of thought	CT Action	Thought-Action Consistency?	ST action related to CT action?	ST Reflection on:
9 E Evaluating – other	Statement: And when it comes from their own experiences, it means so much more.	Y	Y	
9 F Interpreting – other	Statement: And this is good to have the lesson over a few weeks because the repetition is needed.	N	N	Self
9 F Interpreting – other	Statement: And this is good to have the lesson over a few weeks because the repetition is needed.	N	N	Other
9 F Evaluating – other	Statement: the continuity and longevity is good.	Y	Y	Self
9 F Evaluating – other	Statement: The continuity and longevity is good.	Y	Y	Other
9 H Reflecting – prof. practice	Statement: It takes a while to get rolling on the topic. Think. We've been thinking about it ever since we started planning.	Y	Y	Self

Appendix J Interview and Conference Transcripts with Thought Types and Action Assessment by Pairs

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>A I was frustrated. <u>REFLECTING – SELF</u></p> <p>I was frustrated that um that I, I've done this long enough to cover my bases. <u>EVALUATING - SELF</u></p> <p>But I was frustrated with the piece that [the speaker] was late but also with myself. <u>REFLECTING – SELF</u></p>	<p>ST: Crazy group today. (laughs) [Speaker was late.] CT: Yeah, it wasn't at all what I expected (Smiles.)</p> <p>ST: It's so hard...normally you don't have a backup plan."</p> <p>CT: You know, and often times we do [have a backup plan]. But with this class we have had such good luck with people being here when they say they would. And um, I've known [this parent] for a long time and so I was pretty surprised when I didn't see her walking in the door.</p> <p>ST: Right</p> <p>CT: Because I'd even called her earlier and . . . so I didn't really plan a back-up. ST: Right.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No thoughts reported.</p>

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
B I was thinking that these are the reasons I don't think it was so bad. <u>REFLECTING – PARENTS</u> And ya I had shared some of those but I was still thinking about them – the other purposes of a parent support group. . . <u>REFLECTING – PROFESSIONAL PRACTICE</u>	CT's next actions do respond to ST's previous actions. (continues after ST's positive response) But, CT: I think that this group, um, they're pretty cohesive. They enjoy each other. ST: And then with the joys and concerns...normally we don't spend that much time on it, but they all kind of – when they had something to say, they did.	Y No action taken	Y (body language: nodding) No action taken	No reported thoughts.
C I was thinking that, um I, I love having a student teacher. <u>REFLECTING – SELF</u> I guess I hadn't realized [how responsible to the class the ST felt] until we were processing it [in the conference]. <u>REFLECTING – OTHER</u> I was chuckling a little to myself because I thought she's, she's kind of worried about the way this is going here. <u>INTERPRETING – OTHER</u>	CT's next actions do respond to ST's previous actions. (comments directly related) CT: What did you think about ah, what I like to call the quiet time tonight? ST: “You were saying that I do good with the silences but tonight, especially since I knew we didn't have anything . . . I just felt like I needed to play a part...I couldn't think of anything...but they had those papers - that was good because we [used] them as a question.”	N N N	N Y (verbal) N	No reported thoughts. I thought, um, that I should know what to do. I thought I should do something. I had handouts in my pack but I didn't know if I should go get them. <u>REFLECTING – SELF</u> I just wanted [the class] to go smoothly. <u>REFLECTING – SELF</u>

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>D I was noting how positive her remarks were. <u>EVALUATING - OTHER</u></p> <p>[The ST is] so aware of different things than I'm aware of. And I just love listening to her and hearing her comments. <u>REFLECTING – OTHER</u></p> <p>I was thinking, wow, that that didn't hit me at all. <u>REFLECTING - SELF</u></p>	<p>CT's next actions do respond to ST's previous actions. (encourages ST to continue evaluation) CT: Um, so what did you think about their participation –in comparison to other weeks when we had definite topics? . . . do you feel like, um, did you feel like we were pushing for ideas, for things to talk about?</p> <p>ST: Um, I think the same people stayed quiet that would have either way. Um, I think it's so funny how [a parent] always gets the same, he gets everybody interested but it doesn't necessarily get other people to share more.</p>	<p>N</p> <p>N</p> <p>N</p>	<p>Y (verbal)</p> <p>N</p> <p>N</p>	<p>I just felt like I needed to do something but I couldn't think of anything except to ask them about rent but I don't know anything about rent, [day's topic] <u>EVALUATING - SELF</u></p> <p>No actions taken by CT</p> <p>No actions taken by CT</p>

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>E</p> <p>I thought that she was maybe holding back a little bit in terms of what she may have said if I weren't her, her teacher.</p> <p><u>INTERPRETING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (clarifies ST's comment)</p> <p>ST: So I think it's easier to get disengaged when there isn't always something going on - it's easier for them to <u>disengage</u> and kind of look away, look down & do other things. But maybe it was a little bit less than normal, but at the same time people that talked really talked.</p> <p>CT: And with the <u>disengaging</u> (uses ST's word), did you think ,um, ... that there was a flow in any way or do you feel like we were pushing for ideas of things to talk about?</p> <p>ST: The exercise thing I thought went very well because – did you pull that from what they like to do or were you thinking about that anyway? Normally [conversation] goes really well ... but today I'm thinking “What can we talk about now?”</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>I think part of the quiet was they were distracted – not distracted, but they were doing – they had other things that they were thinking about - which was good because we ended up using that as sort of a question.</p> <p><u>INTERPRETING - PARENTS</u></p> <p>You can't pick up on what they're talking about and then bring it back to the whole group, but we don't know what they're saying because they're talking in Spanish so we have to wait until she translates what they're talking about so we can actually bring it back.</p> <p><u>REFLECTING - PARENTS</u></p>

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>F I think that this just definitely shows that ahh she's ready and willing um to step up and, and find ways to help the group move along. <u>EVALUATING - OTHER</u></p> <p>I think it's interesting how she, how she wants to accept responsibility for the uh the group discussion. <u>INTERPRETING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (encourages ST's reflection) ST: Cuz I'm thinking when you left, I'm like, ok this is my turn, where I should be like, ok, and stepping in, but I didn't really know what to say because I can't think of stuff on the spot like that, you know. And if I did, then I, even if I was asked question, I wouldn't know what to say back. You know, so...</p> <p>(CT listens, evidenced by not interrupting, nodding, and "uh-huh") CT: But you did bring out your music, ST: Right. CT: and I know you had said a week or so ago that was something that you wanted to share.</p> <p>ST: Right. And I was thinking [the songs] probably don't have the perfect Spanish words.</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>I just get so nervous with joys and concerns cuz I'm at the point where they could ask anything or have any joy or any concern, and if it – I'm just really nervous about, if it's something I don't know anything about. <u>REFLECTING – SELF</u></p> <p>[The CT] just did a really good job with, "oh there's a class on rental housing in here", <u>EVALUATING OTHER</u> where I was like, what do I know about it? You know....</p>

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<p>G And so I thought maybe giving her additional information about maybe what she was sensing, that um, when there's an individual in the room that's um not here to contribute to the ah, group, per say, that this is what happens to me. <u>REFLECTING – OTHER</u></p> <p>I wanted to be candid with her about ...my...what happens to me when um I um when someone comes in the room. <u>INTENDING – TO INFORM</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (no response – returns to previous topic)</p> <p>CT: Well and I think having a new person up there, that first time a new person comes to observe . . .</p> <p>ST: Right.</p> <p>CT: I'm always having a thought in the back of my mind that that person is here.</p> <p>ST: Right</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No reported thoughts.</p> <p>No reported thoughts.</p>

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>H There were a couple of times and this is one of them where it's almost as if we're an old married couple. (laughter) <u>EVALUATING – CT/ST RELATIONSHIP</u></p> <p>We're going along and she's anticipating what I'm thinking. And she begins to answer before my question is complete. <u>INTERPRETING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) (volley of exchanges follows last comment – they talk “over” each other as if very connected rather than inappropriate/dysfunctional)</p> <p>CT: certainly with no backup plan ST: ya CT: and not a lot of ideas... ST: right, but then they... CT: but haven't you noticed this group ST: uh-hum CT: it's the time of night we meet. I get a sense of satisfaction ST: of being here . . .</p> <p>CT: I felt comfortable together enough you know, when you brought the music to me I thought bless your heart. ST: (laughs)</p> <p>CT: You're right there with me</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (laughter and body language)</p>	<p>Ya, we work well together. <u>REFLECTING - CT-ST RELATIONSHIP</u></p>

1 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>I She's really quick also . . . when I asked her what she'd do, right away, she had [an answer] <u>EVALUATING – OTHER</u> And my hat's off to her for that. But I dismissed the [ST's idea of using the magazine] because it wasn't what I wanted to do, because I don't' know their um ability to read. <u>REFLECTING – SELF</u></p> <p>She just made another comment about um about what she'd do. I appreciate that. <u>REFLECTING – SELF</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: So I guess a final question I would have is "How would you handle a similar situation if you were in here?"</p> <p>ST: (responds immediately) Just now tonight . . . the first thing I thought of was using [a magazine], and I feel like I would have tried to pull something out of [it]. . . Um, and I just happened to have the music thing . . . You just did a really good job with filling in the gaps.</p>	<p>N</p> <p>No action taken</p> <p>No action taken</p>	<p>Y (verbal)</p> <p>No action taken</p> <p>No action taken</p>	<p>No reported thought.</p> <p>No action taken by CT No reported thought.</p> <p>No action taken by CT No reported thought.</p>
<p>J I hoped that this was helpful in some way. I often think about that, because you don't know if it's always helpful. <u>REFLECTING – SELF</u></p>	<p>CT's next actions do respond to ST's previous actions. (acknowledges ST's comment) CT: Okay. We're finished. (Both laugh as they leave the room.)</p>	<p>N</p>	<p>Y (body language)</p>	<p>No reported thoughts.</p>

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<p>A</p> <p>We had talked last week about the fact that people in this class have a lot of side conversations but they didn't do that this week (pause) and I'm thinking that it's perhaps because they were being observed (laughter).</p> <p><u>INTERPRETING – PARENTS</u></p>	<p>CT: I was watching for [side conversations] and I didn't see any of those. Ya, I suppose they felt a little uncomfortable with two people observing and so didn't do that. And this is a really nice class. They're all nice people.</p> <p>ST: Oh ya, absolutely. And they bring the best treats. (laughs) But they are notorious for side conversations.</p>	Y	Y (verbal)	<p>Um, in fact it's been an ongoing conversation about what to do [about side conversations] and um, I had been thinking I wanted to try something new but I didn't want to shame them.</p> <p><u>INTENDING – SPECIFIC ACTION</u> (try new strategy) and <u>INTENDING - TO PROTECT PARENTS</u></p>
<p>B</p> <p>Because I do like that technique [breaking into small groups] and I do it with classes . . . <u>EVALUATING – TECHNIQUE</u></p> <p>[and it] would reinforce her doing it again.</p> <p><u>INTENDING - TO ENCOURAGE</u></p>	<p>CT's next actions do respond to ST's previous actions. (affirms ST's statement)</p> <p>ST: I was thinking that if everyone showed up. . . I can break them into groups because they love to talk. But this [today, talking in a full group] was fine.</p> <p>CT: And I like that technique.</p> <p>ST: And I tweaked it a little bit. I think it works. (ST nods "yes.")</p>	Y Y	Y (verbal) Y (body language)	<p>So [I decided that] I'm going to save [small groups] for some other time.</p> <p><u>PLANNING – FUTURE ACTIONS</u></p> <p>That was what I was thinking. Like I said, I, I didn't want to, I didn't want to do it and say 'this is my naughty group.</p> <p><u>INTENDING - TO PROTECT PARENTS</u></p>

2 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>C When she introduced the, the topic on values where it would have been wise to perhaps define what she meant by values and give a short introduction. I also felt that she gave the directions ah to the activity, rather quickly. <u>EVALUATING – OTHER</u></p> <p>I, I would have appreciated - as a parent - a little more introduction to it. To know what to look for. <u>REFLECTING – PARENTS</u></p> <p>She was a little uncomfortable at that time. And part of that was because we were here to observe. <u>INTERPRETING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (affirms ST's statement)</p> <p>ST: I learned that next time...I'll start with a very definite articulate definition of what is a value.</p> <p>CT: And that was one of the things I wrote down. I would define values and given a little bit of an introduction before I went into the focus question. That wasted some time. But you knew that.</p> <p>ST: Ya, Ya. But then I went back and did it. But I'll have to remember that for next time.</p> <p>CT: You go along and think that everyone knows, but [the definitions] are a lot different and you have to go over that.</p>	<p>Y</p> <p>Y</p> <p>No action taken</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>No action taken</p>	<p>I needed to define what a value is. <u>EVALUATING - SELF</u></p> <p>And I needed to do that at the beginning . . . part way through the class, I realized um, that I um had skipped that part. I was nervous and just skipped it. <u>REFLECTING - SELF</u></p>

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<p>D</p> <p>I was trying to find, ah, ways that she could relate to the class with better questioning of people as they volunteered information. <u>REFLECTING – SELF</u></p> <p>I thought she could be more responsive to what people were saying, their questions, and ask some questions and responding to what they were talking about. <u>EVALUATING – OTHER</u></p> <p>I don't expect her to be a copycat of me. <u>REFLECTING – PROFESSIONAL PRACTICE</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) (CT looks at paper) CT: Okay, well I'm using this form that we always use . . . there're so many things we need to be looking for. Do you ever spend time talking to [the early childhood teacher]? ST: We've done that a little bit, I did tell her about the colored dots. (a learning-craft project)</p> <p>(CT asks a series of questions, allowing ST to respond between questions.)</p> <p>CT: Now explain that to me. . . . How does that work for you? . . . Do they do this at home then? . . . Is it possible that you could do some in class?</p> <p>ST: Yes, or give them a choice.</p>	<p>Y</p> <p>Y</p> <p>No action taken</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>No action taken</p>	<p>Well I guess I was thinking the underlying message was - that it wasn't . . . clear what we were doing with the dots . . . I, I mean, she's been really encouraging about trying new things <u>EVALUATING – OTHER</u></p> <p>This is my second year [teaching under a specialty license]. But this is the first time I've done something like this. . . And so I was trying to think of some bridges. <u>REFLECTING - SELF</u></p> <p>My nodding is a sign of agreement in what [the CT] was saying. <u>REFLECTING - SELF</u></p> <p>No action taken.</p>

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<p>E</p> <p>Because frequently we get so involved in the day to day . . . , that we forget that parenting is a long term thing . . . parents don't always talk about that or appreciate that.</p> <p><u>REFLECTING - PROFESSIONAL PRACTICE IN PE</u></p> <p>But I did like that about this topic.</p> <p><u>EVALUATING – CLASS CONTENT</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: Okay, well, let's see what else . . . I think it's so important to have people think long term, and that's one thing I really like about you. You address the future. So many times we get stuck on this week and on what do I want my children to do right now, and we have to think, what do I want my child to be like in terms of values down the line, 10 years from now.</p> <p>ST: Right!</p> <p>CT: They have to get from this point to that point because it's not going to happen just magically.</p> <p>ST: No. (laughs)</p> <p>CT: So that was great.</p>	<p>Y</p> <p>Y</p>	<p>Y (body language: nodding, smiling)</p> <p>Y (verbal)</p>	<p>No thoughts reported.</p>

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<p>F</p> <p>Welcoming is important <u>REFLECTING – PROFESSIONAL PRACTICE IN PE</u></p> <p>And she does a really good job at this. And she needs to watch out for not getting between the parent and the child. <u>EVALUATING – OTHER</u></p> <p>No additional thoughts on welcoming episode reported.</p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: I think you do a good job a greeting everybody at the door. It's good to approach parents and children – model it. I'd get on the floor if I could. But it's good to greet people and encourage the parents to help their children . . . because that's the point – to get people involved with their children.</p> <p>ST: I like that.</p> <p>CT: Or sometimes you see a child that really wants their parent, so you take their hand and say oh mommy, come on over here to play." I saw you encouraging one of the children to come to the circle. And that was great.</p>	<p>Y</p> <p>Y</p> <p>No thoughts reported</p>	<p>N</p> <p>Y (verbal)</p> <p>N</p>	<p>I personally haven't seen, [any problems with parents not playing with their kids]. <u>EVALUATING – PARENTS</u></p> <p>–So, um, I'd want, I think [they] can talk and play, and ya, know, if kids come up when they're sitting there, they can do both <u>REFLECTING –PARENTS</u></p> <p>But, I realize that the real purpose is to have them play with their kids. <u>REFLECTING – PROFESSIONAL PRACTICE IN PE</u></p>

