

Evaluating virtually: A closer look at university supervisor/preservice teacher relationships
during asynchronous virtual evaluations.

by

Vanessa L. Callanan

B.S. Ed., Eastern Michigan University, 2014
M.A., Eastern Michigan University, 2019

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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Abstract

Preservice teaching experiences are the final stage of perspective teachers' education and often, supervisors at the university level are charged with completing their evaluations. During this stage, it is critical that university supervisors provide insightful input and feedback regarding the performances of the preservice educators, as through this process, burgeoning educators may improve their pedagogy, refine their classroom management skills, and gain valuable insights in the field. While this practice has existed for decades, the emergence and prevalence of new technologies has allowed for a different type of evaluation: asynchronous virtual observations. This study expands on the body of research that exists on the training of university supervisors to adapt these asynchronous virtual evaluations, and explores best practices, rapport-building, and development of valuable feedback strategies when using online video software.

As a result of this study, three insights emerged regarding the use of asynchronous virtual evaluations: the importance of initial and sustained communication, the use of constructive, specific feedback strategies, and the perceived inauthenticity of recorded classroom lessons. Findings from this study indicate that while virtual evaluations tools offer a great deal of flexibility for schools of education, there is much refinement that needs to be made to fully maximize the benefits for preservice educators and university supervisors. Furthermore, when viewed through the lens of a dual-dialogic theoretical framework, the findings of this study suggest that additional steps be taken to enhance the communicative potential of university supervisors, including the use of cohorts to help increase understanding, compassion, and empathy. This dissertation concludes with a set of implications, suggestions, and areas in which this topic may be studied further as virtual evaluations continue to grow in use and scope.

Keywords: virtual teacher evaluations, preservice teacher supervision, rapport, feedback

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Approved by:

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As a result of this study, three insights emerged regarding the use of asynchronous virtual evaluations: the importance of initial and sustained communication, the use of constructive, specific feedback strategies, and the perceived inauthenticity of recorded classroom lessons. Findings from this study indicate that while virtual evaluations tools offer a great deal of flexibility for schools of education, there is much refinement that needs to be made to fully maximize the benefits for preservice educators and university supervisors. Furthermore, when viewed through the lens of a dual-dialogic theoretical framework, the findings of this study suggest that additional steps be taken to enhance the communicative potential of university supervisors, including the use of cohorts to help increase understanding, compassion, and empathy. This dissertation concludes with a set of implications, suggestions, and areas in which this topic may be studied further as virtual evaluations continue to grow in use and scope.

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Chapter 1 - Introduction

Background of Research Context

In nearly every preservice teacher program, one of the most important relationships that can exist is the one between the preservice teacher and their university supervisor. A preservice teacher is a student in a teacher preparation program who is completing field experience in the classroom towards earning their teaching degrees. Under the umbrella of preservice teachers falls teacher candidates, methods students, and student teachers. Teacher candidates are students completing general education and introductory education courses, methods students are students in a teacher preparation program who are completing part-time field experience and part-time university class schedules, and student teachers are students who are in the field (classroom) full-time teaching and practicing the responsibilities of a full-time teacher. Whether a preservice teacher is in the methods stage or in student teaching, they are assigned an evaluator from the university, called a university supervisor. University supervisors take on a variety of roles throughout the preservice teacher experience, including that of mentor and confidante, while also being a predominant determining factor in the effectiveness of the preservice teacher evaluation experience, either virtually or in-person (Borko & Mayfield, 1995; Gonzalez-Toro et al., 2020; Vertemara & Flushman, 2017). This study concentrated specifically on university supervisors who evaluate preservice teachers virtually, how they fostered and maintained rapport through these virtual evaluations, and what feedback they found to be beneficial to preservice teachers.

Increasing technological advancements have encouraged virtual evaluation methods for some time, but the COVID-19 pandemic forced most sectors of education to move to virtual platforms seemingly overnight (Geary, 2020). During this time, those in the field of education adapted, sought out tools and developed strategies to continue teaching virtually, and as our

society emerged from pandemic times, the benefits of virtual education resonated (Klefbeck , 2023; Rockwell, 2024; Stole, 2021). Since this time, many university education programs have moved towards offering an online observation approach in their education programs as they are often seen as a cost and time efficient way for supervisors to conduct observations (Gremaud, 2021).

The pool of university supervisors in teacher education programs traditionally comes from graduate students and retired teachers/principals (Beck & Kosnik, 2002) and it is imperative that these supervisors be aware of how to properly observe and engage with preservice teachers in an effective and efficient manner. While many of these interactions may continue to occur in an in-person forum, virtual preservice teacher evaluations are more prevalent than ever before (Lynch et al., 2021). With this shift in platforms, it is important that university supervisors understand how to foster rapport and provide feedback with their preservice teachers virtually. In understanding how these interactions occur, and what practices are actively used by university supervisors, we may better understand how university supervisors can build rapport and give feedback virtually, eventually laying the groundwork for developing a core set of best practices to guide future supervisors in these areas.

Statement of the Problem

The popular shift to online platforms within many teacher preparation programs has led to an increase in virtual evaluations of preservice teachers (Heafner et al., 2012; Liu et al., 2018; Lynch et al., 2021). Although traditional observations of preservice teachers by university supervisors are not a new occurrence, virtual observations are becoming a new norm for many education programs. We know how university supervisors foster and maintain rapport in traditional face-to-face observations, but we do not know how this rapport is effectively formed

virtually. The same is to be said of feedback, particularly when it involves constructive criticism of a preservice teacher's performance. While significant research has already been done concerning in-person evaluations, as researchers adapt to changing times and technology, additional research needs to be done to ensure they are fostering and maintaining meaningful rapport and providing beneficial feedback for preservice teachers during virtual evaluations (Gremaud, 2021; Lynch et al., 2021; Smith et al., 2020; Vertemara & Flushman, 2017).

Overview of Issues

In preservice education, performance effectiveness is measured through observations and evaluations (Harris et al., 2014; Smith et al., 2020). These evaluations are a deciding factor in determining if preservice teachers are prepared for the classroom (Beck & Kosnik, 2002; Goldhaber et al., 2020; Juarez & Critchfield, 2021; Valencia et al., 2009). Traditionally, observations and evaluations would be conducted in-person (Juarez & Critchfield, 2021), but the way in which we learn, receive assessment, and generally communicate has changed due to increasing technological developments and the COVID-19 pandemic. Departments of teacher education took an expedited leap towards virtual learning and evaluation since that time, and although the pandemic has subsided in many ways, education has not turned back from virtual learning (Heafner et al., 2012; Liu et al., 2018; Lynch et al., 2021). As a result, it is important that university supervisors become able to build rapport and provide feedback to preservice teachers virtually. Online evaluation tools have been developed which can provide alternative ways of conducting virtual preservice teacher assessments (Hagar, 2020), yet the ability to foster and maintain rapport and provide feedback should be further understood to determine the efficiency and effectiveness of virtual evaluations.

Virtual Preservice Teaching Evaluations

Virtual preservice teacher evaluation programs are and have become increasingly popular in many universities (Heafner et al., 2012; Liu et al., 2018; Lynch et al., 2021). Virtual evaluations can be conducted in two different ways: asynchronously or synchronously. When an evaluation is conducted asynchronously, the lesson is recorded and submitted or uploaded to the university supervisor. In other words, during this type of evaluation, the university supervisor is not present when the lesson happens but views it afterwards (Koşar, 2022). When an evaluation is conducted synchronously, the university supervisor is watching the lesson virtually in “real-time” or while the lesson is being taught (Juarez & Critchfield, 2021). Whether the lesson is recorded synchronously or asynchronously, virtual evaluations have the ability to provide a sense of lesson authenticity, an elimination of distractions, and overall cost and time efficiency for the program itself.

Virtual evaluations and observations can increase the authenticity of lessons performed by preservice teachers (Gibbons & Farley, 2020). A large portion of this authenticity is due to the preservice teacher’s ability to act more naturally when a supervisor is not physically present in the classroom (Agnew et al., 2024; Borba et al., 2018; Theelen et al., 2020). Virtual observations can also be seen as more authentic because they decrease stressors (Gibbons & Farley, 2020). Preservice teachers, with this type of evaluation, have reported to be more calm and under less pressure compared to an in-person observation (Heafner et al., 2012).

In-person, traditional observations and evaluations require the university supervisor to be in the classroom with the preservice teacher while the lesson is in progress (Cohen et al., 2013; Dillon, 2017; Nolan & Hoover, 2005). Virtual observations were found to be less invasive and cause less distractions when compared to in-person observations (Agnew et al., 2024; Juarez &

Critchfield, 2021; Smith et al., 2020). External intrusions, such as additions of new persons to the classroom can be a distraction for students of the classroom and preservice teachers alike (Agnew et al., 2024), while virtual observations allow for a more natural environment. This is a critical area for many student teachers as they are still in the midst of finding their own teaching voice and developing pedagogy. By providing an authentic, intrusion-less evaluation, supervisors may get to see a more authentic representation of a student teacher's current skillset and comfort level in the classroom.

Finally, virtual observations offer cost and time efficiency as well as flexibility to universities (Agnew et al., 2024; Heafner et al., 2012; Gremaud, 2021; O'Neil et al., 2017). Cost is a large area of efficiency; a large portion of that being universities save thousands of dollars in mileage reimbursements every semester when observations are conducted virtually (Gremaud, 2021). Virtual observations are also a timesaving process, especially for university supervisors, as they do not have to drive to each individual observation (Ghamrawi, 2022; Heafner et al., 2012; O'Neil et al., 2017). Along with saving time, virtual observations offer flexibility. If asynchronously supervised, university supervisors no longer had to schedule times for lessons; (Lynch et al., 2021) they reviewed lessons as they were submitted. Proximity or distance of preservice to university supervisor is also flexible with virtual evaluations as distance is no longer a factor when it comes to virtual observations (Smith et al., 2020).

An Alternative Pathway for Future Educators: MAT Programs

A teacher's degree has been traditionally earned through a four-year undergraduate program. Masters of arts in teaching (MAT) programs however, are a recent degree option offered for those who have previously received a bachelor's degree in a subject, either newly graduated or later in their careers, that would like to become a teacher (Huguet et al., 2021;

Morrison & Lightner, 2017). Master of arts in teaching programs provide the opportunity of adding a teacher licensure to a person with a non-teaching degree (in a relevant teaching content area). This degree is a time and cost-effective option for working adults that in some cases allows the student to earn money while participating in their practicum experience (Huguet et al., 2021; University of West Florida, 2018). In this program, the students gain education pedagogy and classroom teaching experience to earn a teaching licensure in the content area of their original degree.

University Supervisor: Advisor, Mentor, & Evaluator

The task of a university supervisor contains many components. At the very least supervisors must observe and evaluate preservice teachers, provide mentorship, give feedback, and assist the preservice teachers with any issues they may come across during their practicum, (Heafner, 2012; O'Neil et al., 2017; Tulgar, 2019). This section reviews literature regarding what it means to supervise and evaluate (Nolan & Hoover, 2005), the importance of building and maintaining rapport virtually (Callanan, 2019; Geary, 2020; Sandstrom, 2023), having constant and effective communication with preservice teachers (Stolte, 2021), providing feedback (Heafner et al., 2012; O'Neil et al., 2017; Tulgar, 2019), and feedforward (Walker, 2013).

Supervision and evaluation have many similarities but are different actions. Nolan and Hoover (2005) created seven dimensions of teacher supervision and evaluation to better understand what it means to supervise and evaluate teachers. The seven dimensions are basic purpose, rationale, scope, nature of relationships, focus of data collection and procedure, whose expertise counts, and teachers' perspective on the overall process.

Fostering and maintaining rapport is important for university supervisors in the relationship they have with their preservice teachers because the university supervisor leaves a

great impact on preservice teachers (Asplin & Marks, 2013). Observations one sees during face-to-face interactions such as body-language and eye contact are important factors in interpersonal communication and building and maintaining rapport (Sandstrom, 2023; Sedereviciute-Paciauskiene et al., 2022). Video conferencing software such as Zoom or Google Meets have been found to be useful virtual rapport building tools for university supervisors as one is able to observe many of the face-to-face rapport building qualities (Geary, 2020; Sandstrom, 2023). Tools such as these have been found to create a sense of community on virtual platform between preservice teachers and university supervisors (Sandstrom, 2023).

On a virtual platform, consistent and regular communication with preservice teachers can help university supervisors build rapport (Stolte, 2021). The literature reflected that supervisors received low approval rates from their preservice teachers due to inability or lack of communication (Gremaud, 2021). The literature also emphasized the importance of university supervisors maintaining consistency and effective communication through email, phone calls, or video conferencing (Gremaud, 2021; Heafner et al., 2012; O'Neil et al., 2017).

Providing feedback is one of the most critical jobs of a university supervisor and the feedback they provide should reflect classroom management, lesson planning, and field knowledge (Miller et al., 2023; Vertemara & Flushman, 2017; Won et al., 2019). Feedback that is provided virtually can be given in a variety of manners, but researchers suggest using video feedback software to provide feedback to preservice teachers (Liu et al., 2018; Van Boxtel, 2017). It is important when using video feedback software that university supervisors provide sufficient feedback or it can be negatively perceived by preservice teachers (Bullock, 2017; Gremaud, 2021; Jones & Jones, 2007; Smith et al., 2020). Rust et al. (2013) suggested an

acronym that can be used to remember effective feedback delivery that can be implemented on virtual platforms, TALK (feedback that is: Timely, Accessible, Legible, Konstructive).

Just as providing feedback is important, providing comments that “feedforward,” according to Walker (2013), may be even more critical. Comments that feedforward promote preservice teachers to examine their mistakes and propel themselves to improve in the future. Walker (2013) suggested feedback is purposeless unless we use it for betterment purposes.

Preservice Teacher Perspectives

The literature not only reflects the thoughts and feelings of university supervisors, but those of whom they supervise. Self-reflection has been recognized for over a century by scholars as a skill for growth and development (Dewey, 1916). The literature revealed that virtual observations promote better and more consistent self-reflection habits for preservice teachers compared to traditional observation and evaluations (Agnew et al., 2024; Smith et al., 2020; Stolte, 2021). When using recorded lessons as a self-reflection tool, one can specifically assist in encouraging improvements that need to be made, help create goals and are a good way to see forward progress (Knight et al., 2012). Video feedback software such as GoReact (Hagar, 2020) can provide preservice teachers with tools in which they can practice self-reflection as well as receive feedback. Preservice teachers thought virtual observations and evaluations limited the number of distractions they faced during evaluations in the classroom (DeMeulenaere, 2023; Lynch et al., 2021; Stolte, 2021).

Theoretical Lenses

This study was understood through a dual-dialogical lens, utilizing two separate theories of communication to analyze and interpret the collected data. When discussing feedback, this study utilized Habermas’ Theory of Communicative Action (1987) which argued, at its core, that

the purpose of communication, and true communication was to reach an understanding and agreement with another party or person. According to Habermas, this is achieved through dialogue where each person uses their own 'lifeworlds' (experiences, relationships, morals, etc.) to reach understanding and consensus with one another. Habermas also provided four validity claims as the pathway to reaching agreements: comprehensibility, truth, sincerity, and rightness. Additionally, in order to better understand the development of rapport in this study Freire's (1970) ideas of dialogue were utilized. For Freire, dialogue is a basic need for human beings and represents the way in which we make our existences have purpose. To have 'true' dialogue you must have love, humility, faith in humankind, mutual respect, hope, and critical thinking. In using this theory of dialogue, the data collected throughout this study may be better understood and new practices for the development of rapport through virtual evaluations realized.

Suggestions From the Literature: Virtual Evaluations - A Work in Progress

When combining all of the literature together, prior suggestions had been made in studies to improve virtual evaluations (Gremaud, 2021; Lynch et al., 2021; Smith et al., 2020; Vertemara & Flushman, 2017). Historically, university supervisors have understood the importance of their role and in some instances have even expressed the need for more training on this new virtual platform (Smith et al., 2020) to assist them in being successful. Ultimately, the literature highlighted the multi-faceted role of a university supervisor while identifying several areas of their virtual responsibilities that have yet to be clearly defined (Vertemara & Flushman, 2017). This role is dependent on the performance of university supervisors and any progress in the professional development of university supervisors will ultimately benefit preservice teachers as well (Bullough & Draper, 2004).

Purpose of the Study

The purpose of this study was to further the understanding of the nature of asynchronous virtual evaluations of preservice teachers. Specific attention was paid to two practices within this experience: 1) the building of rapport through virtual asynchronous interactions; and 2) feedback provided from the university supervisor to the preservice educator. In doing so, this study was able to examine ways university supervisors frequently used to build rapport virtually with preservice teachers and the methods and content of the feedback they gave to preservice teachers virtually throughout the experience.

Teaching in the classroom typically represents the mid-to-final stage of perspective teachers' education; as methods students are in the classroom part-time and student teachers are in the classroom full-time, depending on the university, field experiences may be had throughout the duration of the education program. During this stage of the education program, it is critical that preservice teachers receive input and feedback in their teaching (Gibbons & Farley, 2020). Through this process, they may improve and develop into successful teachers and gain valuable insights into the field of education as well as develop their own voice and pedagogical tendencies.

Research Questions

This study addressed the following questions:

- 1) How do university supervisors foster and maintain rapport with student teachers virtually or with video feedback software?**

This question addressed how university supervisors obtained and preserved rapport with their student teacher candidates virtually. Rapport in any educational or professional relationship is important (Zhang et al., 2019). As a result of the COVID-19 pandemic and with technology

continuously improving, many traditionally in-person practices are moving towards a virtual model and this has led researchers to question how rapport can be formed virtually (Flanigan et al., 2022; Glazier, 2021). This question aimed to uncover successful methods of building rapport virtually to not only improve online education programs, but to better understand the relationship that is fostered between preservice teachers and university supervisors during these field experiences.

2) What kinds of feedback do university supervisors perceive to be beneficial for preservice teachers to receive virtually?

The second research question addressed the feedback which university supervisors give to preservice teachers. All feedback is not interpreted equally. This question sought to better understand how feedback was given to preservice teachers, what kinds of feedback were currently given to preservice teachers virtually or with the use of video feedback software, and ultimately, what feedback preservice teachers found to be most helpful while being virtually evaluated.

3) What does the use of technology offer to teacher evaluations that traditional in-person evaluations do not?

The last question sought to identify how virtual evaluations have benefited evaluations of preservice teachers, and in what areas the field still needs to be improved upon. As society moves to more digital platforms, it is critical to continue to serve preservice educators in the best way possible, and understanding both the advantages and the constraints virtual evaluation software provides is vital to education programs moving forward.

Significance of the Study

Examining the research questions above is crucial as virtual preservice teacher evaluation becomes more commonplace in schools of education. This study contributed to the body of research that exists regarding university supervisors and the rapport and feedback which they provide to their preservice teachers. It exclusively addresses the new and less explored areas of rapport and feedback of asynchronous virtual evaluations. In doing so, the in which ways rapport may be fostered and maintained as the types of feedback found to be most beneficial to preservice teachers were of the utmost importance.

Nature of the Study

This study utilized a qualitative study design. The qualitative nature of this study stemmed from the intent of the researcher to better understand and interpret the experiences of university supervisors while focusing on the meaning behind these experiences that may benefit the field (Merriam, 2009). In this study, the participants recalled their virtual evaluation experiences and interactions with their preservice teachers. Constructivism was the epistemology practiced throughout this study as it investigated participants' experiences which led them to construct their own personal truths and interpretations (Patton, 2002). A dual-dialogical theoretical lens was used comprised of Habermas' Theory of Communicative Action (1987) and Freire's ideas of dialogue to analyze the data and ultimately understand the findings of rapport and feedback collected throughout the study. During this study, three rounds of semi-structured interviews were conducted. Participants selected needed to meet the following criteria: 1) current graduate students; 2) serving as university supervisors; 3) supervising preservice teachers in a Master of Arts in Teaching program; and 4) who supervised and evaluated their preservice teachers virtually and asynchronously using virtual video feedback software. Data was analyzed in this

study using deductive coding as the initial codes directly aligned with the research questions. Ethical considerations were taken to ensure anonymity and trustworthiness (Guba & Lincoln, 1989) were used to confirm rigor and goodness throughout the study.

Definitions of Terms

Throughout this research, there are several specific terms that must be clarified:

Preservice Teachers Any active teacher preparation program student at the field experience phase of their teaching program. These may include methods students and/or student teachers.

Methods Students Students in a teacher preparation program, nearing the end of their coursework, conducting in-school observations and small lesson units.

Student Teachers Students in teacher preparation programs who are in the last semester of their degree, who teach complete units and classes.

University Supervisors The person(s) assigned to the preservice teachers to observe and evaluate them in their methods classes or student teaching experience.

Cooperating Teachers The experienced teacher/administrator assigned to mentor preservice teachers in the classroom.

Preservice Teaching Observations The observed/surveyed assessments university supervisors make about preservice teachers' performance and behaviors in the classroom.

Preservice Teaching Evaluations The documented examination and assessments that university supervisors make about preservice teachers' performance and behaviors in the classroom.

Video Feedback Software Digital programs used to assess preservice teachers performance during preservice teaching observations/evaluations.

Asynchronous Virtual Preservice Teacher Observations/Evaluations Observations or evaluations of preservice teachers that occur virtually and not at the same time as the observed activity occurs. Most asynchronous observations/evaluations are based on recordings of preservice teacher performances.

Synchronous Virtual Preservice Teacher Observations/Evaluations Observations or evaluations of preservice teachers that occur over a virtual space and in “real-time.”

Master of Arts in Teaching Program A flexible university offered option for current practitioners or license-seeking individuals, with various specializations and tracks.

Preservice Teachers Virtual Lesson Authenticity The quality of the actions and emotions of preservice teacher during observed lessons being as close to the way they would behave or feel if the university supervisor was not going to see the performance.

Looping Supervision The term to describe a university supervisor cohort model in which preservice teachers remain with the same university supervisor through the entire duration of their preservice teacher experience.