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<p>G</p> <p>She should have waited. <u>EVALUATING – OTHER</u></p> <p>Again, she needed better questioning of people and being more responsive. <u>EVALUATING - OTHER</u></p> <p>I wanted to give her ideas of what to do. <u>INTENDING - TO GIVE IDEAS</u> and <u>INTENDING - TO GIVE SUPPORT</u></p> <p>I thought she was being really smart. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: While you had your snacks and you started your good news bad news and I wrote down that it might have been a good idea to wait a little longer until everyone got settled with their muffins.</p> <p>ST: Ya, I need to do that. I was a little nervous I guess.</p> <p>CT: When you didn't get any response...I like to have a reserve question, like "how is your family coping with this that you mentioned last week.</p> <p>ST: I was going to ask a question about how [a parent] was doing last week and I was really struggling in my head about if I should or not.</p> <p>CT: That's another really great thing to do.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>N</p> <p>Y (verbal)</p> <p>Y (verbal)</p> <p>Y (verbal)</p>	<p>Oh, I was struggling in my head when I didn't get any response to the good news/bad news, joys and concerns. <u>EVALUATING - SELF</u></p> <p>I, um, had a back-up question in my head - that was what I was going to follow-up with. <u>REFLECTING - SELF</u></p> <p>I chose not to. I was kind of protective of [this parent] because I think [she's] kind of lived in a fish bowl. <u>INTENDING - TO PROTECT PARENT</u></p> <p>I guess my, being in, in um leadership in a church and a pastor and at the same time living in a fish bowl, <u>REFLECTING – SELF</u></p> <p>so, I thought, well she might feel that way if I bring it up when my boss is here and you're here and people that she doesn't know <u>REFLECTING – PARENTS</u></p>

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<p>H</p> <p>I am wanting to point out positives. And she had done some very good things.</p> <p><u>INTENDING - TO GIVE POSITIVE FEEDBACK</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) (Commenting on use of video) CT: . . . perhaps [give the parents] a little more general info about what they're going to see. More about what you wanted them to look for. ST: Yes. CT: . . . You know how people are, you give them a paper and they're [fiddling around with it] and they're not really listening. You might want to give the directions even before you give them the paper. ST: Okay. And that's one of the things, that's one of my challenges - that step by step I have trouble with. CT: . . . perhaps break [the directions] down</p> <p>ST: into smaller steps. . . get them talking back and forth.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>No thoughts reported.</p>

2 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
I I wanted to give her little tips. <u>INTENDING - TO GIVE SUPPORT</u>	CT's next actions do respond to ST's previous actions. (comments directly related) CT: Yes . . . You could have allowed a little more time for them to talk. I noticed you were listening as they shared and you wrote it down. I thought that you might want to ask more specific questions. You were talking about teachable moments and then you asked, "What do teachable moments look like in your house?" And that was a wonderful question because it comes up all the time. ST: Uh-huh. CT: . . . You also had a wonderful question "How are you teaching values at this toddler age?" ST: Ya. I was trying to think – You can't just talk about it to toddlers – they don't get it.	Y	Y (verbal)	I guess I just know that that is one of my strengths... I, I've, done tons of groups. It's what I excel at. <u>EVALUATING - SELF</u>

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<p>J</p> <p>I have to [be sure the ST understands] that after she listens, she needs to ask more questions. <u>INTENDING - TO PROD ST TO THINK DEEPER AND ASK MORE QUESTIONS OF PARENTS.</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: I thought you could work on working better off of parent statements. When [the parent] said she thought it was great when her little guy said thank you, you could respond with, "How did you feel about that?" There was another missed opportunity when [a parent] talked about how repetition was important when teaching values. You could say, "OH, can you give me an example of a time when..."</p> <p>ST: Okay</p> <p>CT: Parents seem to have good rapport with each other. When [a parent] talked about communicating with his spouse, you could say "that's a good point" and ask others how they communicate.</p> <p>ST: Okay</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>No thoughts reported.</p>

2 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>K I was glad that she gave me some good examples to point out. I want evaluations to be positive because, yes, I know myself when I get evaluated I just get really upset if, if it's just negative <u>REFLECTING – SELF</u></p> <p>so, I really try to look for the positives <u>INTENDING - TO GIVE POSITIVE FEEDBACK</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: The group looked very comfortable. Your lesson certainly helped parents be more aware of their attitudes and behaviors. ST: Okay. CT: You had a good variety of philosophies and you were also getting into some specific instances. You did a nice job of doing some summary and clarifying. You did listening and affirming. So that was the main ideas that I had. ST: Ya.</p> <p>(CT and ST continue talking casually about the TV show "Everybody Loves Raymond" and how some sections are great for parent education classes.)</p>	<p>N</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No thoughts reported.</p>

3 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions	ST's THOUGHTS w/ TYPES of THOUGHT
<p>A Well, I guess I was just ask – looking for some feedback from her. <u>INTENDING – SPECIFIC ACTION</u> (to get feedback from ST)</p> <p>You know, I was wondering, kind of an overall – thing. And I went – “wait!” That’s when, I was thinking, oh that’s what I usually say when she’s facilitating. <u>REFLECTING – SELF</u></p> <p>I did want her to be assessing [the class session]. <u>INTENDING - TO PROD ST TO ASSESS CLASS SESSION.</u></p>	<p>CT: So we’re going to talk about tonight – how you think it went. How I thought it went. Did you like the opening?</p> <p>(Before ST answers, CT makes a statement about the class which shifts focus away from question.)</p> <p>CT: That was what I kind of – I was thinking about that we needed to spend some time talking about the new baby.</p> <p>ST: I think that’s important too because you have to meet parents where they’re at. So I think it was good that we took the time to talk about that.</p>	<p>Y</p> <p>No action taken</p> <p>Y (implied a question)</p>	<p>Y (verbal)</p> <p>No action taken</p> <p>Y (verbal)</p>	<p>I thought it was interesting that she, she wanted to know my opinion first. Before we video taped she said it’s, um, her comment to me was “It didn’t go as what I had planned.” So I think her reasoning for asking me that was - did you think the same thing? <u>REFLECTING – OTHER</u></p> <p>No action taken by CT</p> <p>She’s so great. I think, I mean, she’s just, you know, you can tell that she really cares for the families. <u>INTERPRETING – OTHER</u></p>

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<p>B</p> <p>Well I wanted her to hear the piece about the parenting pieces I was trying to slip into that story.</p> <p>And make her aware that, um, though he was telling this story I was trying to relate it back to what we talked about the week before, you know, and that you try, even in the midst of all those stories, that that's when you do a lot of parenting. (parent education)</p> <p><u>INTENDING - TO PROD ST TO NOTICE PARENT EDUCATION TECHNIQUE</u></p> <p>and</p> <p><u>INTENDING – TO CONVEY PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: And also to celebrate. ST: That was such a part of the group and we've been - CT: We've been waiting! ST: And now the baby's finally here so of course we had to celebrate . . .</p> <p>CT: And maybe doing just a little parenting with that – because we'd - because remember two weeks ago he'd asked about Luke falling down?</p> <p>ST: Yes!</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>I love how she always catches me up by asking, do you remember the last time we were together . . .</p> <p><u>INTERPRETING – OTHER</u></p>

3 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions	ST's THOUGHTS w/ TYPES of THOUGHT
<p>C I guess I wanted her to know it wasn't always that, you don't always have all those pieces in your head about what at his age level, what you'd find. <u>INTENDING - TO INFORM ST:</u> a) teachers don't know everything and b) some reality of the work of parent educators.</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: And so I kinda did the research – was that typical for his age? . . . and I read a lot about the new baby piece . . . how Luke's stuff might be related to the new baby. We kinda spent a long time talking about that and how he might prepare the kids. What might make the transition better.</p>	<p>Y</p>	<p>Y (body language - constant eye contact, nodding, smiling</p>	<p>And that she took the time to research. And that she reminded me of that piece <u>EVALUATING - OTHER</u></p> <p>and then her piece of what she did to follow up - that helps me as a parent educator to recognize kind of behind the scenes like, it's not just class time. <u>REFLECTING - SELF</u></p> <p>And so I was very impressed with that. <u>EVALUATING - OTHER</u></p>

3 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions	ST's THOUGHTS w/ TYPES of THOUGHT
<p>D [I was thinking it was] just a piece to help her to process what you might think about. <u>INTENDING – SPECIFIC ACTION</u> (to help ST process)</p> <p>I don't know what I'm thinking about, about her saying, that's good. I'm, um, just helping her to see the connection . . . [and] building on the connections <u>INTENDING – SPECIFIC ACTION</u> (to help ST process)</p>	<p>CT's next actions do respond to ST's previous actions. (responds to ST's nonverbal cues; continues with topic) CT: So tonight when he talked about [his child] being aggressive, I wanted to make sure we talked about "what are some of the things we talked about last week?" that you could be using with [your child] ST: Oh ya, that's good. CT: So the aggression might not be quite so much & what the underlying factors are and that's why I kept bringing up [the child] missing his mom ... Anyway a lot of things are going on so that's why I was trying to put some of those pieces back in there & to help him think about that again & this is a huge event for the 2 kids. ST: Right. And to see it through. Somebody said it [when we were in the resource center] "think of how the kid must feel." CT: Ya.</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>\</p> <p>Um, I love her, um, in – intentionality behind that: we talked about it last week, and I wanted to make sure that I brought that back up. <u>EVALUATING – OTHER</u></p> <p>You know, when the parents cued her into something, I liked how she closed that. <u>EVALUATING – OTHER</u></p>

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<p>E</p> <p>During this section, CT does not report thoughts. When interviewer asked about her body language (strong hand movements up and down and lots of nodding) CT states that she is unaware of it.</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>ST: and I thought that was a nice way, because so often I think as parents and caregivers, we don't reflect back to ...</p> <p>CT: How they're feeling.</p> <p>ST: how the kids feel. It's all about, you know, "this is a big change for me." Well, you understand it – a 2 ½ year old its like, "I'm being replaced."</p> <p>CT: They don't get it and just the anger about their mom not being</p> <p>ST: ya. CT: Available to them, you know, like they really want her to be.</p> <p>ST: And they don't have the feelings to express themselves, so...</p> <p><u>CT: Or the words.</u></p> <p>ST: Or the words. And it's scary. Internally, they don't know what's ...they have these strong emotions....(back and forth conversation continues)</p>	<p>No thoughts reported.</p>	<p>Y (verbal)</p>	<p>I'm "processing" the situation and the information that the CT is giving me.</p> <p><u>REFLECTING – SELF</u></p> <p>(When she hears her misspoken comment, she repeats it correctly out loud.) They don't have the words! (During the conference the <u>correction was so gentle</u> that the ST didn't seem to notice. ST confirmed not noticing this in the interview.)</p> <p><u>REFLECTING – SELF</u></p>

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<p>E Continued</p> <p>I stopped myself again. I went, eeeee. (laughs) . . . I was supposed to be telling her what I was doing, yeah.</p> <p><u>EVALUATING - SELF</u></p>	<p>CT: So, what did you think? (pause) I should tell you maybe what I thought went well...</p> <p>ST: Ya, tell me about your reflections on ...</p> <p>CT: On the literacy piece?</p> <p>(CT looks at the white board where her notes for parents had been written. It is now erased.)</p> <p>ST: Ya, on your lesson.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>Yeah, I was thinking that she wanted me to evaluate her. Kind of like the roles switching, like she was on showcase. So I thought that was, that was interesting that she wanted to ask the question because she was, her thoughts were that her, the lesson didn't go the way that she had wanted it. So I think she just wanted to get my reflection again on a piece she might be questioning for herself.</p> <p><u>INTERPRETING – OTHER</u> When [CT says] “I should tell you what I’m thinking first.” I thought, “good”, because I don’t want to interpret her...I don’t want to interpret or change what she thinks happened. I want to hear it from her eyes first, and then have my reflection afterwards.</p> <p><u>REFLECTING – SELF</u></p>

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<p>F I think, I thought, that that back and forth [conversation between CT and ST] has developed. I think it is more of a sign of respect, of mutual respect. I haven't had that with other student teachers. I was enjoying it. <u>REFLECTING - CT/ST RELATIONSHIP</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) (CT and ST spend several minutes discussing the class session. They interrupt each other and often finish each other's statements or make the exact same comment simultaneously.)</p> <p>(Both CT and ST refer to the now blank white board. During class, main concepts of the topic had been written on the board.)</p> <p>(CT actions are consistent with thoughts by engaging in back and forth conversation and does not step in to lead – her action to reinforce and continue the pattern.)</p>	<p>Y (see note)</p>	<p>Y (verbal)</p>	<p>I think that [the CT] and I have a really good relationship, so that we can be, we can have critical reflection on each other without being hurtful, or without worrying about what the other person feels. <u>REFLECTING - CT/ST RELATIONSHIP</u></p>

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<p>G</p> <p>I'd like to encourage her as much as possible. <u>INTGENDING – TO GIVE ENCOURAGEMENT</u></p> <p>No reported thoughts here.</p>	<p>CT'S next actions do respond to ST's previous actions. (encourages ST's reflection)</p> <p>(CT consistently interjects “Yes”, “Right”, “Oh, that’s good.” As ST is talking about the class.)</p> <p>(ST expresses her opinions about parents’ actions and thinking about their children’s listening and writing.)</p>	<p>Y</p>	<p>Y (verbal and body Language)</p> <p>(ST's body language responds to CT's body language, nodding, making eye contact.)</p>	<p>I don't like that I made an assumption that parents don't think as much about the listening as the writing. I was thinking that we hear our kids tryout new words . . . [but] I – I had to really search on where is my kid on that listening continuum, and I think maybe that's what parents would have a harder time also looking at...And that's what I was thinking. <u>REFLECTING – SELF</u></p>

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<p>H I'm just thinking about my evaluation of the session and not thinking it went like I wanted. <u>EVALUATING - SELF</u></p> <p>(laughs) I'm thinking, "Oh I'm glad somebody heard it!" <u>REFLECTING - SELF</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) CT: So that was good, um, I'd probably change that up a little more and just ...I wanted them to get that information though. So maybe I would still present it...the piece I wish I would have spent more time on was, um, the value of reading books, you know, the value of the printed word, the positive of that...I should have done more with that. Um, what else would you have changed or done differently?</p> <p>ST: Well, I like, you know, I thought your ending was really strong . . . they walked away with that emphasis whether you felt you spent enough time on it or not.</p> <p>CT: Okay! ST: I think that was profound enough and that its really – 'cuz you put so much emphasis on it.</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>I'm sure her intentions were in her lesson plans to cover that, & she did cover it. I thought she was being hard on herself. I think she was disappointed that the outcome wasn't the way she wanted, so she was being more critical of the information that was presented. <u>INTERPRETING – OTHER</u> And I don't think she realized how much emphasis she put on that when she said "it's really the printed word." I don't think she realized that when you change your inflection and you say it's really important, that the other people go, "oh." You know. <u>EVALUATING – OTHER</u> So... but I think they did understand how important that was because she placed emphasis on it. <u>INTERPRETING – PARENTS</u></p>

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<p>I Well, just the fact that she's perceived it because they don't always ask for advice. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) (CT and ST are still discussing the importance of the printed word.)</p> <p>ST: . . . with the conversation going into, like, screen time, and I was thinking that so often in this group they don't really ask for advice and I felt like he wanted CT: wanted an answer. ST: wanted an answer <u>(simultaneous comments)</u></p> <p>CT: But when I gave it to him, he didn't want to hear it. ST: He didn't want to hear it. <u>(simultaneous comments)</u> CT: Right! ST: And you said something about it . . . I think he finally, hearing it for the third time, maybe he was willing to let go of it [that screen time for young children is beneficial].</p>	<p>N</p>	<p>Y (verbal)</p>	<p>He was looking for advice, but maybe we took it a little, maybe it had gone a little too far. That was my purpose in sharing that piece. Is that what, that's what I was thinking.</p> <p><u>EVALUATING – SELF</u> and <u>EVALUATING – OTHER</u></p>

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<p>J [The ST is] usually so focused on “parent driven”! And there’s actually a teaching piece. Instead of always parent driven. [That’s] kind of what I was thinking.</p> <p><u>REFLECTING – OTHER</u></p> <p>and</p> <p><u>REFLECTING - PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT’s next actions do respond to ST’s previous actions. (comments directly related) ST: But ya, I think he was searching for</p> <p>CT: an answer.</p> <p>ST: I think he wanted each of us to give him</p> <p>CT: and he wanted</p> <p>ST: a piece of information.</p> <p>CT: Maybe he wanted a strong enough answer that he could</p> <p>ST: I think he was hoping for validation.</p> <p>(Body language of both is filled with lots of nodding, eye contact, smiling.)</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal and body language)</p> <p>Y (verbal and body language)</p>	<p>We were questioning what [the parent] really wanted. And so I think that you know, that’s what we were just questioning, like, it was goofy that, you know, how does the computer screen time really tie into literacy?</p> <p><u>REFLECTING - PARENT</u></p>

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<p>K</p> <p>Well, it was just one of those light bulb things where you think wait, ok, we really do have to take this next week. We, we have to pick this subject up and keep going with it. <u>PLANNING – FUTURE SESSION</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: You know what, let's pick this up next time...[in the class session] ST: Okay.</p> <p>CT: ... and spend some more time on it because [parent] didn't get it either. ST: Okay.</p> <p>CT: ... because he said he would let his daughter spend three hours</p> <p>ST: typing on the computer</p> <p>CT: ...typing and watching the computer screen, typing her spelling words ... now we probably have to come up with an answer for that, whether that's a good three hour use of time.</p> <p>(CT and ST discuss current research on this topic.)</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>So we're both thinking about, how are we gonna do this next time. Together. So. <u>PLANNING – FUTURE SESSION</u></p>

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<p>L I'm trying to figure out where she's coming from and where it's going to fit with where I am . . . because she picked it up from a whole different perspective than I would've, than I was thinking. You know, when she was talking about. . . preparing kids, that's true. <u>INTERPRETING - OTHER</u></p> <p>But I was looking at more of the basic answers. So she's taking it a different direction than I was, and I was trying to think about how we're going to put these two things together . . . I was thinking we really need to get into what are the advantages and disadvantages. Yeah. How are we going to tie them together? <u>PLANNING – FUTURE SESSION</u></p>	<p>CT's next actions do respond to ST's previous actions. (discussion volley continues) ST: and there's that thing about, like [parent's] comment is like - preparing kids for the next level. And the E.C. teachers at our center, we always talk about, in toddlers we are not preparing children for preschool. . . . CT: No, we're not! ST: And I think that one might be tied in really good with next week, too. Our job with parenting is to meet the kids where they're at and to build on the skills they already have . . . [we don't say we're <u>training you now</u>, ready or not]. CT: <u>training you now</u> (simultaneously) ST: [It's about] getting the needs of your <u>child met</u>. CT: <u>child met</u>. (simultaneously) ST: So that might be good <u>to tie</u> CT: <u>Tie those two</u> [together]. (simultaneously)</p>	<p>No action taken</p> <p>Y</p>	<p>No action taken</p> <p>Y (verbal)</p>	<p>I was just thinking what I was talking about.</p> <p>And this is the change – this is where we change the conversation to be, “OK, these are the comments that this dad had.” And that [the parents] missed the boat on that concrete thing. <u>REFLECTING - PARENTS</u></p> <p>So the shift was to how we will do this next week. <u>PLANNING – FUTURE SESSION</u></p>

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<p>M And I was also thinking about the other members of the group? And where they were at? Who they are, and if, how they would fit in the group. <u>REFLECTING - PARENTS</u></p> <p>You know, how she could put that in with, um, with developmentally appropriate, um, how we could, you convince parents that screen time needs to be limited, and what the computer usage should be? . . . How are we going to put all that together? That's what I was thinking. <u>PLANNING – FUTURE SESSION</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: OK, so how are we going to tie those two together (developmentally appropriate activities and benefits of computer use) . . . because these [parents] are big computer [parents] . . . It's a whole different thing. So we really need to be really specific next week . . .</p> <p>ST: Right</p> <p>CT: And, ya, there are some real advantages to being able to use them, and</p> <p>ST: Right. But there's gotta be some things on physical development. Because, he said eye-hand coordination, well, you should get eye-hand coordination by catching a ball. I mean, there's good research behind that, that they should physically be doing things, whereas this is just, it's different.</p>	<p>No action taken</p> <p>Y</p>	<p>No action taken</p> <p>Y (verbal)</p>	<p>No action taken.</p>

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<p>N I don't want to just, ah, overload her either. I think just the, that I want her to feel that she's co-facilitating the group. I don't want her just to feel like she's just gonna' observe, Because at this point I want her to get as much practice as she can. <u>INTENDING – TO CARE FOR ST</u> (not overload)</p> <p><u>INTENDING – TO CARE FOR ST</u> (assure that ST “feels” she is co-facilitating, not just observing)</p> <p><u>INTENDING – TO CARE FOR ST</u> (for ST to get more practice)</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: So, how about you do some research on it, I'll do some research on it, and we'll check back with each other on Thursday or so.</p> <p>ST: Okay.</p> <p>CT: Do you have time between now and Thursday or Friday?</p> <p>ST: Ya.</p> <p>CT: I won't have much time - earlier in the week is easier for me this week instead of later.</p>	<p>Y</p> <p>Y</p> <p>N</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>N</p>	<p>OK, if I'm doing this piece and she's doing this piece, what are some components that will bring us together so when we are presenting it, these flow together <u>PLANNING – FUTURE SESSION</u></p> <p>(ST further responds to CT's action in the next episode when she questions the process they will take.)</p> <p>She is very respectful of my time and all the stuff I have in my life. <u>EVALUATING - OTHER</u></p>

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<p>O I knew that that, that she's talking about how she was gonna tie in the development piece. <u>REFLECTING - OTHER</u></p> <p>I'm just thinking, ok basic, basic, basic. How can I convince parents about the basics? And that's when I started thinking about the cognitive development. You know, actually bringing those manipulatives, I mean having parents actually do the experiment. <u>PLANNING – FUTURE SESSION</u></p>	<p>CT's next actions do respond to ST's previous actions. (after brief planning, returns to question) ST: Okay, so then how would we tie in ... 'cuz I think it is important about meeting the kids where they are at and not preparing them for the next level. So maybe when we're looking at the skill development CT: Skill development! Let's talk about it that way. ST: Like, when we're using skill development, we should be scaffolding instead of preparing them for the next level. CT: level. (simultaneously) ST: So, does that tie it in? CT: You know, I'll tell you what we could do – is this whole cognitive development stuff – I have all these experiments that I have the parents do with their kids</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>Like whenever I bring lesson plans, or if I have any ideas, she always has really thoughtful questions. That makes me pretty well rounded in my thought and I think I've thought of things, and then she asks me a question. You know, and I thought, so she's like "Yes! Skill development!" like that's what I was looking for. So I thought that was neat that she said that [and reinforced my idea]. <u>REFLECTING - OTHER</u> I'm thinking that she likes the idea of manipulatives, and she was thinking of, "Ok, what do I have for manipulatives and what can I use?" And she needed to take that minute to kind of pause on, what could I use, or what do I have? Or what have I used in the past that has been successful. <u>INTERPRETING - OTHER</u></p>

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<p>P</p> <p>I was impressed! [with the connection to sleep issues] <u>EVALUATING - OTHER</u></p> <p>I just started to think about it. Like, "Oh yeah. We need to talk about that too!" <u>PLANNING – FUTURE SESSION</u></p>	<p>CT's next actions do respond to ST's previous actions. (answers question)</p> <p>ST: I keep thinking that really impacts sleep.</p> <p>CT: Ya, Mary Sheedy Kurcinka "No TV before bedtime!" Okay, well, should we – is that [the plan] close enough for now?</p> <p>ST: Ya. (laughs) Ya!</p> <p>(They agree that enough planning has been done for now.)</p>	<p>Y (through enthusiasm)</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (Verbal)</p>	<p>No reported thoughts</p>

4 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>A</p> <p>[The ST] moved her sandwich to the side because she doesn't want to eat in front of the camera. That was funny. (laughter) [She's] cute with her body language. You can see what she's thinking in her face and her actions. So that's what I was thinking – that was funny.</p> <p><u>INTERPRETING – OTHER</u></p>	<p>(Comment refers to opening scene of video-taped conference)</p> <p>No action taken.</p>	<p>No action</p>	<p>No action</p>	<p>No action therefore no reaction.</p>

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<p>B</p> <p>I wanted her to think about some of the pitfalls of teaching at night. And I hoped that she would be aware of that so she could help me remember things in the future. <u>INTENDING – TO CARE FOR ST</u> (for ST to recognize pit-falls) <u>INTENDING – TO INFORM ST</u> (that CT wanted help) I'm thinking, here's my chance to introduce some of the [key aspects] of community based PE. <u>INTENDING - TO INFORM ON COMMUNITY BASED PE</u> Ya, it's solid community engaged parent education and so of course I'm really enthused about it-this is kind of a big part of my life- This was a great example. An opportunity for me. <u>REFLECTING –SELF</u> I mean, it would have been way too abstract for me to bring this up with her over coffee one day. <u>EVALUATING – CONTENT</u></p>	<p>(No action taken yet.)</p> <p>CT: So anyway, it never fails in the night class that I forget something and that's what I forgot tonight. Um, I'll bring that up in my class tomorrow and meanwhile [the parent] came up with some community things so I felt</p> <p>ST: Yes, she did! There are different issues going on . . . [Hearing about it helps the other parents] because it might be some of their concerns.</p> <p>CT: I think so too. ECFE is a place where you can get updated with news very efficiently. Because sometimes when you're home with young children, you may read the paper, but you don't get very far.</p>	<p>N</p> <p>N</p> <p>Y</p> <p>N</p> <p>N</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>Y (verbal)</p> <p>N</p> <p>N</p>	<p>I guess I was thinkin it's okay [for the CT to forget...](laughter) that's all. <u>EVALUATING – OTHER</u> And I was all concentrated on getting my self together to see what we was gonna talk about, at the same time, tryin to get my papers over here, and say okay now... and I'm thinking about the [time]. <u>PLANNING - FOR CONF.</u> Well my thought was when I was going to Metro State and my social work class that it was another class mate who thought on those same lines of how come and why they don't have a certain check mark on the application or what have you, for persons who are biracial . . . that's what crossed my mind. I thought 'oh that's the same thing I've heard before.' <u>REFLECTING - SELF</u></p>

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<p>C</p> <p>It's hard to teach community engaged parent education to new parent educators so I'm modeling it for next week.</p> <p><u>PLANNING – FUTURE ACTIONS</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>ST: Uh-huh. I was wondering about . . . the internet . . . Oh!</p> <p>CT: [The parent] even told me . . . that she reads the newspaper on line . . . I might even try that too.</p> <p>ST: She reads the newspaper on the internet! I was wondering about that. That's persistent, I call that persistent.</p> <p>CT: Next week ask [the parent] if she would talk a little bit about . . .</p> <p>(CT writes her thoughts down on paper as she speaks them.)</p>	<p>Y</p>	<p>N</p>	<p>So I'm bringing my papers over and saying to myself 'now what do we got to do, to talk about this, to keep this going?' . . . I just start to talk about what happened today and think to myself I'm glad I put some notes down here...that's what I'm thinking to myself all at the same time. <u>PLANNING – FOR CONFERENCE</u></p> <p>Um I was thinking to myself that maybe I should do that too. (laughs) I was thinking to myself that I don't have time to do that. I can't sit at no computer all day. . . I can't keep track, but then it's not the same as rattling with the paper, you know, . . . it's all laid out. That's what I'm thinking to myself. <u>REFLECTING – SELF</u></p>

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<p>D I'm listening and I want her to develop her thought because I think that's really important. I think it's really important um in parent education to develop insight and theories into why families with children are doing what they're doing. So I'm just trying to let her figure that out. I just (pause) wanted to start there and then elaborate for her about how I responded to having that thought.</p> <p><u>INTENDING - TO PROD ST's REFLECTION</u></p>	<p>CT's next actions do respond to ST's previous actions. (supports ST's reflections with verbal and body language) ST: Ya, I was interested, too, tonight that she brought out a lot of things about her daughter . . . (ST recollects - at length - a parent's comments and the ST describes her own assessment of the family's actions.)</p> <p>(Throughout ST's talking, CT is saying "uh-huh" then adds her opinion, saying, ." . . [the child] thinks if she goes to dad, she can undermine mom.")</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>I don't think I was really thinkin' about anything. Just basically wanted to hear what [the CT] had to say.</p> <p><u>INTENDING – A SPECIFIC ACTION</u> (to listen)</p>

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<p>E I wanted to know if she thought about it because I've made that mistake a lot of times where somebody's going on with 'this and that' bad about their husband, for example. <u>INTENDING – SPECIFIC ACTION</u> (to discover ST's understanding)</p> <p>... I just wanted to see if [the ST] was understanding the difference between offering suggestions on how the wife could deal with her husband versus offering suggestions on what he should do. <u>INTENDING – SPECIFIC ACTION</u> (to discover ST's understanding)</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) CT: So we were thinking the same thing. I tried to say something about it-about being consistent. But what would you have said if you had said something? ST: . . . Well, maybe dad needs to get some, uh, structure. And say a couple of things. Maybe that would make a difference. Maybe that's what [the child] needs. Maybe that's what [the child] wants dad to do! CT: I think that would have been good advice. Why did you not want to say that? Why were you not sure if you should say that? ST: Well, sometimes I'm not to sure what I should say in your class. CT: Okay. Okay. ST: Ya know, I don't want to say the wrong thing so sometimes I just don't say anything.</p>	<p>N</p> <p>N</p>	<p>N</p> <p>Y (verbal)</p>	<p>(spoken intensely) What would I have said?! (laughter) That, that I already knew what I would have said, I said it earlier . . . <u>REFLECTING – SELF</u></p> <p>That dad needs to step in you know and then I was thinkin', basically I was thinking about the dad stepping in. And um, thinkin' that he had it too easy. You know she's doing his part, she's wear the hat...and dad's all over there and he picks her up, and he needs to be part of the action you know. He needs to be in her corner. I guess that's kind of what I was thinking. <u>EVALUATING - PARENTS</u></p>

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<p>F Well, [her talking about my advice to step back and wait before talking with parents] always makes me a little uncomfortable (CT talks at length about a past interaction when CT directed ST to NOT say things to parents yet because ST didn't know enough.) But, it still needed to be said and she had to learn that. <u>REFLECTING – SELF</u></p> <p>But what I'm also trying to get across to her – when I was a new parent educator . . . I thought I really had to have an answer for everybody all the time. And you know; you don't. <u>INTENDING - TO CONVEY PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT's next actions do respond to ST's previous actions. (responds to ST's self disclosure) (CT's voice is quiet.) CT: You're just cautious . . . Because you're not the teacher. ST: Right and I don't want to say the wrong thing. (CT speaks slowly) I think in some ways that even if you are the teacher . . . if you're not sure, hold it back some, until you get more experience. (talks at length- CT's voice tone goes up, gets slightly louder and back to original speed) CT: So it's ok if you don't come up – er, don't come out with the thing you're thinking right away. ST: Uh-huh.</p> <p>(NOTE: Throughout this entire time, ST has a "blank" expression on her face. Spends time looking at papers on the table and off to the side.)</p>	<p>N</p> <p>Y</p>	<p>N</p> <p>N (Appears to agree, but thoughts contradict)</p>	<p>Heh! I was thinking I was <u>not</u> gonna do that anyway (speak up in class) <u>INTENDING - SPECIFIC ACTION</u></p>