Summary & Organization

This dissertation is a study of university supervisors' experiences regarding rapport and feedback in their virtual preservice teaching observations and evaluations. Chapter 2 offers a review of the relevant and current research regarding the history of teacher evaluations, virtual evaluations of preservice teachers, preservice teacher perspectives on virtual observations, the role of the university supervisor, the dual dialogical lens used in this study, and improvements researchers have suggested for the field at large. Chapter 3 presents the methodology used in this

study, including the research design approach, a description of the chosen conceptual frameworks and theoretical lenses, all instrumentation and collection methods, the data analysis procedures employed, ethical considerations in the conduct of the study, and the full timeline. Chapter 4 introduces findings of the data collected. Chapter 5 discusses how the findings connect to each theoretical lens, revisits the research questions, examines implications of the findings, and suggests future research. This dissertation is concluded with a full reference list and an appendix with semi-structured interview protocol used in the data collection process.

Chapter 2 - Literature Review

Introduction

In the world of education, a teacher's ability is not only measured through state licensure and certification tests, but through evaluations conducted throughout the teaching process (Harris et al., 2014; Schwab, 2019; Smith et al., 2020). These evaluations begin at the teacher education level and other forms of evaluations will continue throughout their teaching careers. Evaluations in preservice education programs in America date back as early as the late 1800s in Normal schools (Capraro et al., 2010; Juarez & Critchfield, 2021). Evaluations during the duration of preservice teaching are an integral part of determining if a teacher is ready for the field/workforce (Beck & Kosnik, 2002; Goldhaber et al., 2020; Juarez & Critchfield, 2021; Valencia et al., 2009).

COVID-19 caused our nation's education programs to shift to virtual platforms and since that time there has been an increase in the popularity of online teacher education programs (Heafner et al., 2012; Liu et al., 2018; Lynch et al., 2021). Despite this shift, building rapport continues to be a critical factor in supervisor-preservice teacher relationships regarding student development (Alward & Phelps, 2019; Kolman, 2018). Supervisors must be able to give effective feedback and build rapport in this new way of evaluating preservice teachers to ensure students are prepared for the workforce and are developing important pedagogical and communicative skills as educators. Online evaluation tools can provide supervisors and schools of education with alternative ways of conducting preservice teacher assessments that are both non-invasive for student learning and comprehensive in scope. Important evaluative factors, such as the ability to develop rapport, communicate effectively, and provide feedback need to be

better understood to determine the efficiency and effectiveness of virtual evaluations. Currently there exists limited research regarding university supervisors fostering and maintaining rapport with preservice teachers virtually, as well as effective feedback strategies they can provide.

This literature review examines virtual evaluations of preservice teachers, an alternative pathway for future educators: MAT programs, the role of the university supervisor, preservice teacher perspectives on virtual observations, and the dual-dialogical theoretical lens utilized in the study.

Virtual Preservice Teacher Evaluations

Preservice teacher evaluations occur today in universities both in-person and virtually. Since the COVID-19 shutdown and with the rise in popularity of online education tools, teacher education programs have steered towards virtual evaluations in lieu of traditional in-person methods (Heafner et al., 2012; Liu et al., 2018; Lynch et al., 2021). Recorded lessons used as evaluation tools in teacher education date back to the 1960s (Sherin, 2004). Virtual evaluations in the classroom are an effective method to present teaching and offer rich learning opportunities for teachers, particularly novice ones (Allen et al., 2016; Borko, 2004). There are two ways preservice teachers may be observed or evaluated virtually: asynchronously and synchronously.

Asynchronous “signifies the separation of students from the teacher not only in regard to their location at the time of teaching but also the time teaching is conducted” (Koşar, 2022, p. 103). This means if a preservice teacher observation or evaluation is conducted asynchronously, the lesson is not being taught in “real-time” but prerecorded and submitted, in some manner, virtually. In asynchronous evaluations and observations, preservice teachers and university supervisors interact with the materials between the deadlines at their own leisure. This allows both supervisor and preservice teacher to move at their own pace and address the assignments

around their schedules (Rockwell, 2024). Conversely, when an observation or evaluation is conducted synchronously, the evaluation occurs in “real-time.” The university supervisor is present throughout the lesson, and generally available before and after the lesson has occurred to offer words of encouragement, immediate feedback, and intervention if needed. Researchers such as Juarez and Critchfield (2021) have used synchronous evaluations in their studies because they believe synchronous observations make the “learning experience as authentic, natural, and parallel to the traditional practicum or field experience as possible” (p. 235). Synchronous evaluations allow instant feedback (Teo et al., 2015) but require a reliable internet connection or cellular service, which is not guaranteed in all schools (González-Toro et al., 2020; Rockwell, 2024; Teo et al., 2015).

Virtual evaluations have many positive benefits to preservice teachers, university supervisors, and universities alike (Borba et al., 2018; Heafner et al., 2012; Juarez & Critchfield, 2021; Lynch et al., 2021). The literature reviewed found virtual evaluations to be more authentic (compared to in-person evaluations), less disruptive to the classroom environment, cost-effective, non-invasive, and flexible.

Lesson Authenticity

Online observations and evaluations can increase the authenticity of lessons given by preservice teachers (Gibbons & Farley, 2020). Regarding observations of preservice teacher evaluations, the quality of being authentic concerns the actions and emotions of the preservice teacher during observed lessons being as close to the way they would behave or feel if the university supervisor was not present or going to view the lesson. Much of the research refers to this authenticity as being or acting naturally (Gibbons & Farley, 2020; Heafner et al., 2012). When the experiences of university supervisors and their graduate student teachers in an all-

online observation program were examined, it was found that not having a university supervisor present in the room allowed the student teachers to act more naturally (Agnew et al, 2024; Borba et al., 2018; Theelen et al., 2020). Heafner et al. (2012) observed that when the preservice teachers acted naturally, it produced more meaningful observations of their lessons and interactions with their classrooms. Students in the room were less distracted and sometimes forgot they were in front of the camera. This factor also increased the genuineness of the lesson being evaluated, as the students were responding to the lesson and preservice teacher directives as they normally would. Virtual evaluations increased the legitimacy of evaluations for students since the preservice teachers can show a lesson without the pressure of having a university supervisor in the room (Heafner et al., 2012).

Elimination of Distractions

In a traditional setting, university supervisors would evaluate the preservice teacher in the physical classroom (Cohen et al., 2013; Dillon, 2017; Nolan & Hoover, 2005). This observation style required the supervisor to enter the classroom and be seated somewhere within the room. University supervisors found that video observations were much less disruptive and less invasive when compared face-to-face observations (Juarez & Critchfield, 2021). A recent study has shown, “fewer physical, classroom-based intrusions by external visitors to the classroom, virtual supervision can promote a more naturalistic teaching and learning context for student teachers” (Agnew et al., 2024). Virtual observations eliminated the need to interrupt a classroom or be a strange face in the class to the students (Smith et al., 2020). By conducting observations virtually, it allowed the supervisor a glimpse into the classroom and a chance to evaluate the preservice teacher without being a disruption to the learning environment.

Virtual observations and evaluations have also been found to be an effective non-invasive distraction elimination tool for teaching preservice teachers (Lynch et al., 2021). Juarez & Critchfield (2021) sought to find if preservice teachers conducting evaluations in-class (in a college classroom) watching a class virtually would be as effective as in-person observations. They evaluated two college classes of preservice teachers that observed teachers digitally in lieu of each student finding an individual placement and attending the observations in-person. The results showed that students benefited from observing classrooms virtually, especially since they had an instructor/professor present. Having an instructor/professor present and being virtual allowed the preservice teachers the ability and flexibility to ask questions during the lesson without disrupting the cooperating classroom teacher (Juarez & Critchfield, 2021). Conducting observations in this manner can be much less invasive and disruptive for cooperating teachers to their classrooms and may provide a viable alternative to traditional evaluation methods.

Efficiency: Cost, Time, & Flexibility

Virtual observations have been found to be an effective evaluation method, but additionally they provide other benefits for the university because of their efficiency regarding cost, time, and flexibility (Agnew et al., 2024; Gremaud, 2021; Heafner et al., 2012; O'Neil et al., 2017). University supervisors are typically assigned to preservice teachers in various schools. Commuting from the university or their homes to the different placements of their preservice teachers' multiple times each semester to make observations adds up very quickly for university mileage reimbursements. "Mileage [to student placements] alone can cost the university \$25,000 in just one semester (based on an average of 200 student teachers in spring of 2021). Virtual observations would eliminate the expense of mileage reimbursement" (Gremaud, 2021, p. 68).

By conducting virtual observations and evaluations it is clear to see that this method is cost efficient for universities.

Along with saving the university money for travel time, virtual observations may save the university supervisor valuable time (Ghamrawi, 2022; Heafner et al., 2012; O’Neil et al., 2017). Commuting to and from each preservice teacher placement and evaluation cuts away at the university supervisor’s work hours. This results in supervisors’ preservice teacher course load to be smaller than it could be if commuting was not a factor. As many university supervisors are paid per preservice teacher, virtual evaluations would allow the supervisors to increase the number of preservice teachers they evaluate each semester and earn more money (Heafner et al., 2012). Virtual evaluations would also benefit university supervisors that are faculty. The extra time allotted when commuting is taken out of the evaluation equation would allow time for other work like grading or conducting research for the university (Ghamrawi, 2022; Hojeij et al., 2021).

When conducting in-person evaluations, supervisors must schedule with each preservice teacher their series of observations to observe and evaluate their teaching. Logistics can be tricky for supervisors and preservice teachers alike (Bower & Van Dyke, 1988; Meegan et al., 2013). Supervisors must work around the schedules of their other preservice teachers, account for time/distance, and other problems that may arise. When it comes to scheduling in-person observations for preservice teachers they must account for their cooperating teacher’s wishes, along with the plethora of other school interruptions that take place within the school day (emergency drills, assemblies, field trips, picture days, etc.). Virtual evaluations give university supervisors and preservice teachers flexibility to manage all the issues that make in-person evaluations tedious (Lynch et al., 2021). Preservice teachers found that scheduling with online

observations was much more flexible and came with more ease (Smith et al., 2020). Virtual observations allow the preservice teacher a time frame to record and submit a lesson and provide supervisors the capability to analyze and evaluate the lessons at no specific time. This evaluation style saves both the supervisor and preservice teacher a certain level of stress and affords a greater level of flexibility in scheduling.

An Alternative Pathway for Future Educators: MAT Programs

Traditionally, K-12 teachers obtained their teaching degrees and licensures through a four-year undergraduate education program. In recent years, alternative routes to earning teacher certification have grown in popularity across the United States (Huguet et al., 2021; Kane et al., 2020; Morrison & Lightner, 2017; Will, 2024). This increase in students leaning towards alternative programs has grown for a variety of reasons. Alternative pathways assist students who have already earned a bachelor's degree in a non-teaching field of interest to become a teacher in approximately a year's time (University of West Florida, 2018; Will, 2024). These pathways for teacher education are a cost-effective as well as time-efficient solution for those looking to make a career change, whether that be immediately upon completion of their undergraduate degree, or more commonly, later on in their lives. Many programs are catered to working adults who can actually earn money for teaching during their student teaching practicum experiences (Huguet et al., 2021; University of West Florida, 2018; Will, 2024). The specific program of this studies foci is The Master of Arts in Teaching Program (MAT Program). The university supervisor participants will all be observing and evaluating MAT preservice teachers. As of late, our country has become short of qualified educators. In 2023, the National Education Association reported 85% of K-12 public schools struggled hiring enough teaching staff for the school year. Pathways such as the MAT Program allow willing and capable teacher candidates to

quickly step into these roles and help K-12 schools close the gap on the national teacher shortage.

University Supervisor: Adviser, Mentor, & Evaluator

Although the term “supervisor” itself seems straightforward, the role of a university supervisor is that of multiple dimensions. University supervisors should serve as supervisors, mentors, and evaluators to their preservice teacher candidates. Whether it be virtually or in person, it is the job of the university supervisor at minimum to meet and observe the preservice teachers regularly, address any issues or concerns they might have about their experience, and evaluate the preservice teacher’s performances (Heafner, 2012; O’Neil et al., 2017; Tulgar, 2019). The literature reviewed reflects on the responsibilities and obligations university supervisors have to their preservice teachers in regard to what it means to supervise and evaluate, the importance of building and maintaining rapport, having constant and effective communication with preservice teachers, providing feedback, and feedforward.

Supervision & Evaluation

In the role of a university supervisor, one must both supervise and evaluate. As preservice teachers move on to careers as teachers, they will continue to be evaluated by specific teacher evaluators. This is why the role of a university supervisor is uniquely different from that of a specific teacher evaluator: they do the tasks of both a teacher evaluator and supervisor (Montecinos et al., 2002). Nolan and Hoover (2005) outlined seven dimensions of teacher supervision & evaluation: basic purpose, rationale, scope, nature of relationship, focus of data collection and procedure, whose expertise counts, and teachers' perspective on the overall process. Each of these dimensions not only help outline the responsibilities placed upon

university supervisors but also provide a focal point for the roles supervisors take on when conducting virtual evaluations.

According to Nolan and Hoover (2005), the basic purpose of teacher supervision is to track and monitor individual teachers' growth and the alignment between their own beliefs and dispositions and those of the school district. Supervisors work with teachers to determine where they are in their preservice program and figure out a growth plan from there. When specifically supervising, proficiency is not a focal point, that is where evaluation makes its way into the university supervisor role. Evaluation is based upon the principles of proficiency and judgements. University supervisors must critique and rate preservice teachers' performances in written or digital form to reflect the preservice teacher's performance and abilities to the preservice teacher and the university.

Nolan and Hoover (2005) explained that the rationale behind supervision is that it creates a community that acknowledges what teachers are driven by to help increase student learning. This process usually involves the development of rapport between the preservice teacher and supervisor and becomes akin to a mentor/mentee situation in which the supervisor acts both for the good of the teacher as well as the university. In K-12 schools, teachers are evaluated simply because it is the law, and it is bureaucratic in nature. In this sense, the development of rapport is less important as the benchmarks decided upon by the overarching institution (district, state, etc.). University supervisors evaluate under similar evaluative principles, but are more subjective in their assessment, providing a systematic and fair way to assess whether preservice teachers are ready for university graduation and/or their future classrooms.

The scope of supervision is generally limited in teacher supervision and university supervision alike. Often in teacher evaluation, according to Nolan and Hoover (2005) the goal is

to focus the teacher or preservice teachers' concentration on one or a few areas where they need to improve. This is based upon the idea that when one attempts to change or improve too many things at one time it generally leads to the opposite effect and results in regression. The evaluation scope for university supervisors, however, is much broader. These supervisors must evaluate their preservice teachers over the semester or year on both small-scale improvements and the larger scale. These activities and progress are monitored over time and could include the preservice teacher's involvement with the school, completing assignments and lessons, attending required classes, conferences, or other engagement in professional development opportunities offered within the school or district.

In their research, Nolan and Hoover (2005) explained that traditionally, the relationship between teacher supervisors and/or evaluators and their evaluated subject is black and white. The supervisor's role and goal are to be close with the teacher, serving as a trustworthy source with whom they share respect, and to work to set and achieve goals that the preservice teacher may seek to achieve during their time in the classroom. As a result, the relationship is low to no-risk to the teacher because the supervisor is there to guide and assist. In the traditional evaluator role however, teachers and evaluators should remain separate to ensure the evaluator remains unbiased. The evaluator must establish trust because they have the power in the relationship as ultimately their evaluation decision can control the teacher's career. The role of a university supervisor, however, blends the nature of these two relationships. The preservice teacher should feel close to, trust, and be able to have an open dialogue with the university supervisor so they can learn and grow during their experience, while the supervisor evaluates and judges the preservice teacher's overall performance before ultimately deciding whether the preservice teacher is ready for graduation.

The procedure and data collection methods that traditional teacher supervisors' evaluators have areas of different foci (Nolan & Hoover, 2005). Teacher supervision concentrates on observing teachers over a predetermined (usually one school year) period. The data collected is not solely used to judge performance but also to help the teacher make judgements and changes for themselves. Teacher evaluation, on the other hand, uses a standardized set of criteria for teacher assessments to create an unbiased and equal opportunity for all teachers' performances. These evaluations are typically based on only a few assessments. Again, this dimension of teacher evaluation is incorporated within the overall responsibilities of a university supervisor but represents only a subset of the overall data collected. The supervisor monitors the preservice teacher throughout their semester/year, with the goal of the preservice teacher improving from the evaluations and assessments made throughout.

In teacher supervision, the supervisor would be the expert in data collection, conferencing, inquiry, pedagogy, and sometimes content (Nolan & Hoover, 2005). The teacher in this instance would be the expert in pedagogy and content and the knowledge of their students and classroom context (demographics, politics, etc.). Teacher evaluators prove their expertise by certification from the state. In the evaluator/teacher relationship the expertise of the evaluator trumps all, even if teachers have conflicting opinions of their evaluations. In the university supervisor/preservice teacher relationship, the expertise of the supervisor is used as a tool for further development on the part of the preservice teacher, and often manifests in the form of pedagogical suggestions, classroom management techniques, or emotional support and rapport-building.

Teachers in the teacher supervisor/teacher relationship view failure as an opportunity for growth and teachers are inspired to try new things and take risks in the classroom because of the

lack of judgement and amount of encouragement (Anderson & Stillman, 2011; Lutovac & Assunção Flores, 2021; Nolan & Hoover 2005). On the other hand, teachers in the teacher/evaluator relationship are ‘on eggshells’ so to speak, as they are aware that the end goal of the relationship is to judge, not to assist. Authenticity is not encouraged due to wanting to put their best foot or best lesson forward. By shifting the perspective to a more holistic view of the preservice teachers’ growth and development, university supervisors see the full range of lessons and pedagogy and often create a more complete picture of how the preservice teacher performs in the classroom on a day-to-day basis. This supervision in turn encourages ‘process’ over ‘product’ as the growth of the preservice teacher is of the utmost importance, not the showcasing of a perfectly designed lesson and implementation.

Rapport & University Supervisors

Preservice teachers are dependent on their university supervisors for much more than evaluations during their practicum and student teaching experiences. While rapport is more traditionally recognized in cooperating teacher-preservice-teacher relationships (Kahan, 1999; Tannebaum, 2016; Veal & Rikard, 1998), some scholars, such as Asplin & Marks (2013), concluded even though preservice teachers spend more time with their cooperating teachers in the classroom, they were more likely to take advice from their university supervisor. Regardless of who the preservice teacher has the greater relationship with, building rapport is critical in the supervisor-preservice teacher relationship regarding preservice teacher development.

As universities move to a virtual platform in education it’s important to remember the importance face-to-face learning has when it comes to building rapport (Sandstrom, 2023; Sedereviciute-Paciauskiene et al., 2022) Being able to see the person one is conversing with, reading body language, and eye contact are key components in interpersonal communication.

Using video communication programs such as Zoom allow the preservice teacher and university supervisor to see one another and build rapport at a quicker rate but also more naturally as it mimics face-to-face communication in every way besides being physically present for the conversation (Geary, 2020; Kane et al., 2020). Sandstrom (2023) recently concluded “students relate video cameras with the community and assisted cooperation” (p. 8). A sense of community and having allies builds a sense of rapport between university supervisors and their preservice teachers. Even though our communication methods have changed, it’s important to form a rapport to continue to use this humanistic approach to virtual communication when possible. Rapport can be constructed with effective communication, significant feedback, and self-disclosure (Callanan, 2019).

Consistent and Effective Communication

Consistent and effective communication between university supervisors and preservice teachers is important during practicum experience. Stolte (2021) reported that many university supervisor participants suggested the need for constant communication and supporting actions to create and maintain rapport. This communication requires further communication from the university supervisor, giving thoughtful feedback, encouragement, and an interest in their preservice teachers.

To maintain a good rapport with their preservice teachers, university supervisors must acquire, and maintain, effective communication with their preservice teachers. Studies have shown that university supervisors often receive lower satisfaction ratings from preservice teachers when there was a perceived lack of communication (Gremaud, 2021). As a result, many studies have encouraged university supervisors to make greater efforts of communicating with their students during these experiences, both through in-person and virtual means such as email,

phone calls, or video conferencing (Gremaud, 2021; Heafner et al., 2012; O'Neil et al., 2017). This is particularly important with university supervisors that conduct virtual observations, as there exists an even greater need to communicate with their students regularly and efficiently due to the remote nature of the observation experience (Heafner et al., 2012). Online observations were found to give preservice teachers more time to interact with their cooperating teacher and others within the building but less time with their university supervisor. This seems to indicate the importance of providing communication early in the supervisory process as well as finding the means to continually check-in with their assigned preservice teachers often.

Feedback

Providing feedback is a critical part of the role of a university supervisor. The literature suggests university supervisors should extend feedback in classroom management, lesson planning, and field knowledge (Miller et al., 2023; Vertemara & Flushman, 2017; Won et al., 2019). Incorporated with this feedback should be suggestions and advice on how to address any issues in these areas, along with a different perspective (Heafner et al., 2012; O'Neil et al., 2017; Tuglar, 2019).

Feedback that is given virtually can be presented in a variety of ways (Hagar, 2020). Some university supervisors use email. Others may choose to only use the evaluation guide on the online grading platform. A newer and more popularly seen feedback technique is supervisors meeting with preservice teachers using video software programs such as Zoom or Google Meet. There is also more in-depth video feedback software that has been adopted by universities such as GoReact, which allows both supervisor and preservice teacher to leave time-stamped comments on the lesson which was prerecorded for evaluation. Feedback that is given by the university supervisor through video feedback software allows preservice teachers to see certain

ticks which they want to eliminate or things which they missed, pacing, wait-time, activity, and lesson suggestions (Hagar, 2020; Irani, 2009; Tuttas, 2015). Although studies have reported successes between university supervisors and their preservice teachers with feedback and video virtual software (Liu et al., 2018; Van Boxtel, 2017), there are others that have had negative experiences. Some preservice teachers claimed to have received little to no feedback from their university supervisors when using virtual platforms and lamented the lack of communication throughout their field experiences (Bullock, 2017; Gremaud, 2021; Jones & Jones, 2007; Smith et al., 2020). These preservice teachers often preferred face-to-face observations when receiving feedback due to the immediacy that came with it (Smith et al., 2020). Preservice teachers are in the school of education to learn and grow through their teaching experiences and in many instances, growth is simply not possible without beneficial and thoughtful feedback. To this end, Rust et al. (2013) designed an acronym for the expectation of feedback students want to receive and argued that when writing feedback to students it should TALK: be Timely, Accessible, Legible, and Konstructive. Overall, it is clear that university supervisors need to provide valuable, helpful, and prompt feedback to their preservice teachers for virtual observations to be successful. It is critical to coach university supervisors in the methods to provide feedback that will best support their preservice teachers learning and experiences (Miller et al., 2023; Vertemara & Flushman, 2017; Won et al., 2019).