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<p>G (as if talking to ST) Don't give advice prematurely; in fact, you don't have to give advice. So [I was thinking] both of those things. <u>INTENDING - TO INFORM</u></p>	<p>CT's next actions do respond to ST's previous actions. (after ST's acknowledgement CT continues talking; CT does not respond to ST's body language) CT: Because, you know, you don't want to say something that you might feel badly about later. So you don't want to say what you're thinking right away all the time. I think that's good.</p> <p>ST: Right, right. But I take, I've taken into some consideration of when I first came here, is (pause) and I didn't know the parents like I'm beginning to know them now.</p> <p>CT: Ya, now it's different.</p> <p>(ST continues to describe her experience when the CT told her to hold back on her comments.)</p>	Y	Y (verbal)	<p>[After the prior incident] I um I read in one of my books that it also said something similar to that. And I came back to her sometime back and said I understand why you said what you said. Because at first I felt like 'Oh well maybe I won't say anything.' You know. (lots of laughter) So, this is her class and yup, that's right. She may be possessive over her class. Okaaaaay. (laughter) On the other hand, she's new to mine too. Even though I did my observation here, still it got all frustrated in my head . . . I told her what I read, but I never told her of my feelings. . . Oh, I was thinking to myself, now, I don't know if this is a good time to be saying all this. I was kinda thinkin' I shouldn't be saying that. <u>REFLECTING – SELF</u> and <u>REFLECTING – OTHER</u></p>

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<p>H So, I was thinking all that to myself, but to her I was thinking she's getting a pretty clear picture of her role and my role, both. And it's an OK picture and I'm just going to leave it alone. There are some subtle nuances, but for the time being, she's got a handle on it.</p> <p><u>EVALUATING – OTHER</u></p> <p>I think [the ST] needs a little more confidence about making comments, but the kinds of comments that I think she's best at making to parents involve children behavior. She's good with child behavior, she's good with imagery, she's good with acting it out.</p> <p>(CT talks at length about ST's areas of skill, but comments are in the present and not reflecting her thought process at the moment.)</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: I think, it's a hard role to be a student teacher because you don't know your role and you don't know what you should do. But I think you've done really well. Because you were saying very little at first, now you're saying a little more, everything you've said has been really appropriate, and um, I think you could say a bit more too.</p> <p>ST: uh-huh.</p> <p>(ST occasionally looks at CT.)</p>	<p>Y</p>	<p>Y (mildly – “agrees” but thinks opposite)</p>	<p>It doesn't matter that she said it's okay, because I've already decided I'm not going to [speak up in class]. Again, I was thinkin, don't worry, I won't. I won't say anything that I shouldn't. And ah, she don't have to worry about that, you know. I won't.</p> <p><u>PLANNING - FUTURE ACTION</u></p>

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<p>I I'm uncomfortable with talking about [a husband] that's not in the class. <u>REFLECTING - SELF</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: The other thing that's kind of tricky is if someone is talking about her husband . . . [continues talking about this problem]. . . I mean it's not fair to criticize someone in depth when they're not even here to defend themselves. ST: That's true. Ya, that's true.</p>	Y	Y (verbal)	No reported thoughts.
<p>J (CT is watching video of when ST is describing ST's original "cartoon" picture of a child holding a cat at a tea party.) Her idea is right on! She's really good at this. <u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) (ST describes a child's behavior and her explanation to parents.) CT: And that was good, that was a really good insight. It was a little bit humorous but it was good. So, I think they appreciate that. (laughs) [The parent] is a funny guy. ST: Ya he is, but that daughter's kind of used to having her way anyway.</p>	Y	Y (verbal)	<p>[I thought] Ahh, that I said something right. (laughs) Now back when she was talking about [the husband] . . . She said, that <i>she</i> wouldn't do that, you know, but as she was telling it, I felt like she was talking to me personally. <u>INTERPRETING - OTHER</u></p>

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<p>K I'm trying to point out to her my process, . . . I'm trying to be very obvious here plus I'm trying to help myself remember.</p> <p><u>INTENDING - TO CONVEY PROFESSIONAL PRACTICE IN PE</u> (by pointing out teaching process)</p> <p>I just would like any help I can get remembering better. But [the ST] is not so good with sequence.</p> <p><u>EVALUATING – OTHER</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: Oh! darn, okay. I forgot something else (Both laugh) And this is quite important, too. Well, I'm just going to have to do an e-mail and that's fine, I'll do that – Ah, next week we'll follow up on past concerns, um, and I think that's about it, and then the week after that, you're teaching social development. (Takes out calendar and points to dates.) Alright.</p>	<p>Y</p> <p>Y</p>	<p>N</p> <p>N</p>	<p>No reported thought.</p>

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<p>A Um, I'm thinking how can I, I had my opinion on how it went of course and how it could be improved, but of course I tried to hold back and see if I could elicit with just some, a few very, um, you know, gently placed questions to her. What were the weaknesses in that part of the presentation?</p> <p><u>INTENDING - TO PROD ST FOR FURTHER SELF-EVALUATION</u></p>	<p>CT: So how do you think it went? ST: Well, I think it went fine. It was a little – I don't know. I just didn't think it was great. . . It's hard for me to pinpoint exactly why... CT: You're not sure? No specifics? Something just didn't feel right about it?</p> <p>ST: Well, I don't know. I was struggling [with] the topic from the beginning, remember? . . . I know this group has such great experience that I would not tell them anything new, I don't think.</p> <p>CT: Was it how they responded? Or the energy in the group?</p> <p>ST: Probably I didn't tell them anything new.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>Just that I really didn't like the topic from the beginning . . . I wanted to struggle through it, umm, so guess what I, what I was feeling was, yeah, I just didn't, I just had this overall blah, about the session.</p> <p><u>REFLECTING - SELF</u></p>

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<p>C I was thinking, um, well, think about that some more. (As if talking to ST) Are you sure you really wouldn't do anything differently because you don't seem to be really happy about how it went.</p> <p><u>INTENDING - TO PROD FOR DEEPER THINKING</u></p> <p>When I said "Oh that's happened to me too." I was trying to reassure her.</p> <p><u>INTENDING - TO SUPPORT ST</u></p>	<p>CT's next actions do respond to ST's previous actions. (questions ST's statement)</p> <p>ST: And I don't know if I'd do anything different.</p> <p>CT: Really?</p> <p>ST: I don't know. Well, I would do one thing differently. I would look at my handouts because I missed a page. The copy machine missed a page.</p> <p>CT: Oh that's happened to me too.</p> <p>(Discussion about copying continues.)</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>You know I don't have the 15 years of experience, many [parents] in the classes have had parent educators with 15 to 20 years of experience.</p> <p><u>REFLECTING – SELF</u></p> <p>[The CT] is actually very good. I've learned a ton from her and she's really good at processing. 'Cuz you'll see at the end, I mean we went for a long time, you'll see at the end that I'm going to do it totally differently next time. And here in this comment I say I wouldn't do anything different. She's very good at...I think she's great. I mean she's a very good parent educator, but I also think she's a great teacher of me.</p> <p><u>EVALUATING – OTHER</u></p>

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<p>D I was not believing her that she was excited about it. <u>INTERPRETING – OTHER</u></p> <p>[When ST says she was excited.] I'm thinking maybe I'm missing her in the sense that I . . . wasn't correctly getting what her dissatisfaction was. <u>EVALUATING- SELF</u></p> <p>I was continuing to try to get [ST] to um acknowledge some of the weaknesses in the presentation. <u>INTENDING - TO PROD ST FOR AWARENESS.</u></p>	<p>CT's next actions do respond to ST's previous actions. (returns to ST's comment)</p> <p>CT: Okay, so you don't know if you'd do anything differently except that you'd check your ST: handouts. CT: But if you weren't too excited about it, it might suggest that you might want to, might want to do something differently. ST: Well I was excited about it. CT: Maybe that's not the right word. If you weren't too – or you were just so-so about how it went – so about the outcome, what was the outcome? ST: Well, I think that people got some questions answered. I saw some "ah-ha"s with people . . . if I were to do this topic again, I would arrange it differently so we'd have more time for family meetings . . . it seemed like a new topic.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>Y (verbal)</p>	<p>Um, I'm thinking to my self, "Ok, she wants me to do something different? All right. What could it be?" 'Cuz I really respect her opinion. And um, I couldn't think of anything (laughter) Which is why I'm a student! So I'm OK with that. <u>INTERPRETING - OTHER</u></p>

5 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>E I was trying to read beneath what she was saying because I got the sense - and this is just intuitive and I might have been misreading her – that she wasn't as happy with the presentation as she was presenting. <u>INTERPRETING - OTHER</u></p> <p>Or maybe I'm saying I thought it could have been improved and I was trying to very diplomatically, trying to get more specifically to the areas that it could have been improved. <u>REFLECTING - SELF</u></p> <p>I thought it could have been, um, speeded up, and um, less theoretical. And more experiential. <u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) CT: This is the age when they might start family meetings. I was wondering how you felt about the pacing. ST: I didn't like the pacing. Maybe that's what I didn't like about [the session]. Maybe that's it. CT: And sometimes if . . . it's seeming like it's not really lively ST: ya, but it was lively. I don't know. I'm sorry to interrupt. Keep going. CT: It seems like something's not right – if you get that sense. My word for it – it's not lively, but you're right, there were lively moments – but overall it was not grabbing them or something. ST: Right. CT: I think we're trying to say the same thing. (CT then gives 4 suggestions, each time repeating the word “maybe” – Maybe you could...)</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal and body language)</p> <p>Y (body language)</p> <p>Y (verbal and body language)</p>	<p>BODY LANGUAGE NOTE: (ST responds to question, first looks away, then nods with each point of how the parents responded but little eye contact, ends with looking directly at CT Mixed message response? – nodding yes, but looking away.) I'm thinking (as if talking to the CT) “tell me the way to do it!” Is what I'm thinking. “Fix it.” But give me more! Tell me how to fix it! Because before I said I wouldn't change it.” <u>REFLECTING – SELF</u> <u>REFLECTING - OTHER</u> I'm agreeing. I'm thinking yes, it would have been a much better way to do it. <u>REFLECTING – SELF</u> Um, so, I think: just agree and try to put it into my brain what she's saying & to remember it. <u>PLANNING – FUTURE ACTION</u></p>

5 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
F [The ST needed] more pointed questions [in her class session] rather than the general questions... [that] would make it a little more meaty and a little more interesting or something. <u>EVALUATING - OTHER</u>	CT's next actions do respond to ST's previous actions. (offers solution to problem) CT: When I've presented and I'm talking about more of a theory and I don't have enough practice [in the lesson] or specifics, I lose them, I mean I kinda lose them. And I'm not saying you lost them because they were certainly engaged, but I mean it's less involved. ST: Okay.	N	N	Well, sometimes I would like to see [the CT] put some practice in. You know what I mean? I would like [the CT] to be more, I don't know, but that's my style. More directive. I like, I'm very directive. I would like her to [say] put some practice [in]. Awesome, great, I'll put some practice in. <u>REFLECTING – SELF</u> <u>REFLECTING - OTHER</u>
G Ya, I wanted her to think about what was her focus and how could she have zeroed in and gone about that . . . maybe in a more direct manner . . . <u>INTENDING – TO PROD ST FOR SELF EVALUATION</u> [The ST's session was] kind of went all over the place . . . maybe narrow it down a bit. It was too much for one lesson. EVALUATING – OTHER	CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: What did you think the group needed around the topic of communication? (long pause) –you thought they didn't need a lot of practice with the specifics of communication? ST: Yes. I don't know. Let me think.	Y Y	Y (verbal) Y (verbal)	Well I think she's very conscious of respecting the knowledge that I do have. Trying not to be too directive. That she knows everything. So I respect her for that. I appreciate her for that. <u>REFLECTING – OTHER</u> So when she says "ya, well maybe" I just take that as a "yes." <u>INTERPRETING - OTHER</u>

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<p>H</p> <p>I'm thinking it seems like she's taking to heart, some . . . of my suggestions and if she wants to use them. (pause) I want [my message to her] to be more, not real direct, not you should do it this way or you should do it that way, but maybe or maybe not.</p> <p><u>INTENDING – SPECIFIC ACTION</u> (to give subtle messages, not be directive)</p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (ST asks for thinking time, CT continues with suggestions)</p> <p>(CT continues with “maybe you could...” statements.)</p> <p>(ST is now responding with alternate but similar suggestions.)</p> <p>CT: Maybe that's a way to condense it.</p> <p>ST: Or each person could have taken one and thought about it and then we, around the room.</p> <p>(NOTE: Throughout this section, CT reports trying to be subtle and ST reports wanting direct statements. Neither of them identifies that to the other.)</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>No reported thoughts.</p>

5 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>I When I said “what about the film clip” (The ST showed a section of The Sound of Music.) I was still reacting to her feeling negative about – I must have intuitively picked up. <u>INTERPRETING – OTHER</u></p> <p>I was trying to point her to the positive parts of the lesson plan – the things that worked well. So, I brought [the video] up and wanted to reinforce that and that was really a great thing to do. <u>INTENDING - TO SUPPORT</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: Um, what about that film clip! . . . which I think they really liked You could see their faces and initially they were laughing and like, don't shut it off . . .</p> <p>(Long pause. ST is writing, CT is looking down at the table.)</p> <p>ST: I wanted to do something different and so I think that was effective. I'm not sure my debrief was so effective. I kept asking the same question over and over because I'm not sure if I had the right words.</p> <p>CT: I think you said “What does the communication look like?”</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No reported thoughts.</p>

5 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>J (long pause) Ah, oh I suppose again not wanting her to feel um discouraged. I was trying to send a message that the questions she asked – the reason probably that everyone was quiet – the questions were too simple.</p> <p><u>INTENDING – TO SUPPORT ST</u></p> <p>and</p> <p><u>INTENDING - TO INFORM</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: So the jump from the film clip to the topic on hand</p> <p>ST: Was a little rocky.</p> <p>CT: Well, if it all went fine</p> <p>ST: Well, I think it went fine. Well if it all went perfect then you'd be</p> <p>ST: Right (laughs) then I'd have our job. (both laugh)</p> <p>(Very long pause, ST is writing and CT is looking down at the table.)</p> <p>CT: I've made this mistake of asking questions that were so obvious - and then I realize I've asked such an obvious question that nobody's even going to give me an answer.</p> <p>ST: Okay.</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal and body language)</p> <p>Y (verbal)</p>	<p>I thought about [my] words. But I actually created the lesson for the Monday class which is less experienced; the children are 3-5.</p> <p><u>REFLECTING – SELF</u></p> <p>And, well, this is only the third time I've taught. I've always done the Monday first and practice on them, because they're easier. Which is a great set-up. And then I upgrade it for Thursday class. Well, with the snow day, I didn't really think about going back and upgrading it before I, you know. So I'm doing this simple. I could have asked these questions of the Monday class and I would have got a better transition to the topic.</p> <p><u>REFLECTING – SELF</u> <u>REFLECTING – PARENTS</u> <u>REFLECTING – PRACTICE</u> (ST reports she was writing, "fix the transition.")</p>

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<p>K And then, um, I wanted to take care of her feelings. (loud laughter) And um, and, and, so I said something that probably wasn't true. Because the truth is I really did think she was insulting their intelligence. And I just did that female thing.</p> <p><u>REFLECTING – SELF</u></p> <p>I was trying to say something and trying to send a message and then trying to take care of the response. And um, I'm usually pretty direct, but um I didn't know how, I just didn't want her to be too discouraged. So I was kind of a little care taking there.</p> <p><u>INTENDING - TO CARE FOR ST</u></p>	<p>CT's next actions do respond to ST's previous actions. (after ST's acknowledgement, continues feedback)</p> <p>CT: I'll just move on because I realize I'm almost insulting their intelligence. But, I don't think you were necessarily insulting their intelligence . . .</p> <p>ST: Ya.</p>	<p>N</p> <p>Y</p>	<p>N</p> <p>N</p>	<p>I'm thinking I probably don't need to actually process the video . . . but do some kind of more fun [stuff], like wouldn't it be great if we all had whistles.</p> <p><u>PLANNING – FUTURE SESSION</u></p>

5 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>L I think that in our conferences I've tried to give both the general and the specific. And sometimes extrapolate and go into a theory of parent education that I am subscribing to and that she can think about too. And that what I find difficult about the job or what I find important about the job. So she gets a little more than <i>just</i> about how <i>this</i> lesson went.</p> <p><u>REFLECTING - SELF</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: I loved when you said, "Tell me more [parent's name]."</p> <p>ST: Oh when she laughed about . . .</p> <p>CT: You picked up on [her feelings] so nicely . . .when it's off the cuff like this and we never know how it's going to go. To watch the faces . . . and that's what you have to pick up, the little frown or the little [body language] . . . That's the tough part of this job, you know . . . when we first start out there's always so much we want to cover. So [we must decide] what are the 1-2 concepts we want to get across, then maybe save the rest for next week.</p> <p>(Throughout, ST is saying, "uh-huh" in agreement.)</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>To me [connecting comments together, getting people to talk] is the easy part. I did that for 15, for 10 years [with] adults in business . . . to me the content is the scary part.</p> <p><u>REFLECTING - SELF</u></p>

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<p>N I have to admit, I was more focused on what I wanted to convey to her than I was about seeing how she responded to what I was saying. [ST says she is fine with silence.] Well, she wasn't fine with it. See, I kept on talking about it because O.K., um, (now as if CT is talking to the ST) you said you're fine with it, but then you just continue</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – OTHER</u></p> <p>. . . she was contradicting herself. I've just learned that about [her]. If you wait long enough, she'll probably tell you the truth. This is a place where I can give her some positive feedback. <u>INTERPRETING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: If there's a little bit of a dead silence. It's always kind of hard to wait it out – which you did nicely. ST: See, I'm ok with that? CT: That doesn't bother you? ST: [No] but I've worked for years in facilitating training where in the beginning it was difficult for me. CT: You want to fill in those silences and keep on going. ST: Right. And I think I did it a little bit with the TV, I mean with the clip... CT: Right. ST: So it reminded me . . . CT: Something isn't right. Maybe it's the question. How's my relationship with the group? Is anyone quiet for a reason? . . . ST: Ya, you know, I'm alright with the silence and I let it go a little bit. CT: Uh-huh.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal and body language)</p> <p>Y (verbal and body language)</p> <p>Y (verbal)</p>	<p>No reported thought.</p> <p>(NOTE: Body language: “tosses” hand and head slightly, closes eyes – as if to say “I know I do that well.”)</p>

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<p>O Ya, because again, um, I was wanting, I asked about closure, the closure was weak because she ran out of time. <u>INTENDING - TO PROD ST TO REFLECT ON CLOSURE</u></p> <p>It's always a goal that we work for, that I work for, I still work for better closures, so I brought it up to her and wanted to say, this is a common problem and a lot of us do it. <u>INTENDING – TO INFORM</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: What else . . . conclusion. What did you think about [it]? ST: the closing was weak. CT: We've talked about [closure], people who've been parent educators for years and years and years. Ahhh We talk about how closure is always a really difficult thing to... ST: Right.</p> <p>(ST responds with nodding.)</p> <p>(CT continues telling about the difficulties of closure; ST says "uh-huh" and nods throughout.)</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal and body language)</p>	<p>No reported thoughts.</p>

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<p>P I was, um, realizing that we had been talking for quite a while and it was, um, the discussion was coming to a close and wanting to reinforce again, her positive evaluations for strengths and agreeing with them, and wanting to end it on a positive note so she would leave the discussion feeling encouraged. <u>INTENDING - TO SUPPORT ST</u> (by ending with positive tone)</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) ST: I think one of my skills is that I can build relationships with people pretty quickly. You know, I've worked on it actually. CT: I would agree . . . you're very good at it . . . And I really think [the parents] feel comfortable with you. ST: I think it's because I kind of have a 'I'm not better than you' attitude, I'm one of you, or I know what you're [saying]</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>And [the CT's] comment was, "It seems like everyone is comfortable with you" – [meaning] with me. Um, and I agreed, because I do feel comfortable with everyone in the room and I am with the Monday class too. And uh, and you know, that's one of my positive skill sets. Very intangible, but ya, hire me because I can build relationships, so, I mean I guess that's feeling really positive. <u>EVALUATING – SELF</u></p>
<p>Q Trying to summarize, looking back and reiterating, or bringing to light anything I might not have mentioned about how well the class was generally – how well she was doing. <u>INTENDING - SPECIFIC ACTION</u> (to close conference)</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) CT: The emotional climate of the class I think is very supportive. There's a nice flow. . . [and you're] kind of polishing up stuff ST: Ya! And I do that well. (smiles)</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>No reported thoughts.</p>

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<p>A</p> <p>What was going through my mind was that I just thought she really connected very well with these parents and seemed to connect right away. <u>EVALUATING – OTHER</u></p> <p>And so I was wanting to let her know that she did such a nice job. Right off the bat, she got them comfortable with her and so that, that was what I was thinking. That's what I was thinking. <u>INTENDING - TO GIVE POSITIVE FEEDBACK TO ST</u></p>	<p>CT: Oh my gosh, I just thought you did such a nice job [ST's name]. (smiling)</p> <p>ST responds by smiling, says: Well, they're like a model parenting group.</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No reported thoughts.</p>

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<p>B</p> <p>I wanted to remind her that there are, you know we have to really be aware with every group that there are certain things that . . . present us as parent facilitators to be aware of. That we need to ah be thinking along the lines that every group even if they appear to be real easy . . . we want to try to balance the group.</p> <p><u>INTENDING - TO CONVEY PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>ST: Well, they're like a model parenting group.</p> <p>CT: Ya, they are. Though in some aspects they can be hard or difficult to hold in and they all want so desperately share. I thought you did an excellent job at kindly cutting them off at the times when you needed to and I just thought you did a great job at that.</p> <p>ST: Uh-huh. (nodding)</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>I was trying to think back to how I did it - at what I did that, ah, she talked about. I was kind of thinking that, um, how did I cut it off kindly?</p> <p><u>REFLECTING - SELF</u></p>

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<p>C</p> <p>With that I wanted to um, really, um point out how deliberate [the ST] was with helping [the parent] through that process. I wanted to point out what she did well with that. <u>INTENDING - TO GIVE POSITIVE FEEDBACK</u></p> <p>I also wanted to share with her a little bit about, about [the parent] and help her to understand how right on [she] was. <u>INTENDING - TO INFORM ABOUT PARENT'S SITUATION</u></p> <p>[The ST] was right on with what [the parent] was struggling with and she approached her in such a gentle kind manor and I wanted her to know, that that those little points are really important in what we do. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (continues after ST's positive response)</p> <p>CT: And one of the things that I really liked is when [the parent] was talking about how, how difficult a time she was having right now with her child, I just thought, I loved how you, number one, you asked if she wanted to be left alone. It gave her that time to decide whether she wanted to share or not. And you let her decide. And I thought that was great. And you gave her the information that it takes 21 days to change a behavior and she needs that so badly because she is desperately trying to change some really difficult behavior. And I think that, um, she doesn't think she has the tools and . . . you gave her a lot of tools along with that.</p> <p>ST nods head and smiles throughout; says "uh-hum" several times.</p> <p>CONTINUED</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal and body language)</p> <p>Y (verbal and body language)</p> <p>Y (verbal and body language)</p>	<p>Um, I was thinking, Is there a better way to ask someone that? (wanting to be left alone) <u>REFLECTION - SELF</u></p> <p>Um, I guess I was kinda thinking, um, jumping in with information was I taking her emotions away too quickly? Oh, um, I felt confirmed (affirmed) you know, that I was thinking that I took up too much time, but I felt sort of confirmed that [the CT] said that was O.K. <u>REFLECTING - SELF</u></p>

	6 C CONTINUED CT: I liked how you gave them their time to go through their joys and concerns - it was like your flow was there. And you knew who needed a lot of time this week because it does change a lot from week to week with this group. Your flow was really good; you gave everyone a chance to talk because they all need that.			
6 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
D I thought [the "Larry exercise"] was a creative way to get the parents thinking . . . <u>EVALUATING – OTHER</u> You know, the whole process – and wanting to explain to her more about why I thought [the activity was a good choice] <u>INTENDING - TO INFORM ST</u>	CT's next actions do respond to ST's previous actions. (continues after ST's positive response) CT: And I loved your – I loved your ah... ST: Poor Larry? CT: Yes, that was wonderful! And I just thought that "Poor Larry" ... really [got] them thinking. And you know, I thought that in particular [tantrums] was a great thing to get them thinking about. And how they respond. And this group in particular really could use that. ST: They got into that. I've done this with other groups [when] they haven't.	Y Y	Y (verbal) Y (verbal)	Because I was indecisive as to whether or not to do that [Larry exercise] but she sort of confirmed that that was the right thing to do. And then I was kind of thinking I am glad that I did that because if I had jumped right into the topic without any sort of introduction that I was concerned that it might have been kind of abrupt. <u>REFLECTING - SELF</u>

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<p>E [A parent] gave her a little cue and I, I thought I would remember and I, I didn't. I was thinking I'll, I'll remember that— <u>EVALUATING - SELF</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) ST: I thought maybe I had waited – spent too long on joys and concerns, but then again I thought well, no, because they're all introducing themselves . . . CT: . . . I think that it's real important to really grasp the needs of the group. And the fact that you did go a little bit longer with joys and concerns . . . as long as it's constructive as far as talking about parenting type issues . . . I don't know if you noticed. This was typical of [parent's name] . . . she's probably the first parent that gives me a cue that she's ready to move on [to the topic.] I can't remember exactly what she said. I should have written it down. If I think of it, I'll tell you. (ST: Oh) But it was good that you let it go in that direction. (ST: Uh-huh.) I was talking in my head about –I got the feeling from them I could [move on].</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>Ahhhh, oh, ah, um, oh she, she, I was thinking, um, that that was a mistake that I had made – that I didn't have them introduce themselves - which turned out to be a very important piece to the whole thing. <u>EVALUATING – SELF</u></p> <p>I was kind of thinking that our (CT and ST) styles were pretty similar. [The CT] confirmed what I've always felt: is that, um, there's nothing wrong with spending time just on joys and concerns because they're getting what they need. <u>REFLECTING – SELF</u> <u>REFLECTING – OTHER</u></p> <p>I was trying to look back and figure out what, what [the parent] did. <u>REFLECTING - PARENT</u></p>

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<p>F I think I was thinking that I really liked how she would verbalize that there are certain things she wants to work on. <u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>ST: And one thing I've been working on is, is, for myself is, giving myself permission to [think out loud about what to do next with the group]. That maybe we can take the time to decide what would work best for them. Even if we do have to stop and think about it."</p> <p>CT: I think you did a nice job with that. Even though you, I can see where you're saying you have to kind of give yourself permission.</p> <p>ST: I sensed that it would be okay.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>I was thinking about how things go better if I [predict the outcome of actions]. And I was thinking that, I was saying what I was thinking for some time – I actually said it. Out loud. That it helps if I think out loud, say out loud what to do. <u>REFLECTING - SELF</u></p>

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<p>G</p> <p>At that point I was really trying to ask her some probing questions where she would really need to think about what she did, and um, you know, what she learned from that.</p> <p><u>INTENDING - TO PROD FOR DEEPER THINKING</u></p> <p>Because I think you can learn something from every process.</p> <p><u>REFLECTING – PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: Do you think that um, you were still able to, to get to the core goals that you had for the lesson today?</p> <p>ST: Part but not all.</p>	<p>Y</p> <p>No action</p>	<p>Y (verbal)</p> <p>No action</p>	<p>I was trying to look back on what my goals were? I even thought, 'shoot, did I even have goals?</p> <p><u>REFLECTING - SELF</u></p>
<p>H</p> <p>I was trying to get questions that really made her think about what she learned from it.</p> <p><u>INTENDING - TO PROD FOR DEEPER THINKING</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: And if you were to do this over again, would you change it at all?</p> <p>ST: I would have shortened the Larry part.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>I was thinking I'd shorten up the Larry part. And I was kind of thinking, 'how would [the CT] have done it?'</p> <p><u>REFLECTING – SELF</u></p> <p><u>REFLECTING – OTHER</u></p>

6 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>J That it, it appeared to be very purposeful how she connected right away and I'm sure she was nervous but you would never have known. <u>INTERPRETING – OTHER</u></p> <p>She was very welcoming from the very beginning so I wanted, I wanted to point that out – that right away she got them. <u>INTENDING - TO GIVE POSITIVE FEEDBACK</u></p>	<p>CT's next actions do respond to ST's previous actions. (continues after ST's positive response)</p> <p>CT: You know I think that that's one of those things that's really important for all of us as teachers to be doing... to be thinking about the group in particular. But I do feel like you ah, you found a connection right away with the group. And so I think that a lot of time wasn't wasted on that beginning part just because of that. And so I think you read people really well.</p> <p>(ST asks about the group's connections – see episode K)</p>	<p>Y</p> <p>Y</p>	<p>N</p> <p>Y (verbal)</p>	<p>And I think I was also thinking um she must have spent a lot of time to earn that group's trust to be the way they are. <u>INTERPRETING – OTHER</u></p>

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<p>K</p> <p>I did think to myself there are so many [reasons why they bond so well], I couldn't go into all of, all of the reasons why I think this group has such trust.</p> <p>You know, I didn't really think there are too many reasons, but I, I think what I did –which is typical of me – was think: well you really didn't tell her everything.</p> <p><u>EVALUATING - SELF</u></p>	<p>CT's next actions do respond to ST's previous actions. (answers question) (ST asks about why the group connects so well.)</p> <p>CT: I believe that part of it is ah, that um, I've had some of those parents for a few years. [One parent] strongly believes in that whole being supportive. You know I have lot of parents that are real supportive of each other and I think the modeling that they have done within this group is phenomenal. And, and, that supportive environment that they strongly want. So I think that's how, how, they want to come. No doubt about it.</p> <p>ST: Ya, it didn't take that long for me to get comfortable with them.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>I was thinking um she must have spent a lot of time to earn that group's trust to be the way they are. I guess I was thinking how could you do that in every group? How can you do that, how can you build such cohesiveness? What can I do?</p> <p><u>REFLECTING – OTHER</u> and <u>REFLECTING –</u> <u>PROFESSIONAL PRACTICE</u> <u>IN PE</u></p>

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<p>L I just appreciate this group so much. They are so admirable. <u>REFLECTING - PARENTS.</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: I noticed that. And you know, it's just, it's one of those groups that makes you feel really good about what you do. Because you know, they're all young parents. All of them had really troubled childhoods, and then for them to have the skills that they have now; it's very rewarding.</p> <p>ST: Ya.</p> <p>CT: Very rewarding.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>No reported thoughts.</p>

6 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>M I was kind of taken back by her saying that [that this was a different parent population than she'd ever worked with before] I was just sitting there thinking well, ya, she works with completely different populations.</p> <p><u>REFLECTING – SELF</u></p> <p>and</p> <p><u>REFLECTING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) ST: You know, and some of the concerns that they brought up I'm not used to hearing – like what's available for housing . . . I'm not used to hearing that... So I really had to try to be really empathetic to that. And really you know, kind of think, ok this is not [an affluent neighborhood], but I really have to try to understand what they're talking about. It's gotta be hard, and it's gotta be really tough. It's got to be, it's got to be....” CT: You bring up a good point, because a lot of times we are, especially with this group, they might say something to me that I want to cry with them over what's going on. They all really have, every last one of them, have challenging issues going on in their lives.</p> <p>(CONTINUED)</p>	<p>N</p> <p>N</p>	<p>N</p> <p>Y (verbal)</p>	<p>I'm thinking they're, whew, boy, they have a totally different [life] um ... It's hard to be empathetic when you've never been in that situation. Like how would I feel if I was kicked out of my house [as a child/teen]?</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – PARENTS</u></p>