Feedforward

Walker (2013) stated there are two types of gap-bridging comments that exist: feedback and feedforward. Feedback is “designed to close retrospective gaps; gaps that that occur in work that a student has completed and is unlike like to return to” (Walker, 2013, p. 106). While comments such as these are the most common type of feedback and are the kind of feedback

students most understand (Walker, 2013), they are also arguably the least helpful in forward progression due to the lack of intervention. These comments are generally focused on a singular work or performance. Gap-closing comments that are intervention focused, “have the potential to help students do better in the future and so feed forward” (Walker, 2013, p. 106). These comments are based on general skill development. Feedforward comments encourage dialogue, allow students to make corrections to future performance while requiring deeper explanation from their mentor (McArthur & Huxham, 2013).

One particular focus of feedforward communication is that while it is focused on the pedagogy and practice of the preservice teacher, it often avoids critique of the content of a given lesson. Walker (2013) explored this idea and stressed the importance of feedforward focusing on skill development and the addressing of ways in which the teacher candidate can improve when designing and teaching lessons in the future. If focused simply on the content of the lessons, preservice teachers may become focused solely on past performance and not envision ways in which they can address areas of improvement moving forward. When seen in this light, feedforward communication can provide university supervisors with a powerful way to address student teachers’ lessons in ways that are both positive and constructive.

Preservice Teacher Perspectives on Virtual Evaluations

The literature reviewed also examined preservice teacher perspectives on virtual evaluations. This revealed the areas of self-reflection, distraction, and schedule flexibility to be beneficial. Contrastingly even though preservice teachers found they could communicate more effectively with their university supervisor, studies have shown preservice teachers felt the areas of communications, feedback, and content such as classroom management were lacking in their virtual evaluation experience (Gremaud, 2021; Gibbons & Farley, 2020; Sunal & Heidelbach,

n.d.). This section discusses preservice teacher perspectives on virtual observations regarding self-reflection, distractions in the classroom, and feedback.

Self-reflection has been long recognized in education as an important skill for growth and development (Dewey, 1916). Reflecting in this manner allows for the expression of thoughts and ideas, recollection of events and feelings, and the ability to alter and develop from experiences (Kong, 2010). Recent studies have even found self-reflection to be so crucial to future educators that it could be detrimental if disregarded. “When this innate practical knowledge remains unexpressed, there is a potential risk that prospective teachers may not harness their full capabilities in their future profession” (Klefbeck, 2023, p. 1181). For these reasons, self-reflection should play an important role in teacher education programs (Beauchamp, 2015). Falter and Barnes (2020) found virtual observations, specifically in their study using video analysis sessions (VAS), were successful platforms for preservice teacher reflections. Other studies on virtual observations reflected that such observations promoted more self-evaluation than traditional evaluation styles (Agnew et al., 2024; Smith et al., 2020; Stolte, 2021). Gibbons and Farley (2020) found these self-reflections also, “developed their appreciation for feedback and reflection as tools for instructional and pedagogical improvement” (p. 260). Knight et al., (2012) found that using recorded lessons or performances as a reflective tool serves four critical areas of importance for teachers, students, and coaches alike. Recordings help the people or persons being recorded obtain a true to life representation of themselves, encourage improvements to be made, assist in creating goals, and provide an efficient and easy to perceive way to see progress (Knight et al., 2012).

Digital evaluation tools such as GoReact allow preservice teachers to record their lessons and upload them onto a digital platform (Hagar, 2020). After the students have done this, they

can revisit the lesson and make comments for their university supervisor to see as they are watching the lesson. When the university supervisor views the lesson on the platform, they not only see the lesson but comments from the preservice teacher and can also leave time-stamped comments throughout the lesson where the preservice teacher can then review, after the video is returned. Virtual observations promote habits of consistent analyzation of lessons and behaviors in the classroom and discussing them with their supervisors (Stolte, 2021). In a similar study, it was found that both university supervisors and preservice teachers alike found that self-evaluation was much stronger and more thoughtfully constructed when student teachers used an online platform for evaluation (Smith et al., 2020). Virtual observation programs such as these allowed students to see themselves in a truer state and be able to see what they do well and need to improve upon in real time. Agnew et al. (2024) found using virtual supervision often led to increased opportunities for developing student teachers' autonomy and could be used to enhance critical discussions and reflective practices. University supervisors and preservice teachers alike found that self-evaluation was much stronger and more thoughtfully constructed when student teachers use an online platform for evaluation (Smith et al., 2020).

Every classroom has distractions. Seasoned teachers develop a skill in which they find ways to counteract these distractions. Preservice teachers are developing this skill during their practicum experience. When observations are conducted in-person, preservice teachers often believe the addition of a stranger in the back of the room added another layer of interruption to students and preservice teachers (DeMeulenaere, 2023; Harper-Hoover IV et al., 2024; Lynch et al., 2021). A preservice teacher participant from Harper-Hoover IV et al.'s (2024) study said virtual evaluations are preferred to traditional face-to-face evaluations because, "It is not as stressful as having the university supervisor coming into the classroom. You are less inclined to

make mistakes or feel the pressure of two individuals grading you on how well you teach a lesson” (p. 7). Conversely, Stolte (2021) found that preservice teachers often found the virtual evaluation platform to be less distracting for both the student teacher and the class. As a result, the use of virtual observations can limit the distraction and allow the preservice teacher the ability to concentrate on teaching their lesson instead of unnecessary and possibly unusual unwarranted classroom management practices.

Scott (2014) explored how feedback was defined from the perspective of undergraduate university students and argued “feedback is the means by which they can at each stage of a course gauge how they are going in terms of the knowledge, skills and understanding that will determine their overall result” (p. 56). Preservice teachers are students, and students have expectations of the feedback they would like to receive. A vital part of the evaluation process for preservice teachers is receiving feedback (Bullock, 2017; Gremaud, 2021; Jones & Jones, 2007; Tulgar, 2019). The literature revealed that preservice teachers prefer frequent communication from their university supervisor, and desire to receive feedback in specific evaluation areas.

Preservice teachers perform lessons and expect to receive this piece of information to develop into stronger educators (Hojeij et al., 2021). Over a semester on average, university supervisors observe between two-three lessons from each preservice teacher. “Teacher candidates prefer to have frequent actionable feedback on lessons that they had a significant role in creating and enacting” (Bullock, 2017, p. 190). In both traditional in-person and virtual observations, students are observed and provided with feedback. Preservice teachers would rather have more frequent visits, observations, and feedback from their university supervisor rather than only being observed between two-three times. When preservice teachers are limited to being observed and receiving feedback on lessons, it can put stress and inauthenticity on the

lessons they give and, as Bullock (2017) argued “candidates need to feel that their practicum experience has an appropriate amount of autonomy” (p. 190). Although preservice teachers receive practical feedback from their cooperating teacher frequently, preservice teachers desired the feedback from the academic lens which university supervisor provides as well (González-Toro et al., 2020).

Feedback provided to preservice teachers is more useful when it is given in the areas where the preservice teachers believe they needed assistance or were struggling (González-Toro et al., 2020). Preservice teachers believed they did not receive enough feedback from the university supervisors in areas which were problematic or where they felt they needed to improve such as classroom management (Bullock, 2017; Gremaud, 2021; Jones & Jones, 2007) during virtual observations and evaluations. In classroom management, preservice teachers felt they needed more training and support. Gremaud (2021) argued, “students need training and support in order to be confident and successful when teaching in an online environment” (p.76). Classroom management is a seemingly difficult area for many preservice teachers (Adams et al., 2022). Classroom management was the most prevalent area developing teachers found support lacking, both virtually and in traditional environments (Jones & Jones, 2007). It was also found that classroom management issues are a large reason for teacher attrition in unseasoned teachers and a considerable aspect contributed to burnout seen amongst seasoned teachers (Rothschild et al., 2006). University supervisor feedback in the area of classroom management is essential and is even more critical on a virtual platform so preservice teachers receive the support and aid they need to be successful in the classroom and to dissuade attrition in the education field.

Theoretical Lenses

In order to effectively understand the communicative patterns that emerged from this study, dual-dialogical lenses were employed. The theories used in this study were Jurgen Habermas' Theory of Communicative Action (1987) and Paulo Freire's Problem-Posing Education (1970).

Jurgen Habermas' Theory of Communicative Action (1987)

The basic function of language is to reach an understanding. Habermas' (1987) Communicative Action Theory goes beyond understanding however. For Habermas, language coordinates goals between people and is the medium that creates socialization. It is the way we learn how to interact with each other (p. 5). While communication is often viewed simple as the means of understanding one another, Habermas claimed that true communication is the act of reaching goals and connecting our social and "lifeworlds" (all the things that make us who we are; experiences, relationships, etc.) to achieve something for a greater purpose.

Habermas (1979) initially carved out the foundation of this theory by stating that humans communicate because we have a desire to create a shared understanding, and to achieve understanding you must reach an agreement. Habermas argued that reaching an agreement is based on the "recognition of the corresponding validity claims of comprehensibility, truth, sincerity, and rightness" (Habermas, 1979, p. 3). In this argument, 'comprehensibility' was seen as the basic need to understand the mode of communication linguistically, symbolically, or grammatically while 'truth' consisted of "empirical propositions about the world we believe" (Marrow & Torres, 2002, p. 41), 'sincerity' was the feeling which is necessary to inspire rapport, self-disclosure, and mutual trust, and the concept of 'rightness' were simply agreements we have come to as a society about norms, morals, and principles. Through recognition of these four

validity claims, Habermas argued that understanding through communication was not only possible, but the desired outcome of human interactions.

Paulo Freire's Problem-Posing Education: Defining Dialogue (1970)

In Paulo Freire's *Pedagogy of the Oppressed* (1970), Freire introduced the idea of problem-posing education, which argued that through dialogue, traditional roles and definitions of teacher and students are quashed. In problem-posing education, "the teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach" (Freire, 1970, p. 80). Teachers and students learn alongside one another through the dialogical process. The theory also stated that with problem-posing education and dialogue, the onus is shifted from teacher to everyone involved, "They become jointly responsible for a process in which all grow...Here, no one teaches another, nor is anyone self-taught. People teach each other" (Freire, 1970, p. 80). Freire's definition of dialogue and the components which constructed it are critical components to the lens through which the data in this study were examined.

Freire and Dialogue

In *Pedagogy of the Oppressed* (1970), Freire defined dialogue as "the way by which they achieve significance as human beings. Dialogue is thus an existential necessity" (Freire, 1970, p. 88). Before explaining the components of dialogue, Freire made sure to reiterate that dialogue was not simply the ideas of one person being forced on another, simple meaningless interactions, confrontational disagreements, searches for the truth, or acts of control (1970). Instead, Freire claimed that in order to have dialogue you must have love, humility, faith in humankind, mutual respect, hope, and critical thinking. "Dialogue" argued Freire, "cannot exist in the absence of a profound love for the world and for people" (p. 89). In this context, it is important to understand

love is not intended on being approached in the romantic sense more commonly used but rather is seen as “commitment to others” (Freire, 1970, p. 89). Many scholars have later structured models and theories around this view of love as commitment, such as Honneth (1996) who explained love as a “affirmation of independence that is guided-indeed supported by care” (p. 107).

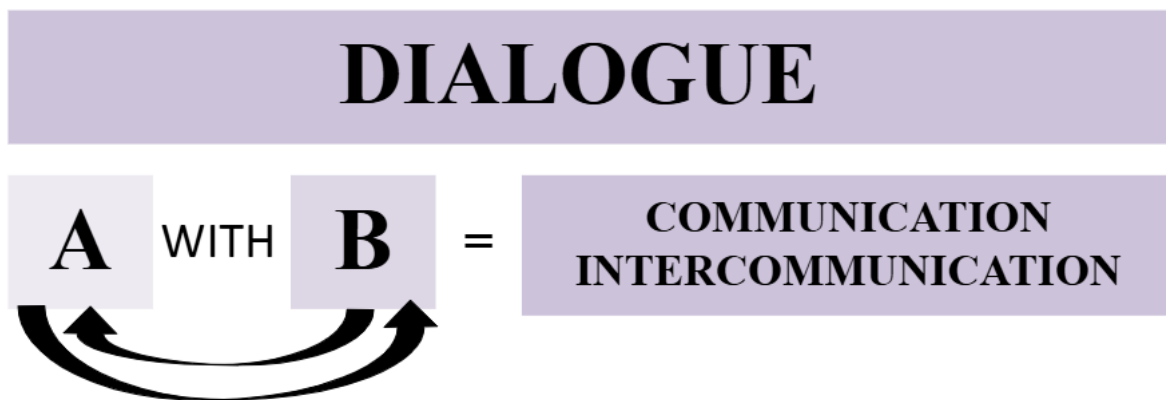
Freire also claimed that dialogue should erase the feeling of arrogance. For Freire, dialogue “cannot exist without humility” and pondered his own role and background when communicating with others. “How can I dialogue?” Freire asked, “If I consider myself a member of the in-group of “pure” men, the owners of truth and knowledge, for whom all non-members are “these people” or “the great unwashed” (p. 90)? For Freire, feelings such as these could inspire superiority and without a sense of humility, he believed dialogue would fail to allow us to approach others in the world. Thus, for Freire, dialogue requires “an intense faith in humankind” that any communication should be founded upon love, humility, and faith in a “horizontal relationship of which mutual trust...is the logical consequence” (Freire, 1970, p. 91). In this light, Freire’s view of dialogue is simply: Love + Humility+ Faith= Mutual Trust. If all of these are brought to dialogue, Freire alludes to mutual trust being inevitable. Trust forms with dialogue.

Freire also believed hope to be an important part of dialogue. “Nor yet can dialogue exist without hope” claimed Freire, for without hope, there is silence; in silence, amongst injustice, there exists no dialogue (p. 91). Freire saw hope as stemming from having things we have not accomplished and the urge to accomplish these, which thus drives us to communicate with others. When we are working towards a goal, there is both hope and dialogue, in the absence of silence.

The last piece that composes dialogue in a Freirian lens is critical thinking. “True dialogue” Freire claimed, “cannot exist unless the dialoguers engage in critical thinking” (p. 93). When people think critically, they are thinking about more than today, but the future. True dialogue requires critical thinking that moves and progresses ideas forward. Stagnant ideas are not dialogue, and for the naive. “Without dialogue there is no communication, and without communication there can be no true education.” (Freire, 1970, p. 93).

In a later work, Freire (1973) added to his definition of dialogue and connected it to communication, stating it was a "horizontal relationship between persons" (Freire, 1973, p. 40). Seen in this light, Freire’s dialogue can be viewed as horizontal because it must go back and forth between participants (see Figure 2-1). Dialogue is also, a “relation of empathy between two poles who are engaged in a joint search” (Freire 1973, p. 40). For true dialogue and communication to occur, the participants must have understanding and compassion for one another as well as working towards the same goal. Dialogue must be based on love, hope, and mutual trust.

Figure 2-1 Dialogue & Communication



Summary

Many studies suggest there needs to be continued work to progress the successfulness of virtual evaluations by first strengthening university supervising training programs (Gremaud, 2021; Lynch et al., 2021; Smith et al., 2020; Vertemara & Flushman, 2017). Proper training and support are needed for university supervisors to effectively conduct virtual evaluations and observations and build rapport on a virtual platform. The pool of university supervisors primarily consists of graduate students and many university supervisors are retired teachers and do not understand the virtual programs to evaluate students properly (Gremaud, 2021; Burns & Badiali, 2015). In university supervision, preservice teachers are expecting feedback on which they can use to grow as educators and “more often than not university supervisors are not trained on how to give proper feedback which inspires apprehension to giving negative feedback” (Vertemara & Flushman, 2017). All feedback is not good feedback. It is important preservice teachers obtain the best advice on which they can add to their growing body of knowledge to utilize in their future classrooms. In another study, university supervisors expressed a need for training and guidance on online observations (Burns & Badiali, 2015; Fritz & Miller, 2003; Smith et al., 2020). The evaluation process is a critical part of teacher education, so it is crucial to preservice teachers to get the evaluations and feedback they need to be successful in the next stage of their education/careers.

The role of a university supervisor is an important role but unclear and not well defined. (Vertemara & Flushman, 2017). With each passing day, teacher education programs and their supervisors learn and develop new things. While in the role of a university supervisor or educator, you need to strive to advance. As Bullough and Draper (2004) concluded, “mentoring and supervision ought not be only about an intern or student teacher’s growth and development

but about the mentor's and supervisor's professional development as well" (p. 419). The more we understand the process of that development, and the factors upon which the success of the university supervisor/preservice teacher relationship hinges, the more we can find ways to continue to improve teacher education programs moving forward.

Chapter 3 - Methodology

Introduction

The purpose of this study was to further the understanding of the nature of rapport and feedback in asynchronous virtual evaluations of preservice teachers. It sought to identify more effective methods to foster and maintain rapport and enhance the quality of feedback university supervisors provide to preservice teachers. This study investigated these concerns by interviewing current graduate students who serve as university supervisors of preservice teachers in a Master of Arts in Teaching program (MAT) at a large Midwestern university. The participants supervised and evaluated their preservice teachers asynchronously using virtual video feedback software.

With the ever-driving shift to a more virtual platform across programs of education in all aspects, it is more crucial than ever to not only understand how these platforms work in practice, and what contributes to their successes and failures when evaluating preservice teachers in the field. By understanding elements such as the development of rapport between supervisors and preservice teachers and the formation of effective and useful feedback, we can gain greater insights into the many ways virtual evaluations can be used as a valuable and efficient tool for teacher education programs.

The study addressed the following research questions as guiding beacons to discover the findings:

1. How do university supervisors foster and maintain rapport with student teachers virtually or with video feedback software?
2. What kinds of feedback do university supervisors perceive to be beneficial for preservice teachers to receive virtually?

3. What does the use of technology offer to teacher evaluations that traditional in-person evaluations do not?

Positionality Statement

I embarked on this study as a ninth-year high school teacher, theater director, and a doctoral student. I have completed my doctoral degree online, and while completing my degree I have served as a university supervisor for undergraduate preservice teachers, and I have been a teaching assistant for two years for various undergraduate education classes.

Inspiration and motivation often strike me in the face of adversity and especially when I am in the presence of others passionate about their craft. During my own undergraduate student teaching experience, I had a university supervisor who met with and evaluated me in-person. The placement was difficult for me in general, but I also sustained a rather terrible injury during a formal evaluation. As if falling from an eight-foot stage directly on the back of the head and spine onto a cement pit in front of a class of high school students was not horrifying enough, maneuvering through the obstacles that come with a serious concussion while finishing two and a half months of student teaching was somehow much worse. Throughout my placement, my university supervisor assisted me in any way I needed to succeed. When the easy answer to my problems would have been to take an “incomplete” for the semester and finish student teaching the following semester, my supervisor knew I could not afford to do that and would not quit. It was with her guidance and support that I completed, hopefully, the most difficult semester of my life. I knew after that experience more than ever I wanted to help students, whether that be high school or college students.

In the first year of my doctoral program, I was assigned to be a university supervisor for preservice teachers during their practicum experience. This group of students was in their

semester before student teaching. During their practicum experience, students are required to be in the classroom for a predetermined number of hours and teach at least three lessons to be evaluated by their advisor, along with other journaling and portfolio assignments. I was so excited for this opportunity, but there were a few problems. First, we were many states away and could not physically meet in person. Second, they were teaching during the school day, and I was teaching high school during the school day. How was I going to give them the aid and support needed from halfway across the country? I was not sure how this was all going to work. As I learned about the program, how lessons were filmed and the evaluation software available for supervisors to use and planned out how and when I was to communicate with my preservice teachers, it all came together. My goal from the beginning was to build rapport with my preservice teachers so they would be comfortable coming to me with problems or advice they need in the classroom or with lessons and provide them with valuable feedback on their lessons. I did my best to do these things, but did I do them? Were my preservice teachers satisfied? Could I have developed a better rapport? Given them feedback on things they were more concerned with? And from here, my dissertation topic was born.

Principally my concern in education has always been for the betterment of students. Students in teacher preparation programs, our future educators, are the most precious students of all as they are not just students, but the future of how students will learn. From the conception of this topic my experiences have grown as a university supervisor, and I have taken a doctoral level course on supervision. Much of my research and reading has been geared towards supervision, evaluation, and doing this on a virtual forum. My biases lie in the belief that we can always do better. Communication on virtual platforms and evaluating on these platforms is still very new and we as researchers have much to discover about its usage, efficiency, and ultimately

the ways in which it can support or inhibit the development of rapport between university supervisors and preservice teachers. I have always encouraged reflection within my classroom, both from myself and my students, and by taking a reflective approach to this study, we may better understand the potential, and limitations, of this burgeoning technology.

Research Design & Methodology

This dissertation was a qualitative study. The qualitative nature stemmed from the study's purpose, seeking to interpret others' experiences to discover a solution to better the preservice teacher experience (Mason, 1994; Merriam, 2009). The primary purpose of a qualitative study is to investigate, “(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences,” (Merriam, 2009, p. 23). In this study, the researcher focused on a specific group of participants: university supervisors who evaluated preservice teachers virtually. The data collected and interpreted in this study captured the lived experiences and feelings of university supervisors who virtually evaluate their preservice teachers. The specific areas examined were fostering and maintaining rapport and feedback.