	<p>6 M CONTINUED</p> <p>ST: And for them to go beyond that self pity, you know they could feel really sorry for themselves, but they don't. That they wouldn't just sit and complain and cry about it. Cause that would be pretty normal for them to do that. And they don't."</p> <p>CT: They don't. I think that they have that maturity that, you know everyone hopes a group like this would get. But they have the maturity to say, 'I don't want to just sit here and dwell on how difficult my life is, and I may come and share that my life is really difficult, but hopefully I'll get some tools as to what I can do to change it and improve that.' And they're so young. Yup.</p>			<p>6 M CONTINUED</p> <p>I'm thinking: How fortunate [we are]. How ... what ... how do we fair so well and they didn't? Ya, I was thinking I wasn't that mature when I was that young . . . But then again, they've gone through a lot more than I had by the time I was 25.</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – PARENTS</u></p>
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6 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>N</p> <p>Then right away, I was, I was thinking well, of course, she's worked with [affluent] parents. I'm thinking she is really starting to "get it." <u>EVALUATING – OTHER</u></p> <p>I liked how she was aware of how flexible this group is. <u>EVALUATING – OTHER</u></p> <p>So I was just reinforcing that she read that well. <u>INTENDING - TO SUPPORT ST</u></p>	<p>CT's next actions do respond to ST's previous actions. (confirms ST's evaluation of parents)</p> <p>ST: They're very accepting of, they're very, you know, they seemed very accepting of me coming in. Where not all groups would be.</p> <p>CT: Yes. You're right. You're right.</p> <p>ST: Right.</p>	<p>N</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>Y (verbal)</p> <p>Y (verbal)</p>	<p>Oh, I thought, "We're wrapping this up." <u>INTERPRETING - OTHER</u></p>

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<p>O I know that at that point I was thinking that I barely remember asking her many questions . . . she was very forthcoming with info. and asking things. I was thinking, wow, I should have been asking her that a long time ago—if she had questions <u>EVALUATING – SELF</u> I was realizing that I [should] have discussed with her what my expectations were, but we did not discuss whether she would talk about the upcoming events. I just assumed that she would do everything. I shouldn't have done that . . . Then I felt bad because she was kind of caught off guard. So I didn't feel like I set her up very well for starting off the group <u>EVALUATING – SELF</u> I felt like had we discussed that and I had prepared her; it would have been smooth; she wouldn't have been caught off guard. – <u>PREDICTING – OTHER</u></p>	<p>CT's next actions do not respond to ST's previous actions. (changes direction of conference) CT: Yeah. So...do you have any questions you wanted to ask me as far as how I thought things went?</p> <p>ST: I was stumbling on the announcements. (both laugh) I thought, okay, do I go through every one of these? Did you see how many announcements there are?</p> <p>CT: So I should have probably talked to you about that. . . I was just kind of in the mode, Oh well, [the ST is] doing this. I should have talked to you about what your plan was.</p> <p>(ST continues conversation. See episode P.)</p>	<p>Y</p> <p>Y</p> <p>N</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No reported thoughts.</p>

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<p>P I was thinking, that [is] interesting feedback from a ST, that “my, this is overwhelming”, you know. <u>REFLECTING - OTHER</u></p> <p>I felt really bad that I hadn't gone over this stuff with her prior to it. <u>EVALUATING - SELF</u></p> <p>But, you know, then again, I was trying to get back to what we learned from this. <u>INTENDING - SPECIFIC ACTION</u> (to redirect conference)</p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>ST: But you know now I see where some people would get really overwhelmed with it.</p> <p>CT: Yes I think so . . . it's hard . . . to really know everything that's on the list and the things we need to explain. Sometimes that can be difficult to really explain.</p> <p>ST: You have to go through this and bore everybody to tears, but yet we know it's important.</p> <p>CT: Well I think you were caught off guard . . . So I understand what you're saying. I should have talked to you . . . but there again I, I thought, because of that whole process, they were starting to give more resources to each other. So you know, sometimes when we feel like we're fumbling we get even better things out of it.</p> <p>CT: Ya, and I really liked how they shared tips with each other.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>N</p> <p>Y (verbal)</p>	<p>It didn't feel like it was all coming from me [when the parents shared information with each other.]” <u>REFLECTING - SELF</u></p>

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<p>Q That I want her to know that I agree with what she thinks about that. And I don't want to leave her wondering what I'm thinking.</p> <p><u>INTENDING - TO SUPPORT ST</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: How did you feel like it went for you in general? I know you've talked a little bit here and there [about] how it felt, well, this is a great group, but do you...</p> <p>ST: (interrupting) I think that it went very well. It helps that they're such a great group. With another group it might not have gone so well. I don't know. But I think it went very well.</p> <p>CT: [The parents] really need [this class, opportunity to share] So...thank you so much for coming in. I thought you did just a great job.</p> <p>(ST responds with smiles and energetic nodding of her head.)</p>	<p>Y</p>	<p>Y (body language)</p>	<p>I was thinking how affirming [the CT] was. <u>REFLECTING - OTHER</u></p>

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<p>A Yeah, she was kind of following ah, her, ah, overall plan. And I thought she was doing a nice job on this. Um...she's, she's open and she's very attuned and we just feel like she's right with us.</p> <p>But, [the ST], you know, did a little bit of explanation, she started here as to what she had done before and so forth, and I, I felt she, ah, was doing very nicely. (Researcher: "By nicely, do you mean "accurately"?) Accurately? Yes.</p> <p><u>EVALUATING – OTHER</u></p>	<p>(NOTE: ST is asked to reflect on the class from the beginning. ST talks, <i>at length</i>; CT looks at ST then starts writing and does so throughout the time the ST talking. The ST glances at CT, but no eye contact is made. In this conference, the order of participation is reversed with the ST (rather than the CT) initiating comments and shifts in episodes.)</p> <p>ST: Okay, it was interesting tonight. The class usually has 7 participants and tonight we only had three . . ."</p> <p>(The ST continues to process the class at great length without prodding, questions, or comments from the CT.)</p>	<p>N</p>	<p>Y (reacts to CT's silence with independent processing)</p>	<p>I wanted to give an overview and I just wanted to because I thought maybe I was being more critical of myself because this is the first time I've taught with this specific group all by myself.</p> <p><u>INTENDING – SPECIFIC ACTION</u> (to give overview of class)</p>

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B No thoughts reported.	<p>CT takes no action at this time.</p> <p>(ST continues to process.)</p> <p>ST: I think how it's interesting that we get parenting advice from all over. And like Dear Abby, you could buy that book, and it's for parents to recognize that they pick up on these parenting tools from different avenues and what we do with it if we're left to our own device.</p> <p>CT: Uh-huh.</p> <p>(long pause)</p>	No thoughts reported	Y (verbal)	<p>At first I think I was thinking I just wanted to expand the reasoning for bringing [books and the Dear Abby article] in. Because I wanted to tie it into my goals.</p> <p><u>REFLECTING - SELF</u></p>

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<p>C She chose the word “scoff” and that wouldn’t have been mine necessarily, chosen word. I would have, I would have thought of it as more like “We don’t want to hear that. That’s kind of a scary evaluation.” (that teens years reflect the toddler years) <u>INTERPRETING – PARENTS</u></p> <p>No reported thoughts.</p>	<p>CT takes no action at this time. ST: I like that I like to have parents think of the short term outcomes and the long term outcomes. (As soon as ST talks about outcomes, the CT writes something quickly right away and continues writing during the ST’s verbal report. I hear about teenagers being like toddlers all the time (ST’s voice gets more animated.) . . . and [the parents] made kind of “breathing in sound” and they sort of scoffed at that. That kind of took me by surprise - their reaction. I thought they would [understand/believe that.]</p> <p>(ST appears to be trying to engage the CT by raising eyebrows, attempting eye contact, moving head. CT does not look at ST and continues to write.) ST: Because one of the [parents] is the one that brought up the temper tantrums and we really didn’t get into a lot . . .</p>	<p>N</p>	<p>N (verbal - continues with independent reflection; seems to be trying to engage CT in eye contact.)</p>	<p>I wanted it to tie into my goals I don’t know if that’s really what [she] thought. I was wondering what [the CT] was writing. (laughs) But she often takes notes about things, so I wasn’t concerned about that. I think it was more that it was things she wanted to talk to me about. <u>INTERPRETING - OTHER</u></p> <p>Ya, ya, um. [The CT] was so busy writing that I’m not sure - I think [she] was listening. And then, [the CT] was focusing on what she had written. She was, I think she was thinking about what she wanted to touch base on. <u>INTERPRETING - OTHER</u></p>

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<p>D Where'd she get a cue for that? Because [her talking about what she'd do differently] that was just something she did [by] herself. I thought oh, you know, that's interesting that she's already evaluating how she felt it went. (ST talks without any questions or prods from CT.)</p> <p><u>REFLECTING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (confirms meaning of ST's statement)</p> <p>ST: Some thing that I might do different is.... Probably.... Have, um, if we had a bigger group, my intention was to have them [role-play reading] the parent-child interaction books – to experience that . . . helpful to have a list of resources . . .</p> <p>CT: So is that something you'd do differently?</p> <p>ST: Ya.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>So my thinking . . . was that I was disappointed that there were only three [parents] because I really wanted to try my skills and having them do an activity with pairs, pairing, and coming back to the group and discussing and I missed out on that opportunity.</p> <p><u>REFLECTING - SELF</u></p>

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<p>E And I always think of that [having class members read handout in class] as a little bit deadly. But at times it helps you really focus and to think . . . Well she was just kind of going down the list, so you knew we've covered it. Ya, the [parents] were being really good, really attuned to that and working with it really nicely. (explaining to interviewer rather than relating thoughts.) So . . .um. I wouldn't want to do it real often. And I would think, I don't think she officially wanted to do it that much...either. Where she did just kind of the last three points, verbally to get done with it. <u>INTERPRETING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) ST: I also cut out having them read - I was just going to have, um, the parents read this by themselves – the handout . . . [But] I thought to be more interactive, I had them read it out loud and have them share and then talk about it. So I changed that. (ST's body language: "talking to her paper" or looking straight ahead.) CT: So is that one of the ways you changed this, rather than have them read through, you cut out some of the stuff you were planning? (ST body language: Voice gets lower in tone and quieter, tongue comes out.) ST: I thought it would be more interactive to read aloud.</p>	<p>Y</p>	<p>Y (verbal and body language)</p>	<p>[The CT] asked me if that's why I changed [my plan] and I had just explained why I changed that. So that was [weird], I had just explained it. I just answered it I thought. Was [the CT] not listening? <u>INTERPRETING - OTHER</u> (ST looks and sounds frustrated with CT's actions.)</p>

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<p>F Time-wise, she was aware of the time. And I thought, ok. You know, I know - I can tell she's attuning to the time, and she's still wanting to make each of those points, so, it's just a other way to make sure it's been, covered.</p> <p>She, you know, noticed the time and decided to just kind of cover the last three, to just kind of figure...</p> <p><u>INTERPRETING - OTHER</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: How do you think your pace was?</p> <p>(ST pauses for a long time. She sighs; She is looking down and shuffling papers. Then she taps her papers on the table and sets them down and smiles. She sighs again. She smiles a little as she starts to talk.)</p> <p>ST: I think it was alright.</p> <p>(ST nods her head and puts her lips together.)</p>	<p>Y</p>	<p>Y</p>	<p>Ya, I'm thinking that [the CT] agrees with my critical reflection of me. Because [the CT] was nodding, I took that to mean that [she] thought my pace was fine and I think that's what I'm thinking.</p> <p><u>INTERPRETING – OTHER</u></p>

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<p>G</p> <p>I was writing down some of her phrases . . . [so that I could] come back and see if that was something I wanted to pick up or not. I was not doing an evaluation or anything like that . . . I was more collecting data [for the conference].</p> <p><u>PLANNING - CONFERENCE</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: And what about your transitions?</p> <p>ST: Some of them didn't seem as smooth as I would like . . . [but] I want to validate what the parent is saying and when they're talking about different ideas, I want to share my knowledge and my experience with them . . . (ST's body language: shifting eyes, looking straight ahead, not at CT.)</p> <p>ST: I feel like I'm really conscientious about guiding [the parents] more . . . saying things like "tell me more about that" and letting them have that pregnant pause . . . so other people have a chance to [share their ideas.] (CT's action: taking notes.) (Long section of silence.)</p>	<p>Y</p>	<p>N</p>	<p>And the reason I say that . . . I don't always feel that when I'm observing [the CT] that [the parents] feelings aren't validated, as often as I am consciously aware of [when I would want to do that.]</p> <p><u>EVALUATING - OTHER</u></p> <p>No reported thoughts.</p>

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H No reported thought.	<p>CT next actions do respond to ST's previous actions. (Takes notes, long silence, then CT speaks)</p> <p>CT: Well, I, I don't have a lot in addition to say. Uh, I, I was aware that the [parents] were aware of how many adults were in the room</p> <p>(CT's body language: eye direction is constantly changing, gestures with hands.)</p> <p>CT: and I thought that they did very nicely. They kept being open and, and they were just, just trying to make it as, as natural as they can in front of all these people. I was impressed.</p> <p>(ST's body language: moves tongue in and out – which seems to correspond to when ST is unsure of what CT is going to say.)</p> <p>ST: Uh-huh.</p>	No thoughts reported	Y (body language)	<p>I think maybe she . . . is uncomfortable with [the small class size.]</p> <p><u>INTERPRETING - OTHER</u></p> <p>Because I didn't get the impression that the [parents], [were uncomfortable with just 3 parents present that night]</p> <p><u>INTERPRETING - PARENTS</u></p>

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<p>I I - I wanted to make that comment. <u>INTENDING - TO GIVE POSITIVE FEEDBACK</u></p> <p>... I would assume that she felt that it was fairly – going fairly well, but I felt that way too. <u>INTERPRETING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (continues after ST's positive response) CT: And I was impressed that about, you know, you had your plan and you kind if kept going with it, and they did have good examples. So thought that was really nice. (ST smiles slightly.) CT: I liked, I liked um your response when they would say something . . . “thanks for sharing that” or “I appreciated you giving that example.” . . . ST: Uh-huh CT: I think one of the reasons it went well is that there weren't as many people to have to take time with . . . That's one of those blessings that goes along with too few people to feel as... like it's a... real natural give and take. . . then they just kind of got into it and did some nice stuff. And I thought “Oh good” (laughs) (ST's body language: Tongue is out, very sober expression, nods but looks away from CT.)</p>	<p>Y</p> <p>N</p>	<p>Y (body language)</p> <p>Y (body Language)</p>	<p>When she says that she was impressed with me, I thought “thank goodness.” Because I haven't had a chance to teach a whole group before under her supervision. So I think, thank God that she feels that way, and that took a load off of me . I wanted to jump up and say, “She likes me!” ‘Wow, that's really great.’ <u>REFLECTING – SELF</u></p> <p>I think the [small class] bugged her - it really bugged her—that it wasn't a true picture of what the group would be like - So that's what I think she was thinking - 'cuz she said it again here. And she said it before. So obviously that says that [a small class] was a concern- And I never sensed that from the participants, so that surprised me that she said that she felt that way, because I didn't feel that way at all. <u>INTERPRETING – OTHER</u></p>

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J I didn't think she was sure of, um, her – where [the ST] should go. <u>EVALUATING - OTHER</u>	CT's next actions do respond to ST's previous actions. (answers question) ST: How do you think my pace was today? CT: . . . I, I felt, I, I thought...there was only one point where I thought you were sort of trying to decide "where am I going from here?" . . . ST: that hesitation. CT: Ya.	Y	Y (verbal)	Well, I'm thinking, that she, that she picked up on something I totally missed and that I might have been looking down at my paper or I might have been writing on the board. [I believed I missed something] because I trust her as a parent educator, that, why would she, why would she say something that wasn't truthful? <u>REFLECTING – SELF</u> and <u>REFLECTING – OTHER</u>

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<p>K It was riveting – her bubbling show - I was surprised somebody didn't say "What was that stuff?" . . . [the parents] were paying close attention.</p> <p><u>EVALUATING – OTHER</u></p> <p>and</p> <p><u>EVALUATING – PARENTS</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (CT does not answer ST's question)</p> <p>ST: What did you think of my examples?</p> <p>CT: And it's a nice group of people that are here. They'll give you that short little hard time and then move on. It's nice. But you did well in what you were doing tonight. Any time you can do something like this riveting, bubbling, to start them off, I thought that was just, we were right with you.</p> <p>(CT's body language: big smile.)</p> <p>CT: I was surprised somebody didn't say "What was that stuff?" (laughs)</p>	<p>Y</p> <p>Y</p>	<p>N</p> <p>N</p>	<p>I think, (long pause), that she didn't like the [parents] giving [me] a "hard time." I think that she likes it but she doesn't like it . . . because they also do that with her, and . . . [the parents and I] just kind of have this playful thing and they feel comfortable enough to be playful.</p> <p><u>INTERPRETING - OTHER</u></p>