Epistemology & Theoretical Lens

Constructivism is the epistemology in which this study aligns. Researchers who align themselves with this epistemology question how people create their own realities, explore individuals' understanding, “truths,” interpretations, and views on the world. Ultimately the researchers question what the results of these individual realities are to the individual and how they react and respond to the world and others around them (Patton, 2002). Constructivism itself focuses on the meaning individuals make for themselves. This epistemology concentrates on the fact that all individuals have unique experiences. All these experiences help the individual interpret the world, experiences, and relationships they encounter (Crotty, 1998). Every person's

experience or reality are their own truth, therefore are valid to the constructivist, “What is defined as or perceived by people as real is real in its consequences” (Thomas & Thomas, 1928, p. 572). This study used interviews and other participatory research methods to make sense of the role virtual university supervisors played in the development of preservice educators and how these may impact the way in which supervisors implement and utilize similar virtual evaluation programs.

Building directly upon the epistemology of this study, I employed a dual-dialogical lens to examine this study. This study used Habermas’ (1987) communicative action theory and Paulo Freire’s ideas of dialogue as theoretical lenses to fully capture the communication and dialogue patterns of its participants. Habermas’ Theory of Communicative Action and validity claims was the lens the concept of feedback was examined through, and Freire’s ideas of dialogue served as the lens through which rapport was studied.

Habermas’ Theory of Communicative Action stated that the basic function of language is to reach understanding. Language coordinates goals between people and is the medium that creates socialization; it is the way we learn how to interact with each other through language (p. 5). Communication is more than understanding however as it is actively reaching goals connecting our social and “lifeworlds” (all the things that make us who we are; experiences, relationships, etc.) to achieve something for a greater purpose. The theory of communicative action highlighted the specific nature of communication patterns with respect to lifeworld and shared experiences of the participants. Everyone has their own life experiences and biases, and they interpret the world around them accordingly. Habermas (1979) also argued that we communicate because we have a desire to create a shared understanding. He stated that the goal of understanding is to come to an agreement. To have an agreement you must have what

Habermas called, “validity claims” which were comprised of comprehensibility, truth, sincerity, and rightness.

In *Pedagogy of the Oppressed* (1970), Paulo Freire defined dialogue as the only means in which we achieve meaning as humans and thus is “an existential necessity” (Freire, 1970, p. 88). Freire (1973) added, “Only true dialogue communicates” (Freire 1973, p. 40) and claimed that in order to have effective dialogue you must also showcase love, humility, faith in humankind, mutual respect, hope, and critical thinking. Dialogue, for Freire, was seen as the building block of all understanding and underscores the importance of creating rapport between communicating parties.

These lenses provided a framework where the data collected was analyzed, interrupted and grounds the study within these dual-dialogical theories.

Participants

This study took place at a large Midwestern university and drew participants from its school of education. A total of four participants were recruited in this study by email invitations (Appendix D). The participants were all graduate assistants serving as university supervisors at a large Midwestern university, who supervised preservice teachers in an MAT program for their graduate assistantship. The participants observed their preservice teachers throughout the school year virtually and asynchronously using the video feedback software, GoReact, provided by the university. Participants' names were changed to pseudonyms in this study for ethical and identity-protection purposes. This section contains an in-depth description of each participant; it contains background information about the participant and demographics of the preservice teachers they are supervising. Table 3.1 (see below) previews the participants, how they were

identified, information about their previous education experiences, and how many semesters they have served as a university supervisor.

Table 3-1 Participant Overview

Participant ID	Pseudonym	Gender	Semesters as a University Supervisor
P1	Mrs. O'Malley	Female	2
P2	Mrs. Smith	Female	9
P3	Ms. Hearst	Female	8
P4	Mr. Allan	Male	9

Participant Profiles

The individual participant profiles include details regarding the participants' work and education experience, and data about the preservice teachers they supervised from fall 2024 to spring 2025. I found these details to be beneficial in making connections and understanding each participant's rapport with their preservice teachers and the cooperating teachers with which they were collaborating.

P1- Mrs. O'Malley

Background Information

The first participant, (P1), Mrs. O'Malley, was a United States military veteran who served for 14 years. Upon returning from her deployment, she received her associate's degree in applied business then worked towards earning her Bachelor of Science degree in secondary education and English literature. She received a Master of Arts in education with an emphasis on student diversity in curriculum and started her doctoral program three years after earning her master's degree. Mrs. O'Malley is currently a high school teacher, graduate assistant, and doctoral student, working towards earning her Ed.D. This was her first year in the Ed.D. program

and first semester as a university supervisor. In the fall semester, Mrs. O'Malley supervised ten practicum students in the MAT program, and in the winter semester, supervised seven different practicum students in the MAT program. All of the practicum students were in elementary education.

P2- Mrs. Smith

Background Information

The second participant (P2), Mrs. Smith, spent 17 years in a large urban district. Within that school district she began as a kindergarten/1st grade teacher, then data analyst testing coordinator, elementary literacy specialist, and finally, a principal in a k-2 district. Two years ago, she left her job as a principal to work for an educational technology company as a senior education advisor. This was her third and final year in the Ed.D. program. As a graduate assistant she has served in the position of university supervisor since the summer of 2022 (nine semesters). In the fall semester she supervised ten practicum students in the MAT program, and in the winter semester she supervised ten different practicum students in the MAT program (seven elementary school placements, and four secondary).

P3- Ms. Hearst

Background Information

The third participant (P3), Ms. Hearst, has been a teacher for 22 years. During these years she has taught a variety of subjects including kindergarten special education, physical education, math, and reading. Ms. Hearst is also a certified language therapist, a career she became licensed to do via a series of ten virtual evaluations. She now evaluates and mentors perspective language therapists. She began her Ed.D. program three years ago and has been a university supervisor for

eight semesters. In the fall of 2024, Ms. Hearst had 14 practicum students. She reported that the grades and content areas vary greatly in her preservice teacher, from kindergarten to high school.

P4- Mr. Allan

Background Information

The fourth participant (P4), Mr. Allan, teaches high school social studies. He began his Ed.D. program in the summer of 2022, and has served as a university supervisor (nine semesters) since that time for his university assistance ship job. Mr. Allan supervised ten preservice teachers in the MAT program in the fall and 13 preservice teachers in the winter semester. He reported the majority of his preservice teachers to be in elementary education placements.

Data Collection

I conducted three semi-structured interviews per participant over the course of two semesters. Semi-structured interviews were the chosen instrument of data collection of this study because they allowed the flexibility to address specific questions while also allowing further investigation into unique situations participants may have experienced (Salmons, 2011; Merriam, 2009). Each participant was interviewed on three separate occasions (November, January/February, and April). This type of interview and the time periods when the interviews were conducted produced more personal and intimate insight into the questions being investigated (Salmons, 2011). It also allowed the researcher to observe changes in the relationship between the university supervisor and their preservice teacher over the course of the school year.

Interviews for this study were conducted virtually via the video conferencing software, Google Meets. The synchronous nature of videoconferencing programs allowed for more natural responses to occur (Irani, 2009). Videoconferencing programs such as Google Meets and Zoom

are the most personable online interviewing option (Tuttas, 2015). The duration of the interviews varied based upon the length of the participant's response. Interviews averaged 25 minutes in length.

Procedure

Upon receiving an email agreement to participate in the study, I contacted each participant via email to schedule interview appointments. This interaction occurred three times with each participant, prior to the interview in November, again before the interview in January/February, and once again before the final interview in April. The days and meeting times ranged greatly due to time zone differences and obligations of both participant and researcher. Once a meeting time was agreed upon, I would send the participant an email invite to the meeting. During the agreed upon time this meeting link is where the interview would take place.

I gathered the data for this study using stratified purposeful sampling and opportunistic sampling. Patton (2002) described the main purpose of stratified purposeful sampling as, "Illustrate[ing] characteristics of particular subgroups of interest" (p. 244). Since the researcher was seeking a specific group of participants (university supervisors and preservice teachers who are receiving/giving feedback using video feedback software) this sampling technique was used to obtain the correct participant pool appropriate for the study. Opportunistic sampling was also used to find participants along the way. Patton (2002) stated the purpose of this type of sampling as, "Following new leads during fieldwork; taking advantage of the unexpected" (p. 244). The participant pool was specific and was initially hard to find, so flexibility was crucial in finding participants for this study.

Data Analysis

After each series of interviews were conducted, I used the Google Meets transcribe feature to create transcriptions of the interviews. After I obtained a transcription of the interview, I copied and pasted the transcription into a new Microsoft Word document, reformatted the transcription, checked for any errors, and made any needed corrections. Once the separate transcription documents were made, the video recordings were permanently deleted. The researcher then began the data analysis process by practicing deductive coding, “To code deductively is to begin the analytic enterprise with a set of a priori codes, whether developed by the researcher or adopted from another researchers pre-established coding system” (Saldana, 2021, p. 40). To do this, I first established the basic codes I would search for within the data corresponding to the focus of each major research question: RQ1) Rapport; RQ2) Feedback; and RQ3) Technology. Following this, each transcription was printed for the initial coding process and through a thorough reading of each transcription, codes were highlighted throughout the data. After the interview was initially coded, each section was then cut from the document and glued onto a large poster board sized paper. All of the participants' answers were labeled and combined. This was done separately for each round of interviews (Fall, Winter, Spring) and ultimately, there were three boards for rapport, feedback, and technology with all interview data represented. After these initial codes, I created a separate document to provide organization and structure for my focused coding stage where I would place each of the coded data into distinct categories. Categories for this stage in the data analysis portion of the research included: participant backgrounds, information demographics, rapport building techniques, negative feedback provided, positive feedback provided, technology benefits, and technology downfalls. Data which reflected any of these categories was extracted from the original transcriptions and

put into a separate Microsoft Word document in order to develop the findings and discussions section of this study. These categories then allowed for the formation of themes, through which important findings from the initial research questions were able to be identified.

Ethical Considerations

I took great measures to affirm the ethicality of my study by ensuring the anonymity of my participants and using the four strategies of trustworthiness (Guba & Lincoln, 1989) throughout the duration of my study. Participants had complete anonymity throughout this study. Names, locations, and any identifiable content were and continue to be kept completely confidential. To protect the identities of the participants, names were redacted from this study and are referred to only by pseudonyms. To inform and ensure the participants of their confidentiality, the researcher orally administered a disclosure/privacy statement before each interview. Along with the use of pseudonyms, to eliminate the risk of disclosing any information, the researcher took additional measures to guarantee anonymity. The researcher did not ask the names of the participants or any identifiable information during the interviews. The interview recordings were conducted on the researcher's personal device and after they were transcribed, they were permanently deleted from the device. The researcher redacted any identity indicators in the transcriptions and in any data used in the study.

Trustworthiness

Lincoln & Guba (1985) determined that for an academic study to be trustworthy it must have the qualities of dependability, credibility, transferability, and confirmability. These four specific qualities ensure the goodness and rigor of qualitative research. Each of the qualities are reflected within my study and will be explained further in this section.

Dependability

Dependability in a study is its ability to replicate due to the amount of detail provided by the researcher. Throughout this study I was sure to provide clear procedures. I was extremely specific regarding my participant pool, how and when the interviews were conducted, my coding procedure, and a rich appendix which includes details such as participant email invitations, all three of my interview protocols question, detailed coding tables and findings. All of which would allow another researcher to easily replicate my study if desired.

Credibility

Credibility in this study begins from the constructivist nature of semi-structured interviews because they focus on the participants' versions of their realities as truths (Guba & Lincoln, 1989). Interviewing each participant in this manner, multiple times, provided me the opportunity to use member checks to confirm credibility. I used member checks as an occasion where I could ask any follow-up questions regarding previous interviews or to confirm information. I found asking the same or similar questions in some instances helpful because, “it provides interviewees the chance to offer additional information,” which in the end produced more thorough and rich data because “this often stimulates a respondent to think about information which further illuminates a given construction and can bring out information that might have been forgotten if the opportunity to review had not occurred” (Guba & Lincoln, 1989, p. 239). Member checks were especially helpful in my study as they helped the participants add to their thoughts and answer questions and provide examples they may have not recalled in previous interviews.

Transferability

Transferability was used in several ways to ensure rigor in my study. Transferability is the ability to use research findings by someone other than the researcher in other settings. I used purposeful sampling, and had peers check my work to confirm transferability. Guba & Lincoln (1989) identified purposeful sampling as a form of “purposeful sampling provides as complete a data base as possible in order to facilitate transferability judgements on the part of others who may wish to apply the study to their own situations” (Guba & Lincoln, 1989, p.242). Since my study was noticeably clear about the exact population group of participants, it makes this study easily transferrable. The creation of my instrument, my interview protocol questions, went through several revisions which helped confirm the transferability of this study. I received feedback from my mentor committee member and a recent doctoral student on two separate occasions before finalizing the questions and submitting them for IRB approval.

Confirmability

I provided a detailed positionality statement within this methodology to ensure confirmability. Confirmability is the process that ensures a person is “divorced from the values, motives, biases, or political persuasions of the inquirer” (Guba & Lincoln, 1989, p. 243). My positionality statement disclosed detailed information about my investments to this topic and study. I genuinely want my readers to understand what drew me to this particular area of research and why it matters so much to me. I would not dedicate time and effort to a topic in which I had no investment. Providing these details upfront made this transparent. One can have passion about a topic yet still remain unbiased. Readers may look at my personal thoughts and feelings and see in my findings that my motives were pure.

Limitations

The issues of participants coming from the same university, FERPA regulations, and participants not having the same preservice teachers throughout the year were limitations to this study. This study limited the participants' pool to university supervisors who evaluated virtually. With a specific group of participants such as this, finding the appropriate participants in a short amount of time limited the span of universities I could contact. The four participants who agreed to participate in three interviews throughout the study were supervisors from the same university. The Family Educational Rights and Privacy Act (FERPA) restricted the kinds of data I could collect from the participants throughout the study. Originally, I had intended on conducting interviews as well as observing the virtual lessons submitted by preservice teachers and the feedback the university supervisor participants provided on video feedback platforms to these students. Although not impossible, my study did not permit me the time needed to collect appropriate permissions to have access to this kind of data. Finally, three participants completed all three of the interviews, but one stopped participating after the first interview. Despite my study having these limitations, I was able to collect extraordinarily rich data for this study.

Delimitations

The issue of participant population serves as a delimitation as well as a limitation in this study. I used the purposeful sampling method when selecting participants to ensure the research questions were answered by those who have had a direct experience, thus obtaining appropriate and information-rich data. In studies where information-rich data is analyzed, “one can learn a great deal about issues of central importance to the purpose of research” (Patton, 2002, p. 46). Although the sample of participants was based at the same university, the data collected by

interviewing only preservice teachers who have been evaluated using virtual feedback software assisted the researcher to analyze and answer their research questions.

Chapter 4 - Findings

Introduction

The purpose of this study was to determine how university supervisors foster and maintain rapport with their preservice teachers on virtual platforms. The study also sought to determine the feedback university supervisors find most beneficial to provide to their preservice teachers virtually. This overarching focus was examined by interviewing four current university supervisors of preservice teachers in a Master of Arts in Teaching program (MAT) at a large Midwestern university. The participants conducted their supervision duties asynchronously using virtual video feedback software. University supervisors play a critical role in the evaluation and progression of preservice teachers' final steps in becoming teachers. To provide further insight into the role the university supervisors play in preservice education, Chapter two examined virtual supervision/evaluation of preservice teachers, alternative paths to teacher certification, the role of the university supervisor, and preservice teacher perspectives on virtual observations.

In order to contribute to the body of existing data and further research, this study used a qualitative case study approach, led by three research questions: RQ1) How do university supervisors foster and maintain rapport with preservice teachers virtually or with video feedback software?; RQ2) What kinds of feedback do university supervisors perceive to be beneficial for preservice teachers to receive virtually?; and RQ3) What does the use of technology offer to teacher evaluations that traditional in-person evaluations does not?

Participant Overview

This study consisted of four participants. Participants were recruited in this study by email invitations. Each of the participants served as virtual university supervisors in the MAT program at a large Midwestern university during the time of this study for their graduate

assistantships. The participants observed their preservice teachers throughout the school year virtually and asynchronously using the video feedback software, GoReact, provided by the university. The participants were all in the field of education and working towards earning their Ed.D. in curriculum and instruction.

Presentation of Findings

Data was collected through a series of semi-structured interviews. Each participant was interviewed on three separate occasions: Interview 1-Fall (November 2024), Interview 2-Winter (February 2025), and Interview 3-Spring (April 2025). Interviews for this study were synchronously conducted virtually via the video conferencing software, Google Classroom.

The researcher organized the findings from the data by presenting the data with its corresponding research question, code, and theme.

Table 4-1 Research Questions, Codes, & Themes

RQ	Code	Theme
RQ1	Rapport	Contact and Togetherness
RQ2	Feedback	Positive and Feedforwarding
RQ3	Technology	Immediate, Authentic, & Flexible

Fostering and Maintaining Rapport

One of the main areas of interest in this study was the ways in which the university supervisors build and maintain rapport with their preservice teachers despite only meeting via virtual software. While this proved to be a challenging endeavor for many of the participants, several key insights emerged, including the importance of holding initial interviews, effective forms of communication throughout the field experience, and interactions (or lack thereof) with the preservice teachers' assigned cooperating teachers. These findings are discussed below.

Figure 4-1 Introductory Meetings

<i>University supervisors hold introductory meetings to build rapport with preservice teachers.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

The participants reported numerous ways they communicate with their preservice teachers at the beginning of the semester. All the participants said the first thing they do is send an initial email to their preservice teachers, introducing themselves and inviting them to an introductory Zoom meeting. The introductory Zoom meeting allowed the preservice teachers time to ask questions and discuss the upcoming semester. Ms. Hearst said, “I do have one Zoom that I do at the very beginning of the semester, where I invite the students and the cooperating teachers and get questions and feedback and talk about the way the semester will look” (Interview P3.1, p. 3). Similarly, Mrs. O’Malley said, “I offered three different Zoom times with just an introduction to who I am and what my role would be” (Interview P1.2, p. 4). One introductory meeting was found to be the standard protocol for university supervisors, but the newest university supervisor participant Mrs. O’Malley wanted to offer more in hopes of having more preservice teachers in attendance.

Figure 4-2 Initial Meeting Attendance

<i>Low attendance is a problem at initial preservice teacher meetings initiated by university supervisors.</i>	✓	✓		✓
	P1	P2	P3	P4

Although introductory Zoom meetings are being initiated by university supervisors, attendance at these meetings is not mandatory. There is low preservice teacher attendance to the initial Zoom meetings initiated by university supervisors. “We had a Zoom,” said Mrs. Smith “only one person showed up and then I recorded that session and I also linked it to the newsletter so that they could go back and watch it at a later time” (Interview P2.2, p. 2). Mr. Allan and Ms. Hearst had similar experiences. “I hosted a Zoom call that I only ended up having one

[preservice teacher] jump on,” Mr. Allan said, “but I had a good dialogue with her. She had some questions about attendance and protocol” (Interview P4.2, p. 1). Ms. Hearst said, “I think only half of them were able to attend” (Interview P3.1, p. 2). Mrs. O’Malley was the only participant that had a significant number of preservice teachers in attendance to the introductory meeting during the winter semester, Mrs. O’Malley reported, “I met with six out of seven of the practicum students” (Interview P1.2, p. 4). She was also the only university supervisor who arranged more than one meeting this semester. Since attendance numbers were so low, Mrs. Smith and Ms. Hearst both recorded and sent out the initial meeting to preservice teachers unable to attend.

Figure 4-3 Email Communication

<i>Email is the most effective form of communication for university supervisors.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

All four of the participants reported email as the most effective and efficient way to communicate with their preservice teachers virtually. “I’m pretty consistent on responding with email,” Mr. Allan said, “I know that especially with, students, especially in this practicum sense, time is very valuable for them” (Interview P4.1, p. 2). Ms. Hearst said, “I think in this day and age that email is effective because everybody’s busy and trying to schedule a time is really tricky. So, I do feel email is a more efficient way of doing things” (Interview P3.1, p. 6). Although reporting email being the most efficient way to communicate with preservice teachers, she expressed that she enjoyed Zoom meetings more because they are more personal.

Figure 4-4 Other Forms of Communication

<i>University Supervisors communicate outside of email.</i>		✓	✓	
	P1	P2	P3	P4

Apart from the Zoom meetings, two of the participants gave their personal phone numbers to the preservice teachers (two do not give their phone numbers). Out of the two participants who gave their telephone numbers, Mrs. Hearst asserted the preservice teachers are to be used in emergency situations only. “Now I do give my number. So, if they need to get a hold of me, they can but I kind of specify that that's just in an emergency situation” (Interview P3.1, p. 7). Mrs. Smith encouraged phone interactions with her preservice teachers, saying, “My work schedule is erratic and so if they need something immediately it’s easier to text me. If it’s something urgent then text is the best way” (Interview P2.2, p. 2). Conversely, Mrs. O’Malley did not give their telephone numbers to preservice teachers because they are just as efficient at answering emails as they are text messages or telephone calls, and Mr. Allan did not mention phone calls or text messages as a way he communicated with his preservice teachers.

Outside of email and phone communication, Mrs. Smith and Ms. Hearst mentioned communicating with their preservice teachers in a variety of ways. Ms. Hearst sent a PowerPoint presentation with her initial email to both her preservice teachers and their cooperating teachers. Mrs. Smith also sent additional information along with the initial email through a Canva flyer that contained information about the class, herself, a link to the Zoom meeting, office hours, links to extra materials and resources, and her contact information. In past semesters, Mrs. Smith held Saturday coffee hours, and stated “I used to kind of do these open hour office things where if you wanted to connect with me on a Saturday morning just to ask questions or have coffee or whatever” (Interview P2.1, p. 3). Unfortunately, mostly due to attendance reasons, she stopped having these sessions, claiming “there was not enough people showing up to make it worth the while” (Interview P2.1. p. 3). In previous semesters both Mrs. Smith and Ms. Hearst had

multiple introductory Zoom meetings but have reduced them down to one because of low attendance.

Figure 4-5 Cooperating Teacher Response

<i>Cooperating teachers DO NOT respond to initial contact made by university supervisors.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

All four of the participants stated that they, at the beginning of the semester, each sent their respective preservice teacher's cooperating teachers an introductory email. Mr. Allan said, "I sent them an email, and I haven't really heard back" (Interview P4.1, p. 3). When recalling initial Zoom meeting attendance Mrs. O'Malley said, "none of them were cooperating teachers" (Interview P1.1, p. 2). Mrs. Smith, much like her process with her preservice teachers, sent a Canva Flyer along with the email to the cooperating teachers while Ms. Hearst sent a PowerPoint with similar information, but both lamented that neither cooperating teacher either attended the introductory meeting or responded to the emails.

Figure 4-6 Initial Meeting Leads to Future Communication

<i>Preservice teachers who attend initial meetings are more likely to reach out later in the semester.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

Participants found that the preservice teachers who attended initial meetings via zoom were more likely to reach out when they had questions or concerns later on in the semester. Mrs. Smith said, "It's evident because the ones that I've never met with, they will never do that" (Interview P2.1, p. 7). Ms. Hearst similarly said, "It was nice because they weren't afraid to ask questions and get that feedback right away" (Interview P3.1, p. 6). After that initial Zoom meeting, Mr. Allan had hopes they would ask more questions if they attended the initial meeting, and wondered if he had been "a little more approachable" the students would have been more comfortable with him (Interview P4.1, p. 3). Mr. Allan continued:

For those students that I have initial early contact with, they become very comfortable. If you are stuck and you can't get to this next assignment or there's something about a lesson plan that you don't understand or whatever, just ping me and I will get back to you at my first available break. I don't think they would feel comfortable doing that. It's evident because for the ones that I've never met with, they never do that. Even though I've pushed that out there. Then they're stuck for three or four days, and then I get this long email where they're trying to explain. I'm like, just tell me what you need, that's it. But because we didn't have that initial contact, yes, they don't feel as comfortable just throwing it out there because we haven't established that rapport. (Interview P2.1, p. 3)

What can be seen here is the importance of the initial contact phase in building a sense of comfort and rapport. As Mr. Allan stated, once students were able to meet with him early on, communication was more likely throughout the semester than with those that did not reach out at the onset of the experience.

Figure 4-7 Assignment Deadline Communication

<i>Preservice teachers sought most interaction with their university supervisors around assignment deadlines.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

Outside of the initial email and Zoom meeting, participants reported on the frequency of the interactions they had with their preservice teachers. The frequency of interactions the participants had with their preservice teachers varied based on the participant and their individual preservice teachers. Mrs. O'Malley, Mrs. Smith, and Ms. Hearst all attempted to reach out to their preservice teachers via email at least twice a month. These emails included checking in with preservice teachers, reminding them of upcoming assignments, or assignments that have not been turned in. Whether the preservice teacher responded to the supervisors varied wildly. Some

preservice teachers only reached out to their university supervisors to turn in assignments. Mrs. O'Malley said, "The only time I've heard from them [preservice teachers] is when they are having troubles uploading their videos" (Interview P1.2, p. 2). Across the board, the supervisors found that their preservice teachers would only interact via email closer to assignment due dates. Mr. Allan stated he interacted with his preservice teachers infrequently and when a preservice teacher contacted him, there seemed to be a question, problem, or need for an extension on an assignment.

Figure 4-8 Cooperating Teacher Communication

<i>CTs only communicate with university supervisors when performance problems arise.</i>	✓			✓
	P1	P2	P3	P4

All of the participants expressed that the only time they heard from their respective cooperating teachers was when problems arose, and only two of the four supervisors had communication with their cooperating teachers throughout the duration of the field experience. Mr. Allan was alerted to a problem a cooperating teacher was experiencing with their preservice teacher by the program director. A cooperating teacher had answered a weekly survey distributed by the university expressing dissatisfaction with the performance of the preservice teacher. The director had emailed the cooperating teacher about the situation and forwarded the situation to Mr. Allan. "I had an email forwarded to me," Mr. Allan explained, "about professionalism and how it was not up to the standard of what the cooperating teacher thought was acceptable" (Interview P4.2, p. 2). Mrs. O'Malley was the only supervisor who seemed to experience a lot of contact with her cooperating teacher, as she stated that "I've spoken to her more than any of my student teachers at this point" (Interview P1.3, p. 6). Ultimately this led to Mrs. O'Malley

developing a strong sense of what the cooperating teacher was looking for from her preservice teacher and was a productive series of interactions.

Rapport in the university supervisor/preservice teacher relationship

To better understand the participants' unique perspectives, they each asked to define what they believed rapport should be in a university supervisor/preservice teacher relationship. Mrs. O'Malley was very eager to be helpful to her preservice teachers. When asked to define rapport in a university supervisor/preservice teacher relationship, she said, "I just want them [preservice teachers] to see me as another teacher that they can feel confident and comfortable in coming to and asking questions. I think more than anything rapport should be a *resource*. They should be able to come to me, and I give them contacts or networking opportunities" (Interview P1.1, p. 6). Achieving a level of comfortability to be open enough to ask questions and to seek assistance was the key component of rapport in the relationship for Mrs. O'Malley.

Mrs. Smith felt very strongly about rapport in the relationship between university supervisors and their preservice teachers. Mrs. Smith says that it begins firstly with credibility and trust that goes both ways in the relationship. "Rapport to me is all about mutual respect and understanding of, 'We're going to work through this together so that you can be successful and so that I can be successful as well,' because we're both getting something out of it, and not just you need me for this grade or for this" (Interview P2.1. p. 5). She highlighted that building and maintaining rapport is not a one-sided action.

Ms. Hearst believed the rapport between a university supervisor and a preservice teacher needs to contain effective and consistent communication. "If I send an email, and even if they don't have anything I asked them, say, 'I'm good,' or at least acknowledge that they got the communication. I do believe that's huge" (Interview P3.1. p. 4).

When asked about rapport in a university supervisor/preservice teacher relationship, Mr. Allan said it quite simply, “It kind of boils down to trying to find connections and commonalities...So building connections, and hopefully they're meaningful, so they can be more successful as they try and figure out this whole crazy ‘teaching’ thing” (Interview P4.1. p. 5). Rapport can be formed when we connect with one another and find common ground. Rapport in the university supervisor/cooperating teacher relationship

Rapport in the university supervisor/cooperating teacher relationship

Along with the rapport formed with preservice teachers the participants were also asked to define the rapport in the relationship university supervisors have with cooperating teachers. Mrs. O'Malley had a special connection to this question because she herself had recently been a cooperating teacher for a student teacher in her own classroom and did not have a good experience. “I feel like if you're going to serve in a university supervisor aspect, you have to have been a cooperating teacher at some point to understand what it's like” (Interview P1.1. p. 8). Mrs. O'Malley emphasized she wants the cooperating teacher to know she is just as much a resource to the cooperating teacher as she is to the preservice teacher. “That's your classroom that you've so willingly opened it to a stranger. If you have a concern, you have to know that someone is hearing your concerns” (Interview P1.1. p.8). Making sure the cooperating teacher knows she is an available resource is the most important part of rapport in this relationship for Mrs. O'Malley.

Mrs. Smith has not had much contact at all in the nine semesters she has been a university supervisor with cooperating teachers, which made this question more difficult to answer. She concluded, rapport between a university supervisor and cooperating teacher is necessity based,

“If I need you, you respond. And if you need me, I will respond” (Interview P2.1. p. 6). If there is need or concern communication should be had and if not, it is unnecessary.

In the relationship between supervisor and cooperating teacher, Mrs. Hearst believes keeping an open line of communication is best in this relationship. “*Communication is key*. If there's a problem, if there's an issue reach out to me, I'm not here to be the disciplinarian. I'm here to help and to coach, and to guide, and to intervene, if we need to" (Interview P3.1. p. 4). Ms. Hearst says that it is important to do this whether you have a problem with your preservice teacher or not. If you do, communicating the issue quickly is the best way to solve the problem.

Mr. Allan holds the role of cooperating teacher very highly, even stating that “I feel like they're more essential, in terms of being able to say are they [the preservice teacher] qualified or not because they are more likely there on the day to see and experience them in the classroom” (Interview P4.1. p. 6). Mr. Allan wants the cooperating teacher to know that he views them as colleagues and if they need anything to communicate.

Table 4-2 Rapport Summary

	University Supervisor/ Preservice Teacher	University Supervisor/ Cooperating Teacher
P1	• achieving a level of comfortability to be open enough to ask questions and to seek assistance	• making sure the cooperating teacher knows she is an available resource
P2	• mutual credibility • trust • respect • engaging in scholarly behavior	• necessity based
P3	• effective communication • consistent communication	• communication is key
P4	• connections • commonalities	• understand that I am their colleague

Table 4.2 summarizes the key points of each of the participants unique descriptions in which they defined rapport in both the relationship with their preservice teachers and cooperating teachers.

Providing Feedback

Arguably as important as the process of building rapport, university supervisors in this study were tasked with providing timely and robust feedback to their preservice teachers. This feedback ranged from suggestions for improvement to evaluative assessments designed to improve the quality of pedagogy and practice as seen through virtual recordings. Findings here reveal that while feedback was plentifully provided by the university supervisors, often it was either disregarded, or ignored altogether, and frequently felt to be insufficient due to the nature of the virtual platform itself. Specific details on these findings can be seen below.

Figure 4-9 Software Choice

<i>University supervisors almost exclusively expressed feedback through the video feedback software GoReact.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

All of the participants used the software GoReact to give feedback to preservice teachers.

All of the participants expressed how helpful this particular software was on a virtual platform for giving feedback to preservice teachers' lessons. Ms. Hearst mentioned how the software allowed the preservice teachers to self-reflect and highlight specific points of the lesson submission and claimed "It is more helpful when they go in and they self-evaluate first and put in their own comments" (Interview P3.1, p. 5). She continued, stating that it helped her tailor the feedback to the individual preservice teacher, specifically the "way it's very targeted and I understand what they want me to look for. I can go in and at certain points be very specific about what I'm referring to" (Interview P3.1, p. 5). Another important feature the participants noted

was the time-stamping option available on all versions of the software. Mrs. O'Malley said "I think that that's incredibly beneficial not only to the student teacher or the methods student but to me because if I happen to go back and look at that video again because they asked me a question I'm going to be able to know the exact second that I stopped the video to leave that message. So, I absolutely love that." (Interview P1.1, p. 5). The GoReact program allowed both university supervisor and preservice teacher the ability to leave comments, flag, or even color-code the lesson at the precise second. This kind of precision is helpful for limited communication.

Figure 4-10 Focus on Classroom Management

<i>Feedback was given mostly in the areas of classroom management and student interactions.</i>	✓		✓	✓
	P1	P2	P3	P4

Classroom management and student interaction were the areas of feedback most given by university supervisors. When observing lessons, Mr. Allan said he focused on two specific areas, namely "that classroom management piece" and "more about the interpersonal connections they are developing with students" (Interview P.2, p. 3). All the participants were either currently in the classroom or have had classrooms of their own in the past. This has led participants like Mrs. O'Malley to be more comfortable in giving feedback in these areas. "The majority of what I give feedback on" argued Mrs. O'Malley, "is classroom management. I feel very very very confident in my classroom management" (Interview P1.3, p. 11). Because she herself felt as though she was an expert in classroom management, she felt more confident in advising preservice teachers in this area.

The participants also noted frequently that the MAT students are a "different kind" of preservice teacher. Although some came from classroom settings, many have no formal classroom experience and are fresh to the classroom environment. Ms. Hearst noted:

Some of them are just naturally teachers, they know how to handle classroom management, or they've been working in the schools. Some of them [MAT students] have never been in a school, they don't know callbacks, they don't know how to do the behavior management piece. I mean they have no clue, they don't know what to do with extra bodies (Interview P3.1, p. 9)

She believed the lack of classroom experience led this group of preservice in particular to need more advice on topics like classroom management and forming student interactions.

Mrs. Smith was the only participant that did not specifically say she did not target classroom management and student interactions explicitly. Instead, she focused on each preservice teacher's particular goals. "I print out and look at all of the lesson plans and their goals for that particular lesson. And then whatever the supervising teacher, whatever their input was about that and I do that and then I watch the lesson and then I give feedback" (Interview P2.2, p. 7). She provided the preservice teacher feedback in the areas they specifically addressed.

Figure 4-11 Content Often Avoided

<i>Feedback on the content of preservice teacher lessons was often avoided.</i>	✓		✓	✓
	P1	P2	P3	P4

One specific area where the university supervisors universally did not address their feedback is lesson content. Mrs. O'Malley said, "I tend to not talk too much about content, especially when I don't teach the content that they teach" (Interview P1.3, p. 11). The preservice teachers under the supervision of the participants ranged in grade and content areas from K-12, and the university supervisors in this study were not necessarily trained in the content areas their preservice teachers were teaching. Ms. Hearst said, "Sometimes that's difficult, because I'm not an expertise in their field. They might be a history practicum student and there's not a lot, I can

tell you about history, it's been a long time since I've had high school history class” (Interview P3.1, p. 4). Since the university supervisors were not experts in the area, they did not address the topic. Mr. Allan explained why content was not seen as important regarding the feedback he gives to his preservice teachers, stating “I think a lot of teachers don’t understand that most of this is not about content. It's actually about perseverance and relationship building. Just showing these kids, you believe in them” (Interview P4.1, p. 3). At this point in their education, Mr. Allan believed the preservice teachers should be the expert in their content area, but even if they did not know an answer to a question, they could readily find it or use it as a teachable moment. He simply felt as though he was there to help the preservice teachers learn to make connections and build relationships, which in his mind was a part of teaching that can only be learned through experience.

Figure 4-12 Feedback Response

<i>Preservice teachers often did not respond to feedback given by university supervisors on GoReact.</i>	✓	✓		✓
	P1	P2	P3	P4

An area of frustration was the lack of communication about the feedback the preservice teachers received. Mrs. O’Malley said, “I haven’t been able to see if they have implemented my feedback and they haven’t commented back or said anything about it” (Interview P1.3, p. 12). She claimed to feel deflated by the situation, and expressed, “Instead of expecting them to respond, I’ve kind of just learned to kind of anticipate that my feedback is just being sent out into this void. And if something positive comes back, alright. And if something negative comes back, alright” (Interview P1.3, p. 12). Several of the university supervisors claimed similar experiences, and stated they were often unable to determine if their comments were being read, implemented, or acknowledged when preservice teachers did not communicate with their

supervisors about their feedback. Interestingly, Mr. Allan found that in the few situations preservice teachers did manage to respond to his feedback, it was only due to the negative or constructive tenor he had provided. “Generally,” stated Mr. Allan “they reach[ed] out if they wanted to defend themselves or ask clarifying questions. Some people would get very defensive and have a lot of questions. Other people are complacent and keep doing what they’re doing, and you don’t know if your feedback is even being read. This crew leans a little more towards the latter, there’s just more people that kind of keep trucking along” (Interview P4.3, p. 4-5). In this case, Mr. Allan’s experiences seem to indicate that responses were more frequent from preservice teachers if the feedback was constructive rather than laudatory.

When asked directly about such feedback, many the participants echoed Mr. Allan in terms of what they deemed to be the most helpful feedback and what their overall goals were when providing feedback to their preservice teachers. When prompted to answer what they deemed to be positive and helpful feedback, the participants in this study shared the following, as seen in table 4-2 below:

Table 4-3 Helpful Feedback

	P1	P2	P3	P4
<i>Positive and helpful feedback is...</i>	-Constructive	-Goal Oriented -Leads to self-reflection	-Specific	-Constructive -Observant

Constructive criticism was the kind of feedback that both Mrs. O’Malley and Mr. Allan found to be positive. Mrs. O’Malley said, “I like constructive criticism because I feel like you can only go up from there” (Interview P1.1, p. 13). For Mrs. O’Malley, this kind of feedback tended to provide a feeling of hope and a potential for improvement. When specifically focused on such improvement, participants agreed that the feedback should mention flaws and advice to

further development, but as Mr. Allan pointed out, supervisors’ attention to detail was critical in making this productive:

I think feedback is helpful if it's constructive and I can tell they're actually paying attention. I feel like when we get observed there's always things that go awry, but that's real. So, when people will point out, ‘Hey I see why you're doing this,’ ‘I understand,’ ‘I like how you're approaching that.’ It's not like they have to be positive, but it's like I can just tell they were engaged in the intentionality of the lesson (Interview P4.1, p. 6)

In this light, effective feedback needed to be both constructive and observant in order to fully express that the observer was genuinely engaged with the lesson. Mrs. Smith echoed this claim and expressed the feedback she found to be most helpful was “goal oriented” (Interview P2.1, p. 7), and those insights that would lead to self-reflection. As a university supervisor Mrs. Smith took careful consideration in allowing her preservice teachers to set goals for themselves as well as placing specific goals for them. “Positive feedback,” she argued, “helps me to reflect” (Interview P2. 2, p.10). Such self-reflection was a particularly important part of the evaluation process for these supervisors, and many claimed it to be an important step in the overall growth of their respective developing teachers. Ms. Hearst said, “I like giving specific feedback” (Interview P3.1, p. 6). To make improvements, she found it important to explain exactly what issues she felt needed to be addressed and offered ample suggestions on how to address them.

Table 4-4 Unhelpful Feedback

	P1	P2	P3	P4
<i>Negative and unhelpful feedback is...</i>	-Comments on what was not there -Feedback concerning things you cannot control	-Not specific -Not goal driven	-Based on the numbers evaluating system	-Not specific -Not individualized

Providing feedback or commenting about what was not included in the lesson was an unhelpful form of feedback to Mrs. O'Malley. "I was not fond of when I was told that, 'I'm sure what you're doing, insert anything here, however, I just didn't see it in this particular video, I didn't see it in this recording.' 'I'm sure that you have great rapport with your students, I just didn't see it here.' 'I'm sure you did great with assessments; I just didn't see the assessment here.' I think that's so frustrating, especially when you're given a time limit" (Interview P1.1, p. 7). With time being a huge limitation, she believed the focus of the virtual evaluations should be on what is seen, not on hypothetical situations or assumptions. Mrs. O'Malley also stated receiving feedback about things out of the control of the feedback recipients to be frustrating, having actually encountered this from a past experience, "Any kind of feedback about the layout of a classroom, our student teachers don't have any control over any of that. So, leaving that feedback would be such a waste of time" (Interview P1.2, p. 8). During an evaluation, the supervisor had left negative feedback regarding the classroom layout, and, as it was not her classroom, she was not allowed to change the layout. Providing feedback to preservice teachers about things outside of their control can be upsetting and discouraging because the preservice teachers cannot address these issues.

Feedback that is not specific was upsetting to Mrs. Smith and Mr. Allan. Mrs. Smith said, "Feedback that upset me was when people said, 'Great job,' or 'You could do better here.' I don't know what to do with that. That doesn't help me grow and I don't know what that means" (Interview P1.2, p. 7). Mrs. Smith always wants to achieve growth through feedback, and when feedback is not specific, it does not allow her to improve. On the same note, Mr. Allan addressed the same feelings on two separate occasions. "If it looks like it's not an individualized, if it's just a 'Great work! I can see you're really doing well here.' Just that. What can I do with that? I just

want it to be a little more specific and cater to what they actually saw” (Interview P4.2, p. 5).

“I’m always a big proponent of if you tell me I didn’t do a good job, just make sure it’s something constructive. So, in terms of like I always say, if you say, I stink. How do I stink? If you say someone is a bad teacher, what was bad about their teaching? I would just like some feedback that I can use to obviously then turn it into something that’s beneficial or improve (Interview P4.1, p. 6). Feedback that is specific is also individualized to Mr. Allan.

The numbers system on which the evaluations are based can be a source of frustration. Preservice teachers are evaluated on an evaluation scale from zero to four. While student teaching the preservice teachers can be ranked as high as four on the scale, but during the practicum stage of preservice teaching students can only receive two at the highest. Ms. Hearst explained the reasoning behind these evaluation numbers:

You don’t want to be a practicum student and have all fours because then where’s the growth? Where do you have room to grow?” and even though there is an explanation for this Ms. Hearst said it’s difficult for some preservice teachers because, “Some of these kids, they’ve only ever had a straight A’s so receiving all twos during practicum stresses them out. I wish we had a better way of doing that because I do feel like that discourages them, and it’s not meant to do that at all. And I always tell them, ‘Twos are great. This is where we want you to be. If you have a zero, we’re concerned. A one, you could be a little concerned too, but twos are good for practicum (Interview P3.1, p. 8).

Unachievable rating scales during different points in the program upset many students, even with supervisors that explain the system to them.

Technology Usage

As a result of the technological nature of conducting virtual evaluations, university supervisors in this study provided a host of valuable insights into the use of various software platforms, best practices, and common difficulties regarding technology usage. While generally found to be a worthwhile format for preservice teacher evaluations, several trends emerged in the data regarding ways in which university supervisors can provide important communication with their respective students. These findings can be seen in the section below.

Figure 4-13 Camera Placement

<i>University supervisors DO NOT instruct preservice teachers where to place the camera in the classroom.</i>	✓	✓	NA	✓
	P1	P2	P3	P4

All of the participants in this study used prerecorded lessons to evaluate their preservice teachers but did not give specific instructions on where to place the camera in the room. Mrs. O'Malley said, "I was never told that I should do that" (Interview P1.2, p. 14), referring to instructions she was given by the university. Mr. Allan viewed camera placement as more of a creative enterprise, and claimed "I don't normally say you have to have your camera here, or it should be this way. I try to give them a little autonomy" (Interview P4.2, p. 7). Each preservice teacher delivered lessons differently and allowing this choice provided students with the opportunity to capture their lesson in the best way possible. On the same note, Mrs. Smith noted she did not explicitly tell the preservice teachers where to place the camera but, "for the most part, the cameras are set up in a way where I can see teaching and learning," and added, "I want to see the teacher. I want to see what she's doing. I want to see the kids and the activities and how they're responding to her and to each other" (Interview P2.2, p. 11). Both Mrs. Smith and

Mr. Allan believed preservice teachers, in general, made the correct decision about where to place the camera in the classrooms for their particular lessons.