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<p>L</p> <p>I thought (as if speaking to ST) okay, you had a focus on the child not wanting to leave the TV, but there were so many other ways you might shift [the focus] expand out a bit. <u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (answers question)</p> <p>(ST asks if CT would change anything. Then ST crosses her arms.)</p> <p>CT: I think you did very nicely. I don't know that I would say to do differently, um, because you have to just take what shows up and work with it. And you did a little shaping in one area . . . somebody keeps talking about TV and . . . you were trying to bring a few other situations in . . . there were so many other ways you might shift the focus, and you were trying to expand out a bit.</p> <p>ST: Ya, and I thought that parent was interesting because TV was an issue, time out could have been an issue, lack of sleep . . .</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>Maybe [the CT] wanted me to talk a little bit about setting limits for, um, TV use for young kids . . . <u>INTERPRETING – OTHER</u></p> <p>[but the parent's] example of TV was just an example of why the child behaved that way . . . The subject was still on the anger and I wanted to, and I thought that if I shaped that and brought it back, it was natural, a natural thing.</p> <p>I just validated keeping it on anger, and you know, I wanted it to be on anger, and it was about the anger. <u>INTENDING - SPECIFIC ACTION</u> (to stay with plan)</p>

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<p>M</p> <p>There are many issues to attack and to attach effort to. And [she's] keeping focused on today's topic which was anger. I thought that went very well.</p> <p><u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>(ST uncrosses arms.)</p> <p>ST: There's a lot of other things from previous conversations – [the parent] said things about naps or not napping. So there're a lot of issues - that were part of his turn around for TV and all that. So I tried to get it back to having him deal with the anger part of it</p> <p>CT: And you keep the focus on today's focus, um, of anger. I thought that went very well.</p> <p>(CT's voice gets quiet.)</p>	<p>Y</p>	<p>N</p>	<p>I'm not sure she was thinking that was OK or not. . . .</p> <p><u>INTERPRETING – OTHER</u></p> <p>So when she questioned that, I thought, well, in the context of where the group was going, I thought that like that was OK—that I kept bringing them back to anger because they wanted to talk about anger. So I wanted to validate that... I wanted to follow their lead.</p> <p><u>INTENDING – SPECIFIC ACTION</u> (to follow parents' lead and validate their feelings)</p>

7 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>N They're getting into the discussion and are very open and direct. <u>EVALUATING - PARENTS</u></p>	<p>CT's next actions do respond to ST's previous actions. (answers question)</p> <p>(ST asks if her questions put parents on the spot.) CT: You did qualify "if you want to share." I think they were willing, (CT shrugs shoulders) I mean this is something we're all experiencing. * You have to kind of ask the question if you expect to get any kind of discussion . . . you try to form a fairly simple and direct question, but it might not be that easy for someone to talk about it. Yet if you get them talking it out; everybody has some situations going on pretty similar . . . and they kind of tend to support each other in that.</p> <p>(*When CT shifted into advice giving, ST got sober and tongue came out.)</p>	<p>Y</p>	<p>Y (body language)</p>	<p>I didn't want to say that piece of advice with so many people being there because that dad actually spoke a lot tonight, and he doesn't, he hasn't spoken that much and I didn't want to stifle that. Or make it seem like he was doing something wrong. He might feel criticized. <u>REFLECTING - PARENT</u></p>

7 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
O No reported thoughts.	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (CT doesn't recall parent's action.)</p> <p>ST: When one of them said "well where do you want us to go with this?" I thought that was interesting because my question was to take them where <i>they</i> wanted it to be.</p> <p>CT: I don't specifically remember that.</p>	No thought reported	No action taken by CT	<p>Ya, I thought that was interesting [that the CT didn't recall a parent's question about the direction of the group]</p> <p><u>REFLECTING – OTHER</u></p> <p>Because so far, I've never heard anyone question that. And so that tells me that the group was at a higher level of thinking – is what I was [thinking] - they were really thinking about this, and doing a lot of reflection on what's happening in their family and they wanted to get it kinda right, to get it right, in a sense. You know, the parents.</p> <p><u>REFLECTING – PARENTS</u></p> <p>[It was] confusing. I was thinking; I was surprised that she didn't notice, because that specific dad who asked the question, sometimes he talks and sometimes he doesn't. I thought maybe she wasn't paying close enough attention to what the participants were wanting, or, that was confusing.</p> <p><u>INTERPRETING – OTHER</u></p>

7 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>Q</p> <p>I think you're [usually] kind of surprised at the end when the kids are coming in the room. [The ST] got a sentence or two about [the topic] in the end. And I thought "okay, to get that ending closure is tricky." And I said that.</p> <p><u>EVALUATING – OTHER</u></p> <p>(CONTINUED)</p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: And you're kind of surprised at the end "well we're done." (CT body language: laughs and looks at the door) and the kids aren't at the door yet. And because quite often [the kids] are coming in and we still have another ten sentences we'd really liked to cover. (ST: sober facial expression, tongue out.)</p> <p>CT: And I think that was partly the lack of numbers of people [tonight]. And partly, you had a real definite plan, and could move on if they seemed pretty done.</p> <p>ST: I was trying to be really conscientious of the time, it was 8:00 which is when we end . . . also I think it's important to have closure. (ST body language when talking: voice goes up, movements tighter, shifts gaze to CT.)</p> <p>(CONTINUED)</p>	<p>Y</p>	<p>Y (body language)</p>	<p>That's not my personality at all, I think that people came for the 45 minutes; I want to honor their time. And make sure that I have closure, and looking at the clock it said 8:00.</p> <p>So, when she said that I was <i>surprised</i> (tone: lightly irritated) that the kids weren't here, I'm not sure I was. I was, I was like "wow what do we do [with our last 15 minutes?]" Because so often we're still talking and we haven't wrapped it up.</p> <p>When she said that I was surprised I thought, no, I was conscientious and intentional in ending on time. So that we didn't have to scramble at the end and finish in a frenzy.</p> <p><u>REFLECTING – SELF</u></p> <p>(CONTINUED)</p>

<p>7 Q CONTINUED</p> <p>So it was nice to have a chance to actually give [a closure statement]. And I think that was partly the lack of numbers of people we had.</p> <p><u>EVALUATING – CLASS SESSION</u></p>	<p>7 Q CONTINUED</p> <p>CT: You got a brief sentence or two about it in the end. And I thought okay that’s, to get that ending closer is tricky, and to do it with the kids bouncing in, it’s barely caught. So this was nice to have a chance to actually give it [closing statement] directly.</p> <p>ST: Okay.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>7 Q CONTINUED</p> <p><u>REFLECTING – OTHER</u> She said “we” and it wasn’t “we” because I haven’t taught before. I think she likes that and she doesn’t like it. That I had a specific plan and I did the whole plan. I had closure. Because she, um, gives me good feedback and says she likes it, but I think she doesn’t like that, that I did it because in the past she hasn’t done it. I’m assuming, that as a supervising teacher, when someone comes in and has the skills that you want to improve on, to see that can be challenging.</p> <p><u>INTERPRETING - OTHER</u> I just had to justify myself. And that’s a value that I have. I really feel that closure is important. (quoting CT) “Any closure is always tricky?” My thought was I don’t have those same feelings. So that might have been more her self reflection than directed at, at my, or her view of me when teaching a lesson.</p> <p><u>REFLECTING – SELF</u> <u>REFLECTING – OTHER</u></p>
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8 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>A</p> <p>I really wanted this to be her, um her thought, thinking about it, if she was in this situation, how would she deal with it?</p> <p><u>INTENDING - TO PROD ST's THINKING</u></p> <p>I think it's really important rather than me just telling them [student teachers] what to do - this is her experience, not mine.</p> <p><u>REFLECTING – PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT: Is [separating] something you want to think about doing? . . . There weren't any discipline issues that the aides had today. That wasn't it. But I noticed that the kids kept checking in with the parents and that's usually a sign that they're not ready. But I didn't get the sense that they were really checking in. They were just trying to get their attention.</p> <p>ST: I agree. I thought they were just being disruptive. They just wanted to play in the middle of the circle.</p>	<p>N (asks question, but does not give ST a chance to respond)</p> <p>N</p>	<p>Y (verbal)</p> <p>N</p>	<p>I raised my eyebrows right away at the beginning when she said, how do I feel about separating? And it was like I was surprised.</p> <p><u>REFLECTING – SELF</u> Like she was considering, um, separating the parents from the classroom.</p> <p><u>REFLECTING – OTHER</u> I was thinking, ya it was noisy, it was chaotic, and it was, it's, it's difficult when you don't separate.</p> <p><u>EVALUATING – CLASS SESSION</u></p>
<p>B</p> <p>I wanted to kind of give her some ground rules.</p> <p><u>INTENDING - TO INFORM</u></p>	<p>CT's next actions do respond to ST's previous action. (comments directly related)</p> <p>CT: We either need to make the circle smaller or just leave . . . And if we do that, the procedure that I've used in the past . . . (CT gives many details.) ST: Okay. (ST changes to a very sober expression.)</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>Ok, stop. See I was thinking that the circle was small already. I'm just not comfortable with being on top of people. I think maybe if the circle is smaller [it will be] difficult.</p> <p><u>REFLECTING – SELF</u></p>

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C It didn't matter to me which way she wanted to go cuz I thought, I told her way back when, this is your opportunity to find out what is the way to go and how to do this. <u>INTENDING - TO PROD ST TO TAKE DIRECTION OF THE GROUP</u>	CT's next actions do not respond to ST's previous actions. (no reaction to change in ST's facial expression) CT: Now if you have 2-3 parents who don't want to separate, then we go with [that]. But let's find out ... Because if they play, the kid thinks "wow, I have my parent here to play." ST: Then they're rewarded.	N	Y (verbal)	I was just looking at the time [in the conference] . . . I wasn't worried about the details, ya. And then I'm kind of like, "I get it" [move on]. <u>REFLECTING – SELF</u>
D I think [the parents] are going to want to separate. <u>PREDICTING - PARENTS</u>	CT's next actions do respond to ST's previous actions. (comments directly related) CT: So maybe we just separate for a short time next week. So you have to think in terms of your lesson plan if we're going to go with that. ST: That'd be okay. I think next week I'm going to go with encouragement. Encouragement and praise – the difference . . .	Y	Y (verbal)	Because right away I was questioning the fact that we just kind of alerted the parents to the-difficulties that the aides were having - and I thought, oh how are the parents going to be ready for this? I thought - no that doesn't make sense to me because they're going to think that - [the aides will be] understaffed, or overwhelmed, so (clears throat) I, I guess I wasn't sure about that, that's what I was thinking. <u>REFLECTING – PARENTS</u>

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E Basically, as I said [in the video], [her next topic] would tie right in. <u>EVALUATING - OTHER</u>	CT's next actions do respond to ST's previous actions. (comments directly related) (ST tells what topic she will do the next week.) CT: Okay. (The video does NOT document her saying "it'd tie right in", so no action connected to thought.)	N	N	No reported thoughts.
F During this part, I don't think we were talking about the same thing. And as we got into it, we came together a little better . . . <u>INTERPRETING – CT/ST COMMUNICATION</u> I don't know that the parents totally understood – and that's what she was getting at – if they totally understood what was going on. <u>INTERPRETING - PARENTS</u>	CT's next actions do respond to ST's previous actions. (answers question) ST: How did you think the discussing the methods with the aides went? CT: It was O.K. I wanted them to just know what our rationale for it. Just to remind them that we were on their page... without telling them, [I wanted] to make sure they understood that they weren't going to do a lot of dialogue when they brought the child over ... ST: [The parent] had her son sit in her lap.	N Y	N Y (verbal)	Ok, that's really confusing to me - when she said "on their page." Because the aides [say] they're overwhelmed. So I thought, now is [CT] saying that she's pacifying the aides cuz they're standing in the room and they're hearing me say this? Is that the page she's talking about? And it took me a little bit to figure out, what page? the page with the parents? the page with the aides? I wasn't sure which book we were looking at. I think it's with the aides. <u>INTERPRETING – OTHER</u>

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<p>G [The ST] thought that some of the parents took it personally as a note to them to be responsible for taking care of the children. I'm thinking that's what she's asking me – in terms of taking it personally. <u>INTERPRETING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (responds to ST's interpretation of parent) (ST and CT finish discussion about individual parents.) ST: I felt kind of bad that [a parent] took it personally. CT: I, I kind of when she left I put my hand on her and said," It was a good day." But I agree with you, I think she did. [take it personally] ST: Uh-huh. CT: But I don't know what was going on. But [the parent] was upset with [her son]. Couldn't you tell that? ST: Ya, I think she took it personally. CT: about what? ST: sitting with the parent. CT: No, I don't think so. So you were reading it in a different way. And I know her and I think she was clarifying. Isn't that interesting? Ya, and she does that a lot. ST: Good, OK.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>That relieved me. That relief that, oh, good. Because I thought that [the parent] felt like we were picking on her child. . . So I was glad that [the CT] had a different read and a personal knowledge of [the parent] so she knew that wasn't it. <u>REFLECTING – SELF</u> <u>REFLECTING – PARENT</u> See I wonder if I kind of am too, um, am just too worried, or too anxious about what I'm doing and not feeling very confident in knowing, am I sending mixed messages . . . maybe I'm worried about it for no reason. <u>REFLECTING – SELF</u> I just am trying to be considerate of their feelings. I don't want anyone's feelings to get hurt. <u>INTENDING - TO PROTECT PARENTS' FEELINGS</u></p>

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<p>H [The ST] was doing self-evaluation and I thought that was fine. If that's what she wanted to get out of it [having the parents think deeply about the ST's question], and I wasn't sure that's totally what she wants, so that was okay. <u>INTERPRETING – OTHER</u></p> <p>But I think we both realized as she was bringing it up that they were thinking in terms of their two or their three year old. <u>REFLECTING - PARENTS</u></p>	<p>CT's next actions do respond to ST's previous actions. (explains parents to ST) ST: I said this is kind of a deep question and they're like "No it's not." CT: But I have older children and you have older children and they're still dealing with oh if they scream and holler – and that's great. ST: So they're thinking at present tense, is there anything your child could do? But I'm thinking more as your child grows. So I want to add that to my question next time. CT: "Now" is what you're thinking. ST: No, I want them to look further down the line. They were addressing the present. CT: They were thinking now and I think that's okay. ST: And I wanted them to think future. But ya, both ways is okay.</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>That was a very challenging question when I was in ECFE with young kids. . . [The parents] were just very surface orientated with that question. Ah, you know, to me it was a very deep question and I thought about that when I posed the question . . .</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING - PARENTS</u></p>

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<p>I I wanted her to think about the whole class – how did it go. <u>INTENDING – TO PROD ST TO REFLECT ON ENTIRE CLASS</u></p> <p>This is a lesson [the ST] is going to put away [keep] – it's a pretty decent lesson plan, it's great. But it's always nice to have a note – so if you use it again, what would I do [differently]? <u>PREDICTING - OTHER</u></p>	<p>CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference)</p> <p>CT: How did you think it went in general? What would you have done differently?</p> <p>ST: I'd have a lot more of [specific parent] there. (laughter) I'm just kidding, but he was good!</p> <p>CT: He's a nice guy.</p> <p>ST: I really don't feel like I got my point across with punishment and discipline . . . And I really wanted them to see a difference.</p> <p>CT: See, you're at a different level of understanding.</p> <p>ST: Okay.</p>	<p>Y</p> <p>N</p>	<p>Y</p> <p>N</p>	<p>Researcher: It impresses me here that this is sort of an “ah-ha” moment for you. ST: That's very true, but I thought [asking parents to think beyond the present] was an interesting question, and this is where I want the question to be. <u>REFLECTING – SELF</u> [The CT's comment] was helpful to me. To not feel like I had failed but to know that I am just plain confused. . . You just don't know when [the parents] are going to grow. They don't grow instantly – [they're] not Chia Pets. So that was helpful. It's like, ok, have a more of a realistic expectation for me to have, when she said that.</p> <p><u>REFLECTING – SELF</u> <u>REFLECTING – OTHER</u> <u>REFLECTING – PARENTS</u></p>

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<p>J And that particular statement that I made, she told me that in one of our first sessions together. ["it takes 7 times"] So I was pretty much reminding her. 'Remember, that?' <u>INTENDING – SPECIFIC ACTION</u> (to remind ST of previous information)</p> <p>And I didn't say to her, "Remember, you said [that]" Researcher: And why didn't you say 'remember you said [that]?' I don't know. I don't know. It just didn't happen. (pause) Because I was being the authority, maybe, I don't know. (laughter) <u>REFLECTING – SELF</u></p> <p>I was trying to help her – whether she realized it or not – and I should have asked her "What was your sense?" But that was my observation. <u>INTENDING - TO GIVE PERSPECTIVE</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related) CT: And remember it takes at least 7 times to be presented something to get something new. And so we didn't get it today, but we may get it by the time we have that third child come and then it's Ohhhh I get it. So don't feel bad about that. You presented it, you introduced it and you went with a discussion. So don't expect everyone to jump on board.</p> <p>ST: Oh, okay. I tried not to correct. I just tried to rephrase it "Oh that's a consequence, not a punishment." And I think working on the biting [example] is a great scenario.</p> <p>CT: It is a great scenario, but you know what? How, the minute you brought that up they went into solving the problem mode. Did you pick that up? ST: Ya.</p>	<p>Y</p> <p>N</p> <p>Y</p>	<p>Y (verbal)</p> <p>N</p> <p>Y (verbal)</p>	<p>No reported thought.</p>

8 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>K Um, I have to think about different things I might do a little differently. I think um hopefully she's getting enough input from me that she needs.</p> <p><u>REFLECTING - SELF</u></p> <p>and um, she's also giving herself the opportunity to think about what she needs to do – not my style, her style, and that's really important</p> <p><u>REFLECTING – OTHER</u></p> <p>and</p> <p><u>REFLECTING – PROFESSIONAL PRACTICE IN PE</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: They didn't think in terms of what you were talking about . . . And you did try to bring it back. But I thought it was interesting. It went from this one, to this one, to this one, bla bla bla bla bla. They didn't even hear you say "What's a natural consequence?"</p> <p>ST: Ya.</p> <p>CT: They were thinking in terms of what you're supposed to do. And they do that.</p> <p>ST: Ya.</p>	<p>Y</p> <p>N</p> <p>N</p>	<p>Y (verbal)</p> <p>N</p> <p>N</p>	<p>Maybe that's her feelings about the way the parents handled [the question] more than the question that I had asked.</p> <p><u>REFLECTING – OTHER</u></p>

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<p>L When people seem to be getting it, then I do (strong nodding). She's right on.</p> <p><u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (affirms ST's assessment of parents) ST: There were some quieter ones in the group and I was trying to get them to talk. I think everyone participated and I was glad that everyone participated. And I was glad that they used their tool boxes (a paper activity for parents to keep track of ideas.)</p> <p>CT: Yes! Both classes!</p> <p>(Throughout CT is vigorously nodding and smiling.)</p> <p>ST: Yes, when I stated it that way – one or two of the most important ideas from our discussion. They did it! And I was glad. I'm going to stick with that [direction-giving]. That seems to work.</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>No reported thoughts.</p>

8 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
M No reported thoughts.	CT's next actions do respond to ST's previous actions. (continues after ST's positive response) CT: At the end, when they got off of the discussion, I don't remember the questions . . . they got off the discussion. ST: But I couldn't hear [the parent], so I thought, okay, I've just got to pull it back to the topic.	No reported thoughts	Y (verbal)	I'll pull it back as soon as I can. Soon as I can get a word in edgewise. (laughs) <u>REFLECTING - SELF</u>
N (CT reports that as she watched the tape of the conference, she is thinking she should hold off a bit. She says it is good to watch yourself.) No reported thoughts.	CT's next actions <u>do not</u> respond to ST's previous actions. (changes direction of conference) CT: Alright. So you can go on and on figuring out what you can do differently. But that's normal and that's what this is all about. This [plan] will be something you put in your lesson plans and it's a good one. And you have some good ideas of how you'd change it and you can go from there. Just make a few changes.	No reported thoughts	N	I didn't have the organization before, but now I do. And what I was thinking, I'm going to be comfortable with silence. Somebody's got to have an example. <u>EVALUATING - SELF</u> <u>PLANNING – FUTURE ACTION</u>

9 CT's THOUGHTS w/ TYPES of THOUGHT	Video Transcript Excerpts ACTIONS	CT's Actions Consistent with CT's Thoughts?	ST's Actions related to CT's Actions?	ST's THOUGHTS w/ TYPES of THOUGHT
<p>A</p> <p>Um, I'm thrilled to be able to see her process what she does so much. Because when we first started working together, she was afraid that she wouldn't be able to do her lesson and focus on what was going on. It's just so fun to see her strengths when she's in the middle of a discussion.</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – OTHER</u></p> <p>When I asked her how it went, I wanted her to analyze it not me. <u>INTENDING - TO PROD ST FOR SELF EVALUATION</u></p> <p>I was confirming that she did a great job at checking in with each one of them. <u>EVALUATING – OTHER</u></p>	<p>NOTE: This is an ELL group. (English Language Learner)</p> <p>CT: So, how do you think it went today?</p> <p>ST: Something I'm more and more aware of is the repetition.</p> <p>CT: You do great job of getting to each participant.</p> <p>(CT looks around the table as if parents are still sitting there.)</p> <p>(ST's body language: smiles, nods, eye contact.)</p>	<p>N</p> <p>N</p> <p>Y</p> <p>Y</p>	<p>N</p> <p>N</p> <p>Y (verbal)</p> <p>Y (body language)</p>	<p>Well, she asked me how I felt about it, but um, I had to think about that a little bit ... I just thought the emotional part [of self evaluation], where there's more than "Am I following that through?" sometimes, the um, "Am I getting a lot done?" [is] more, more of the pressing idea. <u>REFLECTING - SELF</u></p> <p>When she asked me today about what I thought, I could say I felt good about it because I'd progressed to where, to my comfort level, I guess. And ah, I could say that you know that there were ten things that I felt good about it <u>EVALUATING - SELF</u></p>

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<p>B When I ask questions like “How did that feel to you?” I am getting her to reflect on how she did. <u>INTENDING – TO PROD ST FOR SELF REFLECTION</u></p> <p>I was really glad that she was aware of what was happening with that student, and yet she was able to move through it. And that it didn't, um, she didn't get stuck. She didn't freeze. <u>EVALUATING – OTHER</u></p> <p>[The parent] is going on and on and she's probably thinking “how do I stop her?” <u>INTERPRETING – OTHER</u></p> <p>and she just does a really good job at that [stopping the parent who is talking]. <u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (continues after ST's positive response) CT: How did it feel to you when [the parent] went on and on? ST: I think I managed it well. CT: I really liked when you asked [the parent] how what she said fit into the categories. It seemed like you were thinking she didn't quite understand. ST: And I had to check for my understanding. CT: For her to be able to do [the categorization], you helped her for the first one and then the second time she was able to do it better on her own. (ST: big nod and smile.) ST: I liked the house rule exercise with the writing and I didn't know if I gave them too much time. (CT shakes head “no.”) Then to go around and have them spell the word...we should maybe have more exercises like that.</p>	<p>Y</p> <p>Y</p> <p>N</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>N</p> <p>Y (verbal)</p>	<p>I have to say honestly, during class I, I wasn't aware of it at the time. <u>REFLECTING – SELF</u></p> <p>But when she asked about it afterward, I thought, ah! Well it was real volatile there but I was quite impressed [with myself]. <u>EVALUATING - SELF</u></p>

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<p>C Her exercise fulfilled a lot of goals and I was, was identifying them at that moment - cuz I said it was two fold and then realized it was 3 fold: allows them to do writing, work on their English, and helps figure out if they really know what we're talking about [parenting strategies]. <u>REFLECTING – PROFESSIONAL PRACTICE IN PE</u></p> <p>What I was thinking about here was ah the way she was inte..., she was able to integrate more than just parent ed.</p> <p>I was analyzing the parents' behavior – or maybe um, I was telling her about [my] thoughts about the parents that I had earlier. <u>REFLECTING – PARENTS</u></p> <p>[The ST] doing a good job of working through that lack of understanding. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: And I think it's two-fold, probably triple-fold. It was a good lesson – writing, English, and parenting.</p> <p>CT: Good lesson – [it] allows them to do some writing, and it helps them figure out if they really understand that we're talking about setting a limit.</p> <p>(ST responds with nodding, smiling.)</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Y (body language)</p> <p>Y (body language)</p> <p>Y (body language)</p>	<p>[The CT] makes it real easy for me to step out and have confidence . . . real easy for me to say this is an idea that I have and I think is a good idea . . . and, um, and again using the term validating, and she does that for me. . . <u>REFLECTING - OTHER</u></p>

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<p>D I know I was thinking, at first I thought, hmmm, [the ST] didn't realize that [a parent] has a hard time and then I realized that there have been many times when [the parent] hasn't been here on the Mondays when [the ST] has been here, so okay, [the ST] hasn't had as much experience with [this parent] as she has with some of the other students. <u>REFLECTING – OTHER</u></p> <p>I was really excited that Maria got it, and I saw changes in her, some confidence. <u>EVALUATING - PARENT</u></p> <p>[The ST] is very good at picking up on the strengths and what people do bring to the group, and being able to see some of the challenges too. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (continues after ST's positive response)</p> <p>CT: I don't know about you but I was "Yeah [parent's name]!" Ya, she really got it. Ya. It built her confidence and we knew the understanding was there.</p> <p>(CT nods in the direction of where the parent was sitting during class.)</p> <p>ST: Really?</p> <p>CT: Ya, she really got it.</p> <p>ST: Ya, I thought so too. But when you say that, does that mean it was really hard for her?</p> <p>CT: Ya. It built her confidence and we knew the understanding was there.</p>	<p>Y</p> <p>Y</p> <p>N</p>	<p>Y (verbal)</p> <p>Y (verbal)</p> <p>N</p>	<p>[The CT] makes me feel good about the choice that I made about the exercises and then elaborated on that and personalized it by pinpointing a particular student that historically has difficulty grasping different concepts. By seeing that this tool I introduced, um, worked successfully with this student, it made me feel good, ya know.</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING – OTHER</u></p>

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<p>E Um, her using examples and doing the first word for her and then seeing if the parent could pick the category for the next one [was an excellent strategy]. <u>EVALUATING - OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (answers question) CT: And you give a lot of examples – what happened in the other room and you brought it back to the list. Those are wonderful connections. And when it comes from their own experiences, it means so much more.</p> <p>ST: (smiling) I had more material, I was just going to introduce this – so I don't know if you want to take these [handouts]</p>	<p>Y</p>	<p>Y (verbal)</p>	<p>[The CT] pointed out how I do a good job of drawing in examples . . . That was something I was working hard to remember and to incorporate into the lesson plan. To have it observed by my supervising teacher was again validating.</p> <p>It's encouraging to me as a student teacher to see how over [time] the students are able to draw from previous lessons.</p> <p><u>REFLECTING – SELF</u> and <u>REFLECTING - OTHER</u></p>

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<p>F I got back to what she is talking about – how they had brought up things from previous classes, and um, you can't see it so much, but [the ST] smiled. (laughter) And I thought she had some self validation for all the pieces that she had been doing. <u>INTERPRETING – OTHER</u></p> <p>I was helping her realize how all her pieces fit together [parent-child interaction time, previous topic, personal stories]. She's good. I'm clarifying, um, emphasizing how good, how integrated it was. She's very patient in allowing them to have the time that they need to deal with what they want to say. And ah, she's just done a really great job and it's good for her to know about it. I was so impressed with her patience. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (answers ST's question)</p> <p>CT: Ya. And this is good to have the lesson over a few weeks because the repetition is needed. (ST nods.)</p> <p>CT: The continuity and longevity is good. And you have good patience and pace. And when you offered some of your own house rules and you offered to go first or did they want to and they all said "you go." And when you have it on paper, it's much easier to pull it out.</p> <p>ST: Ya, I didn't know if I should [give a personal example] but I should be able to do [the exercise] myself. . . even for myself, "What is one of my house rules?" It's something you do and you don't think about it.</p>	<p>N</p> <p>Y</p>	<p>N</p> <p>Y (verbal)</p>	<p>[The CT] had mentioned my patience, and um, [that's] something I've been working on . . . so it affects me to have her say that again. <u>REFLECTING – SELF</u> <u>REFLECTING – OTHER</u></p> <p>I wonder how much is too much self-disclosure. And um, then I shared a little bit about my family and there was a question on my mind, "Oooo, ya know, was that too much, was it inappropriate, was it not, and to have [the CT] point that out and, and said that it was an effective teaching method at that time, um, was good. <u>REFLECTING – SELF</u> <u>REFLECTING – OTHER</u></p> <p>So, then I know then, that what I did was appropriate. <u>EVALUATING – SELF</u></p>

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<p>G I remembered back when [the ST] wanted to just follow [her] lesson plan and go bing, bing, bing, bing. And [the ST] was worried about bringing it back to what [the parents] were doing. <u>REFLECTING – OTHER</u></p> <p>It was exciting that I could show her, um, tell her how she progressed. <u>EVALUATING – OTHER</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: I remember when we talked about you first doing things and you wanted to stick right with the lesson and go bing, bing, bing. And you said I won't be able to think about anything else.</p> <p>CT: But you were able to do that – you were just able to observe them and what they were thinking about while you were still working on the lesson. You are developing those skills.</p> <p>(ST nods and smiles.)</p>	<p>Y</p> <p>Y</p>	<p>Y (body language)</p> <p>Y (body language)</p>	<p>To have her acknowledge or show me that she has seen progress in that area [not being too rigid with a lesson plan], in the weeks that I have, have done the teaching. It's, it's good to know that there's progress there and I'm not stuck in that rigid form that I was anticipating. <u>EVALUATING – SELF</u></p>

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<p>I And I just wanted to reaffirm all the different tools that she's been developing while she's been working on this and that she has this great set of tools to take with her. I was reinforcing her when I said she's learned to use a lot of different styles. I was just listening, making sure she wasn't off track as she processed what had happened.</p> <p><u>INTENDING - TO GIVE POSITIVE FEEDBACK</u></p>	<p>CT's next actions do respond to ST's previous actions. (comments directly related)</p> <p>CT: I think you've learned a lot of good tips about different tools to use, um, different styles . . . to bring in, some reading, some writing, some sharing, some games, some matching, a lot of things that help when you're working with multiple levels.</p> <p>ST: and a lot of repetition!</p> <p>(Both smile and laugh.)</p>	<p>Y</p>	<p>Y (verbal and body language)</p>	<p>No thoughts reported.</p>

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<p>J As she was reflecting on her student teaching, I just said “ya” and smiled and nodded because I agreed with what she was saying – and saying it well – so it was better for her to have it [the info/reflections] in her own words. <u>REFLECTING – SELF</u> and <u>REFLECTING - OTHER</u> I think throughout this whole student teacher experience, um, we were very open to saying what we needed to say – questions, clarifications. She would come back after she talked with other student teachers and ask me a question based on something somebody else had said. And, and it was a very open relationship so it was just a real positive experience. Reflecting on experience after tape has finished playing.</p>	<p>CT's next actions do respond to ST's previous actions. (encourages ST's reflection) CT: What thoughts do you have about it? ST: I really enjoyed getting to know the group. They're wonderful. Everything's been wonderful. I'm going to miss you next fall. (ST reaches out and touches CT. This is the ST's last day) (CT intermittently says “ya” as ST talks.) ST: Today as it progressed, they were looking to me. The first time they looked to you and I was too. But I saw progress there and that felt good. (Both smile and nod.) CT: I think they clearly saw you in that role. NOTE: Both laugh - seems to be a very touching – emotional moment between them, constant eye contact, smiles, nods.)</p>	<p>Y</p> <p>Y</p>	<p>Y (verbal)</p> <p>Y (verbal)</p>	<p>No thoughts reported.</p>