Figure 4-14 Audio Issues Present

<i>Audio issues are the most commonly reported problem when it comes to virtual lesson submissions.</i>	✓	✓		✓
	P1	P2	P3	P4

Among the participants, Mrs. Smith, Mrs. O’Malley, and Mr. Allan stated audio issues to be the most common problem they encountered with technology. Mrs. O’Malley explained, “Sometimes the video is recorded sideways or without sound, or they [preservice teachers] don’t think they need a microphone” (Interview P1.1, p. 10). To combat this issue, Mrs. O’Malley believed microphones to be extremely valuable in virtual evaluation and Mrs. Smith even claimed that preservice teachers were once asked to purchase microphones. “When I first started,” stated Mrs. Smith “they [preservice teachers] were told to invest in the microphones that you put on. Many don’t. And so sometimes there’s the quality of just the video and so having to turn it up and close captions and all the things or whatever” (Interview P2.2, p. 12). Although it did not happen all the time, difficulty in hearing the lesson proved to be a critical challenge in the participants’ virtual evaluation process. Mr. Allan stressed why it is so important to have these devices working correctly during the lessons, as he stated, “They got to make sure their mics work. It’s really hard when you have mumbling. I’ve had, sometimes, where I can’t just hear them. (Interview P4.1, p. 10). He believed that audio is even more important than video in virtual evaluation.

Ms. Hearst reported an array of additional technological problems that have occurred during her supervisory role for her preservice teachers. “They either have a lesson that’s way too

long, and they can't upload it, or their device is not compatible with the GoReact software. Where they use their phone to record and I sometimes will see the ceiling. Sometimes the technology is again like their microphone. I can't understand what they're saying” (Interview P3.1, p. 9). She did note audio issues, but did not claim to be the number one concern when it came to problems with technology.

Figure 4-15 Receiving Additional Assistance

<i>Many preservice lesson submissions feature preservice teachers receiving help from professionals in the room.</i>	✓	✓		
	P1	P2	P3	P4

During the lessons submitted to university supervisors to observe and evaluate by preservice teachers, Mrs. Smith and Mrs. O’Malley have seen other adults in the room such as cooperating teachers and paraprofessionals assist the preservice teacher with their lesson or behavioral issues. Mrs. Smith recounted, “I have seen cooperating teachers in videos. My preservice teacher from last semester had classroom behavioral issues. She would sometimes narrate and come by the camera. I knew they had a system. She had a student that had a behavior bit plan and so I kind of could follow what was going on, but I could see the cooperating teacher move to a certain table and have that kid” (Interview P2.2, p. 12). In this instance, the cooperating teacher was seemingly taking over classroom management concerns for the preservice teacher in order to “save face” for the recorded lesson, instead of allowing the preservice teacher to attempt to manage the problem. Mrs. O’Malley recalled an instance where a cooperating teacher had to step in:

The preservice teacher was not clear in her directions and so there was almost lag time where everybody was just sitting there almost expecting her to give more specific directions and then she just kind of stood there,” after a long period of time the students

started to slowly come up and grab the assignment but clearly needing more explanation, “So then the cooperating teacher said, ‘Remember guys, when you're done...’ just kind of like a reiteration here's what you do next. I was like thank God, somebody said it! I left a comment, ‘What your CT said right here, should have been from you. You could have been a little bit more concise in your directions. The students seemed really confused (Interview P1.2, p. 15).

In the instance with Mrs. O’Malley, the cooperating teacher felt the need to step in for the students to understand the instructions for the lesson.

Figure 4-16 Student-Teacher Interaction

<i>Lesson submissions generally feature little to no interaction between preservice teacher and students in the classroom.</i>		✓	✓	✓
	P1	P2	P3	P4

One of the complaints the participants had about some of the lesson submissions were that they featured little interaction with the students. There were two reasons why this occurred, as Mr. Allan explained, “Sometimes you have students that are literally angling so you can’t see the kids and it’s obvious or they’re trying [not to get them in the camera] and then sometimes it’s a small school, generally speaking. I don’t know, but it seems like some small schools aren’t allowed to record kids” (Interview P4.2, p. 7). Mr. Allan had encountered preservice teachers that did not want to get the students on the camera for their own purposes, but more commonly seen with the rest of our participants, the schools in which they were placed simply did not allow the students to be recorded. Mrs. Smith said, "There was an issue with one of the schools where they didn't want the students recorded” (Interview P2.2, p. 11). This of course is can be a potential issue because this is the only way the university supervisors are able to observe

interactions between preservice teachers and their students. Ms. Hearst came across the same issue and had a suggestive solution to this problem, “I’ve suggested, doing it from the back, so I don’t see their [the students] faces” and while this approach worked for some of the schools “some school districts wouldn’t allow that. And that’s really hard because all I see is them [the preservice teacher]. I don’t see how the kids are interacting. I can hear things, but I don’t know what is going on. So that’s a struggle too” (Interview P3.1, p. 9). Not being able to see interactions between preservice teachers and their students is a problem for evaluations and restricts the kinds of feedback university supervisors can lend to their preservice teachers.

Figure 4-17 Uncaptured Occurrences

<i>Preservice teachers report occurrences that the camera did not catch to their university supervisors.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

The participants in this study reported that their respective preservice teachers were incredibly open about things that did not show up on the lesson video. Ms. Hearst found that her preservice teachers did this mainly to explain anything that may have gone wrong in a lesson, noting “They usually are like, ‘I had this group back here that was talking and couldn’t get them focused.’ If something comes up like that, they’ll talk about that and why they had to stop the lesson. So, they’re very good at explaining any hiccups that happen or anything that’s going on that I needed to see” (Interview P3.1, p. 9). Mrs. O’Malley similarly had an experience with a preservice teacher sharing what happened ‘behind the scenes’ and said, “I would argue that that’s probably the student I have the best rapport with now because they were willing to self-reflect and share that with me” (Interview P1.2, p. 7). Although the lesson was not great, this interaction led to a deeper rapport with the preservice teacher.

Throughout their supervisory work, Mr. Allan and Mrs. Smith used these moments as an opportunity to introduce their preservice teachers to what teacher life will really be like. Mr. Allan said, “I mean they say, ‘You came in at the wrong time. I just got done with the fun thing.’ ‘We had a fire drill.’ ‘It didn't go...’ Or we had whatever happened. Normally what I'll tell them is I understand those things happen, but there's no perfect lesson. There's never a perfect lesson; something always goes wrong. Even if you've done it multiple times. So, I try to look to see how you react to those unique situations” (Interview P4.2, p. 6). Mrs. Smith also loved to hear what happened as well because, “that is what happens in a real classroom” (Interview P2.2, p. 12). Hearing about these experiences gave the university supervisors the opportunity to build rapport with the preservice teacher, reassure them how similar situations arise in the classroom each day, and provide best practices that have been honed with experience and time.

Figure 4-18 Recordings Unrepresentative

<i>Prerecorded lessons were not seen as an authentic representation of preservice teacher's performance in the classroom.</i>	✓	✓	✓	✓
	P1	P2	P3	P4

Arguably one of the most notable findings of this study was that the university supervisors uniformly felt as though the prerecorded lessons submitted by preservice teachers were not an authentic representation of their classroom performance. One reason that points to inauthenticity is when the lesson is recorded. “When stuff hits the fan, it's never going to be recording you submit,” Mrs. O'Malley said, before continuing, “when you truly mess up, need help, your students are all over the place, or so-and-sos got to go get their hearing checked, and the office is calling 12 times, none of that's going to happen in the 15 minutes that you're going to record yourself. So, is it authentic? No.” (Interview P1.1, p. 12). Additionally, lessons that are prerecorded have the ability to be manipulated; they can be re-recorded or cut if inopportune

situations occur. Ms. Hearst pointed out that concern and hinted that such manipulation can lead to inauthenticity due to the time duration and constraints of the submitted lessons. “They could have a great lesson that's 20 minutes long” argued Ms. Hearst, “and be a bad teacher or they could have a horrible lesson but be a great teacher. So, just that little snippet does not give me enough information” (Interview P3.1, p. 8). In this sense, the prerecorded lessons preservice teachers submitted to the supervisors were short, and thus perhaps did not accurately portray the entire picture of the preservice teacher or their abilities in the classroom. Although believing the lessons to be an inauthentic representation, Mrs. Smith eventually justified the use of prerecorded lessons and recognized that it “is the best way for the way our program is designed” (Interview P2.1, p. 9). Echoing that statement but believing the lessons to be an authentic representation Mr. Allan said, “I don't know of a medium that's a better way of getting authentic. I think is, it's just a snippet of it” (Interview P4.1, p. 9). A glimpse of something is still arguably that thing, no matter how much of it you see, if it is not misrepresented.

Summary

As seen throughout the findings presented throughout this chapter, the supervisors in this study utilized a variety of communicative strategies when mentoring their respective preservice teachers during their field experience. The four supervisors interviewed for this study all shared similar experiences when using virtual observations and provided valuable insight into best practices when utilizing this new technology. From these data, three important results emerged regarding the virtual evaluations, specifically in the areas of building rapport and providing feedback to preservice teachers. First, initial communication is vital to the rapport-building process, as it serves as not only as an introductory measure between supervisor and preservice teacher, but also as a conduit for further depth of understanding and care seen throughout the

field experience. Second, feedback must be both constructive and specific and is most effective when offering suggestions for improvement rather than simply criticizing prior classroom interactions. Finally, while the technology is available for adequate evaluation to take place, the supervisors in this study found the process to be wholly inauthentic due to the nature of the recordings and the ability for the footage to be manipulated in a variety of ways. Chapter five will continue the discussion of these findings, and, through the use of dual-dialogic theoretical lenses, interpret the communicative capability of virtual evaluations such as these, before reaching conclusions and implications about their use in teacher education programs moving forward.

Chapter 5 - Discussion

Summary of the Study

The purpose of this study was to further the understanding of the nature of rapport and feedback in asynchronous virtual evaluations of preservice teachers. The study identified ways to make evaluations more effective regarding university supervisor/preservice teacher rapport and administration and quality of feedback preservice teachers receive from university supervisors. This was examined by interviewing four current university supervisors of preservice teachers in a Master of Arts in Teaching program (MAT) at a large Midwestern university. The participants conducted their supervision duties asynchronously using virtual video feedback software. University supervisors play a critical role in the evaluation and progression of preservice teachers' final steps in becoming teachers. To provide further insight into the role university supervisors play in preservice education, and how we can improve the virtual preservice teaching experience this chapter will discuss the findings through a dual dialogical lens of Habermas' Theory of Communicative Action and Freire's ideas of dialogue. Although unconventional, as the study progressed it became apparent that its original, and foundational Theory of Communicative Action, did not offer the level of empathy which building and maintaining rapport needed to be addressed. Thus, the addition of Freire found its place within my study.

This chapter will discuss how Freire's ideas of dialogue and Habermas' Theory of Communicative Action connected to my study, explore the findings of each research question, discuss implications and recommendations, review limitations, consider future research, and conclude with advice from our participants to future university supervisors.

Overarching Problem

By in large, my study found the overarching problem in virtual evaluations of preservice teachers to be that communication is more easily avoidable when using virtual platforms as a means for communicating.

Habermas contended that in order to fully actualize his theory of communication, participants need to both recognize and understand the lifeworlds of others. Throughout this study it was shown that while university supervisors attempted to connect with their assigned preservice teachers in meaningful ways, often communication was sparse due to a variety of factors from both sides. If Habermas' Theory of Communicative Action and Freire's model of dialogue are to be fully realized in these relationships, there must be an increase in communication particularly from the onset of the experience so that a deeper understanding of one another's lifeworlds can be reached.

The COVID-19 pandemic forced many teacher education programs towards a virtual model and since that time many have not returned to traditional in-person approaches. In essence, what was originally designed for the sake of necessity has now been transformed to a more universally adopted model due to its convenience and efficiency. The results of this study show that this design has made communication and rapport between university supervisors and preservice teachers diminish, even though it has the tools capable of flourishing. We cannot allow a change in platform to take us away from the fundamental job which university supervisors have been conducting for over 100 years, which is to serve as an advisor, mentor, and evaluator to their preservice teachers. To help foster the growth of preservice teachers on virtual platforms, we cannot allow any of the parties involved the choice to hide behind a screen or opt to ignore communication.

In essence, this study underscored that the triad of roles shown in nearly every successful virtual evaluation often begins with a utilization of the tools and technology that encourages communication that is immediate, authentic and flexible. By using all the virtual tools to the greatest of their capabilities it can lead to the fostering and maintaining of rapport between university supervisors and preservice teachers and create a sense of togetherness and community. It is here where feedback that is positive and feed(s)forward will be best received and be most beneficial for preservice teachers.

Research Questions Revisited

This study was driven by three research questions, with the purpose of each to further understanding of virtual evaluations of preservice teachers and the ways in which their university supervisors can provide helpful feedback and build rapport throughout their student teaching experience. The guiding research questions were:

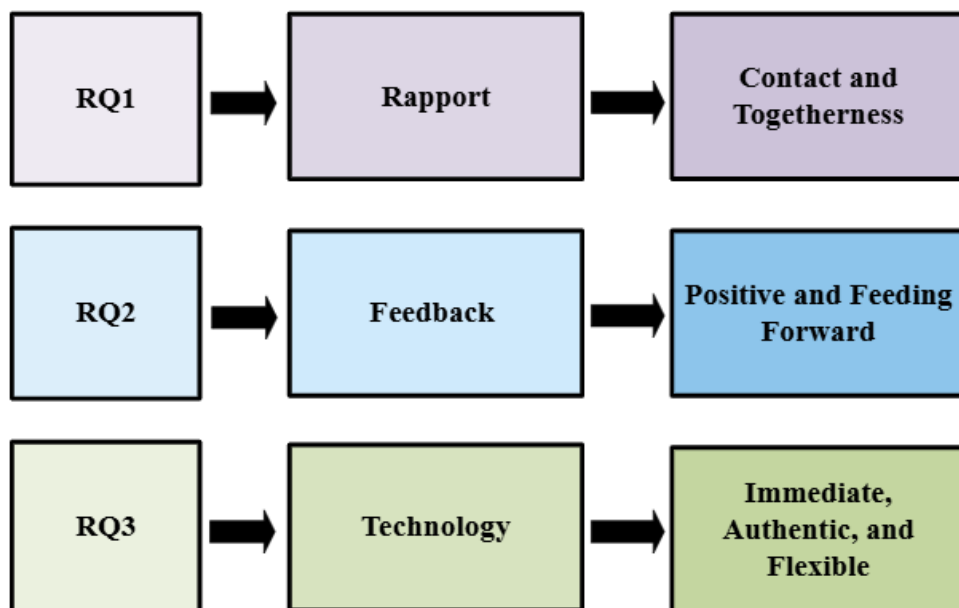
RQ1: How do university supervisors foster and maintain rapport with preservice teachers virtually or with video feedback software?

RQ2: What kinds of feedback do university supervisors perceive to be beneficial for preservice teachers to receive virtually?

RQ3: What does the use of technology offer to teacher evaluations that traditional in-person evaluations does not?

From this, three distinct codes and thematic topics emerged from the data. Each provides rich insight into the initial research questions posed at the onset of this study. This section discusses the significance of the findings.

Figure 5-1 Research Questions Matrix



RQ1: Fostering and Maintaining Rapport

The first research question examined fostering and maintaining rapport in the university supervisor/preservice teacher relationship. This study found the best methods to foster and maintain rapport virtually or with video feedback software are establishing initial contact, participating, and encouraging “true” dialogue, and utilizing looping supervision, the university supervisor cohort structure within preservice teacher programs to build a sense of community and togetherness.

Establishing initial contact

The first step in the process to fostering and maintaining rapport for university supervisors with their preservice teachers is the initial beginning of the semester Zoom meeting. Whether this is through the addition of different meeting times of initial meetings or making initial meetings mandatory, video virtual conferencing allows for an initial face-to-face interaction and is the first step to fostering rapport. This study found preservice teachers who attended initial meetings at the beginning of the semester were significantly more inclined and

seemed more comfortable reaching out to their university supervisors throughout the semester if they had problems or questions. Although a seemingly simple solution to this problem, I believe it has been overlooked or marked as merely procedural. Preservice teachers can receive the content from these initial meetings by watching a recording or reading an email, but when they are doing this, they are missing the most arguably important part of the meeting, building rapport with the university supervisor.

Encouraging and participating in “true” dialogue

Each of the university supervisor participants had a unique view of how they defined rapport in the relationship between preservice teachers and cooperating teachers. Although each had a different answer, the participants all had commonality with their belief that rapport began with some kind of communication. The idea of dialogue developing into rapport intertwines with the piece of my theoretical lens inspired by Freire. The wholesome views Freire offered on dialogue stated that dialogue must be based on love, humility, faith in humankind, mutual respect, hope, and critical thinking. This is so critical because “only true dialogue communicates” (Freire 1973, p. 40). Ms. Hearst and Mrs. O’Malley’s responses to rapport uncannily echoed what Freire said with respect to communication and dialogue created on a horizontal plane. He said communication requires dialogue that oscillates back and forth from the players in the dialogue, each of whom have their own idea of empathy and goals. Seen in this light, for rapport to be formed, there must be both consistent and effective communication that goes both ways between the university supervisor and preservice teacher. Rapport cannot be formed when communication is lacking or one-sided. Mrs. O’Malley added that she must also be empathetic, especially when forming and maintaining rapport with cooperating teachers. She had supervised preservice teachers before in her own classroom and can truly empathize and recognize how much work and effort cooperating teachers put into the development of preservice

teachers. Understanding what the cooperating teacher was experiencing, by including her own experiences and perspective, allowed her the ability to connect to them on a profound level.

Freire also said that dialogue cannot happen without the six components of love, humility, faith in humankind, mutual respect, hope, and critical thinking. Many of these components are also reflected in how each of the participants defined rapport. Serving as a mentor and providing support, as Freire would say, love, is one of the ways Ms. Hearst believed rapport was formed. She wanted her preservice teachers to know, "I'm here to help and to coach, and to guide, and to intervene, if I need to" (Interview P3.1, p. 4). Humility was another important component of dialogue that Mr. Allan saw as a vital piece that went into forming and maintaining rapport with his preservice educators. He said forming rapport, "kind of boils down to trying to find connections and commonalities...So building connections, and hopefully they're meaningful, so they can be more successful as they try and figure out this whole crazy 'teaching' thing" (Interview P4.1, p.5). The second part of his statement highlighted Freire's concept of humility wonderfully. He is an experienced teacher; his preservice teachers were not. He did not want to discourage them from their lack of expertise but instead tried to help them make sense of their experience and grow. Similarly, Mrs. Smith specifically mentioned mutual respect as an important part of rapport but also included a kind of faith in humankind and hope in her definition. "Rapport to me" stated Mrs. Smith, "is all about mutual respect and understanding of, 'We're going to work through this together so that you can be successful and so that I can be successful as well,' because we're both getting something out of it, and not just you need me for this grade or for this" (Interview P2.1, p. 5). Not only did Mrs. Smith have respect for her preservice teachers, but she also believed in them and guided them towards their goals, both of which are necessary in actualizing Freire's vision of hope in communication. Lastly, all of the

participants had an expectation that their preservice teachers would engage in critical thinking, as they are teaching and namely, engage in scholarly behaviors throughout their field experiences.

Utilizing looping supervision

Prior to my interviews with my participants, I was unaware of one structure which all the participants who had taken part in the experience said was helpful when it came to building rapport and a sense of togetherness with their preservice teachers: the looping supervision model, what my participants referred to as the cohort. In many education contexts, looping supervision has been shown to build rapport and trust in relationships (Managan, 2023; Richter et al., 2013; Snoke, 2007). The looping supervision model allows “students and teachers to progress to the next grade level together” (Snoke, 2007, p. 2). According to Burke (2000) looping promotes, “strong extended, meaningful, and positive interpersonal relationships,” that encourage “student motivation and stimulate an improved learning environment for students” (p. 34). A study by Snoke (2007) found the longevity of relationships which the looping model allows instructors to have a deeper understanding of both the weaknesses and strengths of their students. This understanding helps to foster better instruction, and in the context of my study, feedback and rapport. Ms. Hearst, Mrs. Smith, and Mr. Allan mentioned looping supervision, as the “cohort” in their interviews, as something that greatly helped foster and maintain a rapport between themselves and preservice teachers in prior semesters. The participants described this as a model where the university supervisors would be assigned to a group of preservice teachers and work with them as their supervisor (if possible) for the entirety of the preservice teacher’s methods and student teaching experiences. The university supervisor would then grade and evaluate the preservice teacher through each semester until graduation. Mrs. Smith fondly recalled her time as a participant in looping supervision, “In the cohort we stayed together. During that time, I would have periodic calls with them because we had been together for so long and they would ask,

‘How is this different from that?’ or ‘What are the expectations?’ They would get to a different professor or something else and it would change, and I was the only thing that was consistent" (Interview P2.2, p. 4). Although the preservice teacher’s placements and professors would change, she was able to be a consistent and reliable source for her preservice teachers to come for advice and ask questions. This is what made the preservice teachers comfortable enough to open up and gave them the sense of togetherness needed to feel a responsibility to show up for meetings. The bonds Mrs. Smith created with these preservice teachers were so strong that even after the cohort had split up and she was assigned to different tasks ‘the students that I had from prior cohorts till maintained a relationship and they still reached out to me for additional support regarding either classroom or portfolio or things of that nature. I try to provide a system of support for them” (Interview P2.1, p. 2). Ms. Hearst had a similar experience with her preservice teachers in the cohort:

I was able to really get to know the students, I would grade everything for them. We had that rapport and we really built on that. It is easier to have all those connections. I do miss that connection because I'm still very connected with my first group. They send me emails about what is going on and how they're doing. I miss that connection (Interview P3.1, p. 7).

Looping supervision seemed to not only have a good effect on the preservice teachers each semester, but it helped them create lasting relationships and mentorships. Although the cohort model seemed to be more work, it gave students connections and mentors they could rely on and confide in. In a virtual setting that can be isolating, this is an invaluable connection that should be used to the best advantage.

RQ2: Beneficial Feedback

The second research question asked what kinds of feedback university supervisors believe to be most beneficial to provide to preservice teachers virtually. This study found all feedback should be approached with a sense of comprehensibility, truth, sincerity, and rightness. It also concluded feedback that is most beneficial to preservice teachers came from the kinds of feedback university supervisors themselves find to be positive and helpful. The university supervisors found feedback that was observant, specific, constructive, goal oriented, and led to self-reflection to be the feedback that is helpful and positive, and I believe it to be the most beneficial for preservice teachers to receive virtually. All of these feedback patterns lead to the idea of feedforward. University supervisors believe the most beneficial feedback to provide to preservice teachers is both positive and feeds-forwards.

Comprehensibility, truth, sincerity, and rightness

This study examined feedback in many ways and utilized Habermas' Theory of Communicative Action to better understand what makes feedback positive and helpful throughout the field experience process. According to Habermas (1979), we communicate because we have a desire to create a shared understanding. For the purpose of this study and the relationships I examined, this understanding was actualized through the process of giving and receiving feedback. As Habermas argued, the goal to understanding, and in our case, understanding feedback, is coming to an agreement. In this particular instance the agreement between university supervisor and preservice teacher was one of acknowledgement, and potentially pushback, leading to further questions or discussion. Habermas claimed that to obtain this acknowledgement when communicating you must approach feedback with a sense of comprehensibility, truth, sincerity, and rightness. Furthermore, Habermas stressed the importance of recognizing that feedback is given and interpreted based on our own experiences,

or ‘life worlds.’ In this instance, university supervisors provided feedback as professionals who have had many years of classroom experience while their respective preservice teachers interpreted this feedback with different lifeworld experiences.

The participants were asked what kinds of feedback they found to be helpful and positive in evaluative circumstances. Collectively they argued that feedback comments that are most helpful and positive in their opinion are observant, specific, constructive, goal oriented, and can lead to self-reflection. The figures below display how each kind of helpful/positive feedback connected to each of Habermas’ validity claims. All feedback must be comprehensible, so that it is mutually understood by both the university supervisor and the preservice teacher. Feedback that is incomprehensible is not helpful and negative, because it is not able to be understood or implemented. It is important to note that due to the subjective nature of education, truth in this instance is looked upon differently compared to more objective fields of study. In education, truths are the standards which are set upon educators to both abide and teach. We evaluate preservice teachers based upon what we know to be true regarding pedagogy and classroom management.

Mr. Allan appreciated feedback which was constructive and observant. It was important to him to be able to tell that his evaluator was truly paying attention to his lesson and giving him comments on specific issues he needed to address.

Table 5-1 Constructive Feedback (Allan)

<i>Constructive/ Observant</i>	✓	✓	✓	
	Comprehensibility	Truth	Sincerity	Rightness

Truth and sincerity are the validity claims which Mr. Allan’s suggestions of helpful and positive feedback fall under. Truth was important to Mr. Allan because he wanted to know specific issues

and how to address them. The supervisor cannot be coy about addressing anything the preservice teacher needs to improve upon, even if it is uncomfortable at times. Mr. Allan specifically had to address a preservice teacher about concerns a cooperating teacher had about their classroom performance. Sincerity comes into play regarding the attention of the evaluator. Especially in a virtual setting, the person being evaluated cannot visually see if the supervisor is watching the complete lesson or giving it their undivided attention as they would if they were observing in a classroom setting. When university supervisors leave detailed feedback and comments, it provides the preservice teacher with the feeling they were given the proper time and attention in evaluation.

Mrs. O'Malley also believed that constructive criticism was the most helpful and positive kind of feedback to receive. Her explanations for this align with the validity claims of truth and rightness.

Table 5-2 Constructive Criticism (O'Malley)

<i>Constructive criticism</i>	✓	✓	✓	
	Comprehensibility	Truth	Sincerity	Rightness

Constructive criticism lends itself to truth because when receiving comments that are critical in nature, they are addressing correctness. Something was wrong because we know something else is correct. The base word is constructive, which leads this to be helpful, positive, and sincere. Mrs. O'Malley said she enjoys constructive criticism because she is hopeful she can only improve from there. Once she receives this feedback, she understands what she has done wrong, what she needs to do to improve, and is hopeful that she can and will do so.

Mrs. Smith found both feedback that was goal oriented and feedback which leads to self-reflection to be the most positive and helpful kind of feedback to receive. Goal oriented feedback

aligns with the validity claim of rightness and feedback which leads to self-reflection aligns with sincerity.

Table 5-3 Goal-Oriented (Smith)

Goal-oriented	✓			✓
	Comprehensibility	Truth	Sincerity	Rightness

Mrs. Smith created a community feeling amongst her preservice teachers. She did not simply set goals for them, but she also had them create goals for themselves. During evaluations she used both sets of goals to provide preservice teacher's feedback. Careful consideration is taken to make sure goals align and all voices are heard throughout the evaluation process.

Table 5-4 Self-Reflection (Smith)

Leads to self-reflection	✓		✓	
	Comprehensibility	Truth	Sincerity	Rightness

Mrs. Smith also believed that any feedback that led to self-reflection was positive.

Feedback such as this falls under sincerity. When feedback is sincere, it creates a feeling of trust and respect that lends itself to self-disclosure activities such as reflection. Self-assessment is a key finding in this study and will be discussed further.

Finally, Ms. Hearst found specific feedback to be the most positive and helpful feedback. Specific feedback best positions with the validity claim of truth.

Table 5-5 Specific (Hearst)

Specific	✓	✓		
	Comprehensibility	Truth	Sincerity	Rightness

Feedback specifically addressing the standards or actions needed to be corrected is a reference to the truth. This is how we know our standards of teaching to be, this is how they were not met, here is how we know we can fix them. These are our truths in education.

Encouraging constructive positivity

In a virtual setting it is of the utmost importance that preservice teachers know they are being properly acknowledged. University supervisors can provide this feeling of reassurance by giving feedback that is observant, positive, constructive, and specific. In order for feedback to be comprehensible, or even usable, it must be specific. University supervisors need to avoid blanket statements or vague comments, whether they are positive or negative. When feedback is not specific, it can lead to confusion and frustration. Additionally, evaluation is meant to address problem areas and positive feedback can encourage improvement in vital ways for preservice educators. In order to achieve this, university supervisors need to take special care to leave constructive feedback that does not focus on that which the preservice teacher failed to do, but rather areas in which their practices in the classroom may be improved. This involves leading preservice educators to actionable solutions on how to improve their pedagogy using their expertise, knowledge of the field, and experience to guide and advise.

Feeding it forward

As Freire stated, dialogue happens on a horizontal plane. Feedback should be helpful and positive as previously discussed as it provides the space to open conversation and thought about classroom practices and pedagogy. Ultimately, these discussions should create dialogue and questions that can lead to self-reflection. Walker (2013) suggested improving comments to student's mentors ought to "include motivational comments; include more skills-development comments relating to generic skills; and when making comments on content consider, including some form of explanation" (Walker, 2013, p. 107). It is also shown throughout this study the importance of fostering feedback that encourages student self-regulation and reflection. Walker (2013) warned that no matter how rich the feedback may be, it will be wholly ineffective if students are not using this towards their own learning in beneficial ways.

This leads to the concept of ‘feedforward’ and its implications for university supervisors. With feedforward, rather than just feedback, preservice teachers are not merely reflecting on the steps they took to complete their lesson, but rather on ways in which they can improve elements of their classroom in future lessons. In order to achieve this, it is imperative that preservice teachers actively engage in dialogue with their university supervisors about their lessons and feedback they receive and vice versa. Preservice teachers need the space to be able to not only make sense of the comments their university supervisors are providing, but also the space to consider or respond to their critique in meaningful ways. By implementing Freire’s vision of communication on a horizontal plane, the supervisors in this study sought to not only engage their preservice teachers on what had been done but yearned for the space to engage with students about their thought processes moving forward. As future programs develop, finding ways to encourage feedforward opportunities between university supervisors and their preservice educators is vital.

RQ3: Technology Offerings

The final research question of this study focused on the use of technology and what it can offer to virtual preservice teachers' evaluations that are not offered in traditional in-person evaluations. This study concluded that virtual evaluations can offer self-evaluation in real-time, increased opportunities for authenticity, and a unique sense of freedom and flexibility, allowing more time for communication.

Reflecting in real-time

Prior studies have shown that using video feedback software lends itself to great opportunities for self-reflection (Agnew et al., 2024; Smith et al., 2020; Stolte, 2021). Similarly, the participants in this study found that the use of software such as GoReact offered many tools that allowed immediate, real-time reactions to events in the classroom. One of the most

beneficial capabilities of the software was its ability to allow both university supervisors and preservice teachers to leave comments in real-time. This practice was found to encourage opportunities for detailed self-reflection and evaluation. Specifically, the use of time-stamped feedback left at the exact moment anything notable arose in a lesson seemed to provide the space for university supervisors and preservice teachers to immediately respond, critique, or justify pedagogical decisions made during the lesson. This feature inspired a sense of self-reflection that is simply not available during traditional in-person evaluations. Feedback provided on the recorded lessons in this study often inspired preservice teachers to leave comments throughout their lessons before submission to communicate important messages to the university supervisors and they are also able to view feedback the university supervisors left after they have evaluated the lessons. We know that self-assessment, evaluation, and reflection is a critical part of the learning process for preservice teachers (Dewey, 1916; Klefbeck, 2023; Kong, 2010). Practices such as these also “provide learners with a voice and empowers them to think for themselves” (Taras, 2013, p.55). The findings of this study reinforced previous findings regarding self-evaluation, assessment, and reflection but also led to a new discovery: preservice teacher evaluations conducted using video feedback software have the potential to encourage self-evaluation, assessment, and reflection greater than traditional in-person evaluations.

The ability to review content as many times as desired is not only important for preservice teachers conducting self-assessments, but for university supervisors who are providing feedback as well. The use of a virtual platform allowed the user to review any section as often as needed. During traditional in-person evaluations or even virtual synchronous evaluations, lessons are happening in real-time, supervisors are making comments as lessons are occurring, details will be missed, and the time to write feedback is limited. All of these issues

can be mitigated through the use of virtual evaluations and prevent preservice teachers from being limited to only providing reflections to the feedback provided by their university supervisor, not their own performance in the classroom.

Along with the reviewing capabilities, the ability to timestamp feedback is the second critical feature that virtual feedback software offers that traditional in-person evaluations do not. Targeting feedback to the precise moments they are being directed truly takes the “guesswork” out of the equation. There is no need to ponder or try to recall what the feedback was referencing because this capability allows the user to watch in real time. Timestamped feedback promotes “specific” feedback, which was found to be a helpful and positive kind of feedback for preservice teachers to receive.

Since this was found to be such an important tool for self-assessment, evaluation, and reflection, it is important for this program to be utilized to the greatest extent of its abilities by both university supervisors and their preservice teachers. University supervisors can encourage this by leaving detailed feedback that is observant, specific, constructive, goal-oriented, feeding forward to a sense of self-reflection and evaluation.

Increasing authenticity

Virtual preservice teacher evaluations have been found to be an authentic representation of preservice teacher's lessons in past studies (Agnew et al., 2024; Borba et al., 2018; Gibbons & Farley, 2020; Theelen et al., 2020). The quality of being authentic is defined as genuine, or of undisputed origin. Regarding observations of preservice teacher evaluations, the quality of being authentic concerns the actions and emotions of the preservice teacher during observed lessons being as close to the way they would behave or feel if the university supervisor was not present or going to view the lesson. This study found that all of the participants believe prerecorded lessons are an inauthentic representation of the preservice teacher's teaching abilities or lessons.

This was primarily thought to be because of the time period or “snippet” of the recording. The short length of the recording led to a feeling of lesson inauthenticity. Although the lessons being submitted are short, they are not perfect. In fact, many of the lessons were reported to be imperfect to the point which all participants stated that preservice teachers contact university supervisors about their lessons regarding things happening outside of the recorded timeframe. If these lessons are not a good representation, inauthentic, phony, why do we have students admitting mistakes or giving explanations? I argue that inauthenticity would display perfection. If all the lessons submitted showed complete student participation and engagement, with content that directly reflects the lesson plan without incident, that would seem inauthentic. I believe university supervisors feel virtual prerecorded lessons are inauthentic because rapport is lacking in relationships with preservice teachers. It is this feeling of inauthenticity that university supervisors have that leads to the importance of periodic Zoom meetings, with preservice teachers. If there was a stronger rapport, relationship, or even if they had met at the preservice teacher at the initial meeting, it would give the university supervisor a better idea of who the preservice teacher is, the lessons they will be teaching, thus increasing authenticity without having to increase the time of recorded lessons. I found that lack of rapport can alter the sense of authenticity in a negative light.

Finding flexibility

Virtual observations lend themselves the opportunity of greater and more frequent interactions between preservice teachers and university supervisors due to their fast speed and convenient nature (Agnew et al., 2024; Gremaud, 2021; Heafner et al., 2012; O’Neil et al., 2017). Although with great intention to meet and communicate, my participants reported that very few preservice teachers attended initial meetings or communicated regularly throughout the

semester. Observations in this manner created a sense of freedom and provided flexibility in schedules that should lead to more time for communication if preservice teachers use it.

In Habermas' theory he warns of the destructiveness that is had when we take humanness out of the market and government. I see his theory in my study but in the sense of taking human qualities out of the evaluation and observation process in lieu of the marketplace and government. Because of its convenience, moving to a virtual platform is commonplace, and especially in the world of education. Moving to a virtual platform does not mean we must eliminate human connections; rather, more than ever, communication is important on a virtual platform.

Implications for Practice

The data and conclusions produced by my study have a variety of implications directed towards a variety of positions held in preservice teacher education programs. This section addresses the implications for university supervisors, cooperating teachers, university supervisor coordinators, and teacher education programs.

Implications for University Supervisors

I often begin my high school English classes with a short story unit. One of my favorite short stories to teach is, "The Veldt" by Kurt Vonnegut. If unfamiliar, this story revolves around a "Happy-Life Home" that does absolutely everything for the family living in it, from cooking and cleaning to recreational activities, like creating art. The house has a 'picture-painter' the children use to create the artwork because they do not want to do it themselves. Each year I teach "The Veldt," the closer and closer it seems to our new reality. Among the essential questions I ask my 11th grade students during this short story is, "Does increasing technology make us more efficient or lazier?" In the past, and currently, traditional in-person preservice teachers must report to classrooms to meet with university supervisors and professors. These preservice

teachers have seemingly as many responsibilities as the preservice teachers enrolled in asynchronous observation experiences, yet at least from this study, have been excused from participation for reasons such as “being very busy.” Being an online student should not excuse preservice teachers from the human connection or from dialogue. The lack of face-to-face interaction that virtual education offers, points to the conclusion communication is even more important to these students. MAT preservice teachers in particular are sometimes in their own classrooms and regularly do not have a traditional cooperating teacher in the classroom with them, but these cooperating teachers could be teachers with their own classrooms or administrators who observe them from time to time. Mrs. Smith said:

Unfortunately, some of the cooperating teachers have their own classrooms, you know what I mean? So, they are full-time teachers. They have a lot on their plate, and they are supporting them with that lesson or getting acclimated to the school but not necessarily with pedagogical content knowledge or the other things that you need to be a successful teacher or overall or how to really acclimate to that. It could be a staff meeting question.

It could be all the things (Interview P2.1, p. 5).

Shouldn't interaction and communication with their university supervisor be even more important in these situations? And yet they are sometimes non-existent, especially among MAT students who seem noticeably confident. I argue in times such as these, having the mentorship of a university supervisor should matter the most. Literature reviewed has suggested that preservice teachers prefer more interactions with their preservice teachers in lieu of the high stakes two-three lesson only interactions. University supervisors in the MAT program need to require preservice teachers to meet with them in initial meetings and engage with them regarding feedback provided on lessons. Mrs. O'Malley felt very strongly about building and maintaining

rapport with preservice teachers and cooperating teachers. Her advice to university supervisors about rapport with preservice teachers was:

There are no ifs, ands, or buts. If you cannot form a relationship, even a surface level relationship with someone to build some sort of understanding, whether that's a relationship, but build some sort of understanding with one another, then they will gain nothing from you, you will gain nothing from them. That's a lot of wasted time because who wants to listen to someone that they don't trust. If we can't have that respect and trust first, nothing else will come after it (Interview P1.3, p. 20).

In light of these comments from the participants, I believe it is imperative that future university supervisors find meaningful ways to hold discussions with their preservice teachers being evaluated virtually and develop the sense of relationship and empathy the participants discussed throughout.

Implications for Cooperating Teachers

My study revealed my university supervisor participants had little to no communication with their preservice teacher's cooperating teachers. When cooperating teachers did reach out to university supervisors it was because an issue had occurred. The "No news, is good news," model of communicating does not work in a successful relationship between cooperating teacher, preservice teacher, and university supervisor. Ultimately the role of a cooperating teacher is to support their preservice teachers, and providing feedback is an essential job of being a cooperating teacher and a university supervisor. Keeping the dialogue open with university supervisors can lead to less issues arising and the ability to provide feedback that is more beneficial towards preservice teachers.

Implications for University Supervisor Coordinators

The most common reason why university supervisors believed lessons were inauthentic was due to the length requirement of the lessons preservice teachers submitted. While preservice teachers in the student teaching portion of their program have to submit full-length lessons, preservice teachers in the methods portion of the program only had to submit three videos which were 10-15 minutes in length. Although methods students teach less frequently and are required exponentially less hours/days in the classroom, university supervisors have to address giving feedback to these students with the same amount of consideration. The lack of rapport which was formed in addition to the short nature of methods students' lessons, led to an underlying feeling of distrust which ultimately led university supervisors to feel their preservice teachers' lessons were inauthentic. I propose methods students should be required to submit lessons which are 20-25 minutes in length to their supervisors. Lengthening the lesson time would allow university supervisors to observe more of a preservice teacher's lesson. This length time requirement could allow the university supervisors to see a complete lesson uninterrupted. This extra time could also increase trust in the relationship and allow the university supervisor to provide more detailed and quality feedback to preservice teachers.

My study also found many preservice teachers have little to no contact with their university supervisors, and that they often failed to respond to initial communication requests from their university supervisors. Initial virtual face-to-face meetings and periodic meetings throughout the methods experience ought to be required for both university supervisors to initiate and host and preservice teachers attend. Initial and periodic face-to-face meetings using software such as Zoom or Google Meets was shown to help foster and maintain rapport between university supervisors and preservice teachers. This rapport has the potential to lead to mentorships which increase dialogue and provide more beneficial feedback and feedforward.

Implications for Teacher Education Programs

Through the data provided by my participants, I was informed of looping supervision, which the participants referred to as the cohort. The data suggest looping supervision, in which the preservice teacher remains with the same university supervisor through the entire duration of their preservice teacher experience, can help foster long-lasting mentorships where communication is more frequently and easily approached. I believe the looping supervision model needs to be universally implemented among virtual preservice teacher evaluation programs. Although it is not the easiest route, as one of my participants argued, “I understand why they changed the program, and it makes it more accessible and easier for the students to go through” (Interview P3.1. p. 7). This sentiment was echoed throughout my study, as each participant that had a part in the cohort fondly recalled it inspiring a sense of camaraderie and rapport among supervisors. In fact, some of the relationships built were so strong, they continued after the cohort ended. While forming connections and relationships can often be difficult on virtual platforms, the use of the looping supervision model can mitigate these difficulties and act as a kind of mentorship program. Mrs. Smith had a very goal-centered and student-centered view of the importance of the cohort and building a sense of togetherness, trust, and empathy, when she stated, “Give honest feedback, give examples, and be willing to meet with them if they need it. So just let that be open and let them know you're an advocate” (Interview P2.3. p.11). Mr. Allan added on to that sentiment when he gave this bit of advice for incoming university supervisors:

Just be honest, and then just try and be understanding of the situation. We have to give them a little bit of grace because they're students, too. Understand that they're trying to figure out how to teach and it's a really difficult job to do some days. So just try to be

empathetic because we probably needed that patience when we were at their point too
(Interview P4.3, p. 9).

I posit that many of these feelings of togetherness, empathy, and understanding are missing due to the fractured nature of many teacher education programs as currently situated. By utilizing opportunities such as looping supervision to build a sense of community, the grace and advocacy discussed by supervisors in this study can be more readily met and actualized.

Limitations of the Study

Time, participant group and participation were my greatest limitations in this study. As a full-time doctoral student, high school teacher, and director, time is often limited. I do believe the amount of number of participants and frequency of interviews was appropriate for this study but with more time I would have liked to have interviewed preservice teachers along with university supervisors. Additionally, this study's focus on a narrow discipline and grade level do not make the findings generalizable for all students in teacher preparation programs. Further research into this area may expand to include preservice teachers from a wide range of disciplines and grade levels to ensure the overall effectiveness of virtual evaluations. One participant dropping out of the study after the first interview was also a limitation to my study. I was able to still obtain rich data, but I would have liked to finish the process with that participant.

Recommendations for Future Research

Understandably MAT students especially are proficient in content area knowledge because they have received a previous degree. But are they proficient in their pedagogy? Classroom management? Forming rapport? Are they familiar with state and district standards, policies, and laws? Have they ever worked or taught in a classroom environment prior to this

experience? These are the unknown and vary wildly from preservice teacher to preservice teacher. These are also the skills that develop with observation, experience, and mentorship, not necessarily a textbook or from undergraduate non-teaching programs. The increase in moving MAT students to classrooms of their own is due to a national teacher shortage. What will be the long-term effects of cutting corners now and not providing preservice teachers with traditional mentorship and training? Will not having a cooperating teacher affect teacher retention rates of these students? Will student test scores rise or fall? I hope they are successful, but I am curious to know evidence of their success.

Conclusion

The results of this study indicate the importance of rapport in the relationship between a university supervisor and preservice teachers virtually. The key to fostering and maintaining this rapport virtually is through immediate virtual contact and creating a sense of togetherness. This can be achieved through initial and periodic meetings using video conferencing software and utilizing cohort structures within preservice teaching programs.

The study also concluded feedback which university supervisors feel is most beneficial to provide to preservice teachers virtually should address Habermas' validity claims, be positive, and feedforward. Positive and helpful feedback was found to be observant, specific, constructive, goal oriented, and led to self-reflection. These kinds of feedback produce feedback that feed(s)forward.

Lastly, this study found that virtual evaluations offer immediacy, authenticity, and flexibility. Such a finding is particularly important as additional teacher preparation programs adopt virtual evaluation methods as a replacement for traditional in-person supervision. The data from this study highlight benefits to using these methods without sacrificing important areas of

authenticity and rapport building that are so crucial for preservice teachers at this stage. Virtual evaluations allow for immediate self-evaluation and promote self-evaluation habits. While studies have shown that virtual evaluations can increase opportunities for authenticity, the data from this study indicate, that a lack of rapport between a university supervisor and preservice teacher can result in a seemingly inauthentic experience. Virtual observations also provide a unique freedom which, if utilized, creates time for more communication between university supervisors and preservice teachers than ever before.

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Appendix A - Interview Protocol: University Supervisor

Interview 1 - Fall 2024

Thank you for being a part of my study today, I'm a doctoral candidate at Kansas State University. Your responses will be extremely valuable and helpful to better understand my topic. Please note that all answers will be kept confidential, but please be careful about mentioning student names in your responses. If you need to ask a question or require clarification, please tell me at any time during our interview.

Today I would like to get to know you and your professional experience, learn about the initial contact you have had so far with your student teachers, and your views and thoughts on rapport in the supervision process. If you do not have any questions we can begin!

Interest: Information about University Supervisor

Lead-off Question 1: I want to first learn a little bit about you. Without giving any specific names or places could you tell me about your professional educational background that led you to this point today?

Possible follow-up questions:

1. How long have you been in the doctoral program?
2. How many times have you been a university supervisor? Online/ In-person?
3. How many student teachers do you have this year?
 - a. For each of your student teachers can you tell me their gender, the grade level and content area they are student teaching, and the gender of their cooperating teacher.
4. Have you ever been observed or evaluated virtually? If so, can you describe your experience.
5. Are there any other details you would like me to know about you before we continue with the next section of the interview?

Interest: Establishing and maintaining rapport virtually.

Lead-off Question 1: Before the semester began what kinds of interactions did you have with your student teachers?

Possible follow-up questions:

1. What forms of interactions did you use to communicate?
 - a. Email interactions?
 - b. In-person interactions?
 - c. Video conferencing?
 - d. Text messaging or phone calls?
 - e. Other?
2. What form of interaction did you find to be most effective? Why?
3. What was the frequency of your interactions with your student teachers?
4. Do you believe these initial interactions will lead your student teachers to become comfortable with addressing any problems or questions they may have, or which may come up during their student teaching placement? Why?

Lead-off Question 2: Define rapport in a university supervisor and preservice teacher relationship.

Possible follow-up questions:

1. How do you believe rapport is formed virtually?
 - a. In what ways do you build rapport/do you plan on building rapport with your student teachers virtually?

Lead-off Question 3: Before the semester began what kinds of interactions did you have with your cooperating teachers?

Possible follow-up questions:

1. What forms of interactions did you use to communicate?
 - a. Email interactions?
 - b. In-person interactions?
 - c. Video conferencing?
 - d. Text messaging or phone calls?

e. Other?

2. What form of interaction did you find to be most effective? Why?
3. What was the frequency of your interactions with your cooperating teachers?
4. Do you believe these initial interactions will lead your cooperating teachers to become comfortable with addressing any problems or questions they may have had, or which came up during the student teaching placement? How could you tell?

Lead-off Question 4: Define rapport in a university supervisor and cooperating teacher relationship.

Possible follow-up questions:

1. How do you believe rapport is formed virtually?
 - a. In what ways do you build rapport/do you plan on building rapport with your cooperating teachers virtually?
2. Is building rapport with your cooperating teachers important to you? Why or why not?

Interest: Feedback provided by university supervisors using video feedback software. What kinds of feedback provided by university supervisors using video feedback software are beneficial to preservice teachers?

Lead-off Question 1: Before your student teacher completes an observation/evaluation, how are you planning to review or critique their lessons and/or answer any questions they may have?

Possible Follow-up questions:

1. How will you communicate their critiques or answer any of their questions?
2. What kinds of advice or critiques do you plan to give to your students prior to their lessons?
3. What kind of feedback do you, personally, find to be upsetting when being evaluated?
4. What kind of feedback do you, personally, find to be helpful when being evaluated?
5. What kinds of feedback do you, personally, find to be unhelpful or not relevant?

Interest: Lesson Authenticity.

Lead-off Question 1: A recording of a single lesson, or several lessons is just a small glimpse of your student teacher in the classroom. Do you believe recorded lessons are the most authentic representation of their teaching performance?

Possible follow-up questions:

1. Have students ever reported to you things that happened in the lesson that the camera did not catch?

Interest: Technology benefits and issues.

Lead-off Question 1: Issues often come up when using technology. Have you experienced any technology issues regarding communication with your student teacher or with the cooperating teachers so far?

Appendix B - Interview Protocol: University Supervisor

Interview 2 - Winter 2024

Thank you once again for being a part of my study. Your responses will continue to be extremely valuable and helpful to better understand my topic. Please note that all answers will be kept confidential, but please be careful about mentioning student names in your responses. If you need to ask a question or require clarification, please tell me at any time during our interview.

Today I would like to focus our attention on

Interest: Information about University Supervisor

Lead-off Question 1: How long have you known your student teachers thus far?

Possible follow-up questions:

1. How many observations/evaluations have you had with your student teachers so far in their student teaching experience?

Interest: Establishing and maintaining rapport between university supervisors and preservice teachers virtually.

Lead-off Question 1: It has been ____ since you have been your **student teacher's** university supervisor, how often have you communicated with them?

Possible follow-up questions:

1. What forms of interactions did you use to communicate?
 - a. Email interactions?
 - b. In-person interactions?
 - c. Video conferencing?
 - d. Text messaging or phone calls?
 - e. Other?
2. What form of interaction did you find to be most effective? Why?
3. What are the usual topics of discussion during the interactions with your student teacher?

4. Has your student teacher approached you with any problems? Questions? Situations? If so, can you please describe them.

Lead-off Question 2: In what ways do you build/maintain rapport with your student teachers?

Possible follow-up questions:

1. In what ways, if any, do you believe rapport has been strengthened between you and your student teacher? How did that develop?
2. In what ways, if any, do you believe rapport was lacking in the relationship with your student teacher? Why?

Lead-off Question 3: It has been _____ since you have been your student teacher's university supervisor, how often have you communicated with their **cooperating teachers**?

Possible follow-up questions:

1. What forms of interactions did you use to communicate?
 - a. Email interactions?
 - b. In-person interactions?
 - c. Video conferencing?
 - d. Text messaging or phone calls?
 - e. Other?
2. What are the usual topics of discussion during the interactions with the cooperating teacher? Problems? Questions? Situations? Please explain

Lead-off Question 4: In what ways do you build/maintain rapport with your cooperating teachers?

Possible follow-up questions:

1. In what ways, if any, do you believe rapport has been strengthened between you and your student teacher? How did that develop?
2. In what ways, if any, do you believe rapport was lacking with the cooperating teachers? Why?

Interest: Feedback provided by university supervisors using video feedback software. What kinds of feedback provided by university supervisors using video feedback software are beneficial to preservice teachers?

Lead-off Question 1: Before completing an observation/evaluation, how did you review or critique your student teachers' lessons and answer any questions they had?

Possible follow-up questions:

1. What kinds of advice or critiques did you give to your students prior to their lessons
2. After this communication, did your students express they felt more comfortable or confident about teaching their lesson? How did they express this?

Lead-off Question 2: How (using what platform) did you give feedback to your student teachers after submission of their lesson?

Possible follow-up questions:

1. What was the content of the feedback you gave to your student teachers?
2. Did your student teachers express the feedback to be beneficial or nonbeneficial to their student teacher experience? How?
3. [Repeat from Fall interview] What kind of feedback do you find to be upsetting?
4. [Repeat from Fall interview] What kind of feedback do you find to be helpful?
5. [Repeat from Fall interview] What kinds of feedback do you find to be unhelpful or not relevant?

Interest: Lesson Authenticity.

Lead-off Question 1: Submitting lessons required a prerecorded lesson which your student teacher had taught. Can you please describe where the student teacher's camera was placed in the room during the lessons.

Possible follow-up questions:

1. Did you instruct the students where to place the camera in the room or what should be in the video?
2. Was the camera stationary during the lesson?

3. Did the video capture all the students in the classroom?
4. Did the video capture the content the student teacher was teaching to the students?
5. Did the cooperating teacher assist the student teacher with the lesson regarding lesson content, classroom management, or recording? If so, can you explain how?

Lead-off Question 2: A recording of a single lesson, or several lessons is just a small glimpse of your student teacher in the classroom. Do you believe recorded lessons are the most authentic representation of their teaching performance?

Possible follow-up questions:

1. Did the student teachers report to you things that happened in the lesson that the camera did not catch?
2. Did the camera ever record an unruly classroom or issues that required discussions on classroom management?
 - a. If so, how did you address these issues?
 - b. If no, how would you address these issues with your student teacher?

Interest: Technology benefits and issues.

Lead-off Question 1: Issues often come up when using technology. Did you experience any technology issues regarding communication with your student teacher during their student teaching?

Lead-off Question 2: What aspects of meeting in-person did you feel were missing from your relationship with your student teacher or cooperating teacher? What do you think could make this experience better?

Appendix C - Interview Protocol: University Supervisor

Interview 3 - Spring 2025

Welcome and thank you once again for being a part of my study today. Today is our final interview! Your responses have been and will continue to be extremely valuable and helpful to better understand my topic. Please note that all answers will be kept confidential, but please be careful about mentioning student names in your responses.

Today you may hear some familiar questions, but I would like you to focus on the growth or decline of the relationships you have formed with your student teachers and their cooperating teachers this year. I will ask you to recall a few specific circumstances as well. Please take your time, and if you need to ask a question or require clarification, please tell me at any time during our interview.

Interest: Establishing and maintaining rapport between university supervisors and preservice teachers virtually.

Lead-off Question 1: Has the frequency of communication between your student teacher and you changed at all between now and our last interview? If so, how?

Possible follow-up questions:

1. Has the way you communicate changed?
 - a. Why?

Lead-off Question 2: What methods do you use to maintain rapport with your student teachers virtually?

Possible follow-up questions:

1. Do you believe you would use similar methods if you were a face-to-face supervisor?
If so, how? If not, why?
2. What experiences have led to greater rapport with your student teachers?
3. Would these same experiences have been possible in a face-to-face supervisor relationship? Why or why not?
4. In what ways, if any, do you believe rapport was lacking?
 - a. What experiences led to this?

- b. How do you think this would have changed if you had been in-person?

Lead-off Question 3: Has the frequency of communication between your student teacher's cooperating teacher and you changed at all between now and our last interview? If so, how?

Possible follow-up questions:

- 1. Has the way you communicate changed?
 - a. Why?

Lead-off Question 4: What methods do you use to maintain rapport with your student teacher's cooperating teacher virtually?

Possible follow-up questions:

- 1. Do you believe you would use similar methods if you were a face-to-face supervisor?
 - a. Why or Why not?
- 2. What experiences have led to greater rapport with your student teacher's cooperating teacher?
 - a. Would these same experiences have been possible in a face-to-face supervisor relationship?
- 3. In what ways, if any, do you believe rapport was lacking?
 - a. What experiences led to this?
 - b. How do you think this would have changed if you had been in-person?

Interest: Feedback provided by university supervisors using video feedback software. What kinds of feedback provided by university supervisors using video feedback software are beneficial to preservice teachers?

Lead-off Question 1: Have you changed the way you communicate with your student teachers before/after interviews or how you review and critique their lessons? If so, why? If no, why not?

Possible follow-up questions:

- 1. Do you find that you are giving more or less feedback this semester compared to last?
 - a. Are the cooperating teachers giving more or less feedback?
 - b. To what do you attribute these changes?
- 2. What areas did your student teachers receive the most feedback?

- a. How does this differ from last semester?
3. Do your student teachers respond differently or the same when you give them feedback this semester, compared to last? Why do you think this is?
4. In what areas do the student teachers ask the most questions? Has this changed from our last interview? The beginning of the year?

Lead-off Question 2: Tell me about a pleasant or positive time you had to give feedback to a student teacher.

Possible follow-up questions:

1. What was the situation?
2. What feedback or advice did you give to the student?
3. Did the cooperating teacher contact you or did you contact the cooperating teacher about this situation?
4. How did the student react to the feedback you gave to them?
5. Did this experience help the rapport with your student teacher or harm it? How could you tell?
6. Would it have been easier to give the student teacher this feedback in a face-to-face environment? Why or why not?

Lead-off Question 3: Tell me about a difficult or uncomfortable time you had to give feedback to a student teacher.

Possible follow-up questions:

1. What was the situation?
2. What feedback or advice did you give to the student?

3. Did the cooperating teacher contact you or you contact the cooperating teacher about this situation?
4. How did the student react to the feedback you gave to them?
5. Did this experience help the rapport with your student teacher or harm it? How could you tell?
6. Would it have been easier to give the student teacher this feedback in a face-to-face environment? Why or why not?

Interest: Lesson Authenticity.

Lead-off Question 1: A recording of a single lesson, or several lessons is just a small glimpse of your student teacher in the classroom. Do you believe the student teachers recorded lessons have become more authentic as this semester has progressed? Explain.

Possible follow-up questions:

1. Did the cooperating teacher assist the student teacher with the lesson regarding lesson content, classroom management, or recording? If so, can you explain how?
2. Did your student teachers report to you things that happened in the lesson that the camera did not catch? Describe the situation.
3. Did the camera ever record an unruly classroom or issues that required discussions on classroom management?
 - a. If so, how did you address these issues?
 - b. If no, how would you address these issues with your student teacher?

Interest: Technology benefits and issues.

Lead-off Question 1: Issues often come up when using technology. Did you experience any technology issues regarding communication with your student teacher during their student teaching?

Lead-off Question 2: What aspects of meeting in-person did you feel were missing from your relationship with your student teacher? What do you think could make this experience better?

Lead-off Question 3: What do you think are the benefits of virtual supervision that you would not be able to have if you were supervising in-person?

Interest: Information about University Supervisor

Lead-off Question 1: What advice would you give to incoming virtual university supervisors about the kinds of feedback that are helpful, harmful, or not beneficial to student teachers?

Lead-off Question 2: What advice would you give to incoming virtual university supervisors about building rapport with their student teachers and their cooperating teachers?

Appendix D - Email Invitation

To whom it may concern,

My name is Vanessa Callanan. I am a doctoral student at Kansas State University and am currently seeking participants for my dissertation study concerning virtual preservice teacher evaluations. Participating in this study will be a minimal time commitment (one virtual interview) and all information will be kept confidential. Thank you for your consideration, I look forward to hearing about your experiences!

Sincerely,

Vanessa Callanan M.A.

Kansas State University

Table 4-3 Codes- Topic Domain 4-3

Initial Code	N	Sample Quote
University supervisors frequently hold introductory meetings to build rapport with preservice teachers.	4	“I do have one zoom that I do at the very beginning of the semester, where I invite the students and the cooperating teachers and get questions and feedback and talk about the way the semester will look” (Interview P3.1. p.3).
Low to no attendance is a problem at initial preservice teacher meetings initiated by university supervisors.	3	“We had a Zoom, only one person showed up and then I recorded that session and I also linked it to the newsletter so that they could go back and watch it at a later time” (Interview P2.2. p.2).
Email is the most effective form of communication for university supervisors to communicate with their preservice teachers virtually.	4	“I think in this day and age that email is effective because everybody's busy and trying to schedule a time is really tricky. So I do feel like the email is. A more efficient way of doing things” (Interview P3.1. p.6).
University Supervisors communicate outside of email	2	“...because when we didn't have that initial contact, they don't feel as comfortable just throwing it out there because we haven't established that rapport” (Interview P2.1. p.7).
Cooperating teachers often do not respond to initial contact made by university supervisors.	4	Mr. Allan said, “I sent them an email, and I haven't really heard back” (Interview P4.1. p3.).
Preservice teachers who attend initial meetings via zoom are more likely to reach out when they have questions or concerns later on in the semester.	4	“It's evident because the ones that I've never met with, they will never do that” (Interview P2.1. p.7).
Preservice teachers sought most interaction with their university supervisors around assignment deadlines.	4	“The only time I’ve heard from them [preservice teachers] is when they are having troubles uploading their videos” (Interview P1.2. p.2)

Cooperating teachers only communicated with university supervisors if there is a problem with the preservice teachers' performance.	2	"I had an email forwarded to me. It was a concern about professionalism and how it was not up to the standard of what the cooperating teacher thought was acceptable" (Interview P4.2. p.2).
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Code	N	Sample Quote
University supervisors almost exclusively expressed feedback through the video feedback software GoReact.	4	"So, I Go React like everyone else. It is more helpful when they go in and they self-evaluate first and put in their own comments. That way it's very targeted and I understand what they want me to look for. I can go in and at certain points be very specific about what I'm referring to" (Interview P3.1. p. 5).
University supervisors often tried to provide feedback that is positive to preservice teachers.	3	"As I'm critiquing the lessons. I try to be as positive as I can but also give That. the feedback they need" (Interview P3.1. p. 6).
Feedback was most given in the areas of classroom management and student interactions	3	"I'm looking for that classroom management piece. I'm looking for more about the interpersonal connections they are developing with students" (Interview P.2. p.3).
Feedback on the content of preservice teacher lessons was often avoided.	3	"I tend to not talk too much about content, especially when I don't teach the content that they teach" (Interview P1.3. p.11).
Preservice teachers did not respond often to positive feedback given by university supervisors on GoReact.	3	"Generally, they reach out if they want to defend themselves, or ask clarifying questions, some people get very defensive and have a lot of questions. Other people are complacent and keep doing what they're doing, and you don't know if your feedback's even being read. This crew leans a little more towards the ladder, there's just more people that kind of keep trucking along" (Interview P4.3. p.4-5)

Codes	N	Sample Quote
University supervisors instruct preservice teachers where to place the camera for lessons in the classroom.	3	“I was never told that I should do that” (Interview P1.2. p.14).
Audio issues are the most common reported problem when it comes to preservice teacher virtual lesson submissions.	3	“Sometimes the video is recorded sideways or without sound or they [preservice teachers] don't think they need a microphone” (Interview P1.1. p.10).
Many preservice lesson submissions feature preservice teachers receiving help from professionals in the room.	2	“I have seen cooperating teachers in videos. and with my teacher from last semester that had behavioral issues, she would sometimes narrate and come by the camera. I knew they had a system. She had a student that had a behavior bit plan and so I kind of could follow what was going on, but I could see the cooperating teacher move to a certain table and have that kid” (Interview P2.2. p.12).
Lesson submissions generally feature little to no interaction between preservice teacher and students in the classroom.	3	“Sometimes you have students that are literally angling so you can't see the kids and it's obvious or they're trying and then sometimes that's a small school generally speaking. I don't know but it seems like some small schools aren't allowed to record kids” (Interview P4.2. p.7).
Preservice teachers report occurrences that the camera did not catch to their university supervisors.	4	“Yes, all the time. They usually are like I had this group back here that was talking and... couldn't get them focused and if something comes up like an all call, they'll talk about that and why they had to stop the lesson. So, they're very good about explaining any hiccups that happen or anything that's going on that I needed to see” (Interview P3.1. p. 9).
Prerecorded lessons were not seen as an authentic representation of preservice teacher's performance in the classroom.	4	“They are not authentic. But I believe that it's the best way for the way our program is designed” (Interview P2.1. p.9).

Participant	Thoughts on Positive/Helpful Feedback
Mrs. O'Malley	"I like constructive criticism because I feel like you can only go up from there, So, I think maybe something that stuck out to me when I was evaluated virtually was that even when not physically in the room that you could feel the relationship that I had with the kids, you could feel the vibe of the room or insert whatever slang here. I'm a millennial." (Interview P1.1. p.13).
Mrs. Smith	"Feedback that is goal oriented" (Interview P2.1. p.7). "Feedback that helps me to reflect" (Interview P2.2. p.10).
Ms. Hearst	I like specific feedback and I try to get that to my practicum students as well. (Interview P3.1. p. 6).
Mr. Allan	I think feedback is helpful if it's constructive and I can tell they're actually paying attention. I feel like when we get observed there's always things that go awry, but that's real. So, when people will point out, 'Hey I see why you're doing this,' 'I understand,' 'I like how you're approaching that.' It's not like they have to be positive, but it's like I can just tell they were engaged in the intentionality of the lesson" (Interview P4.1. p. 6).

Participant	Thoughts on Negative/Unhelpful Feedback
Mrs. O'Malley	"I was not fond when I was told that, 'I'm sure what you're doing, insert anything here, however, I just didn't see it in this particular video, I didn't see it in this recording.' 'I'm sure that you have great rapport with your students, I just didn't see it here.' 'I'm sure you did great with assessments; I just didn't see the assessment here.' I think that's so frustrating, especially when you're given a time limit" (Interview P1.1. p.7). "I think that any kind of feedback about the layout of a classroom Our student teachers don't have any control over any of that. So, leaving that feedback would be such a waste of time. and I don't know that anything else is a true waste of time. Only commenting or giving feedback on things that they have control over" (Interview P1.2. p.8).
Mrs. Smith	"I think if feedback is given with the intention of there being growth and being about instructional practices and not about the person. I was the feedback that upset me was when people said, 'Great job,' or 'You could do better here.' I don't know what to do

	with that. That doesn't help me grow and I don't know what that means" (Interview P1.2. p.7).
Ms. Hearst	"And I think the numbers are upsetting. Technically twos are pretty normal when they're practicum and then in their student teaching, you want them to be more to threes or fours. So, it's kind of like you don't want to be a practicum student and have all fours because then where's the growth, where do you have room to grow? And I get that for some of these kids, they've only ever had a straight A's and that stresses them out and so I wish we had a better way of doing that because I do feel like that discourages them and it's not meant to do that at all. And I always tell them Twos are great. This is where we want you to be. If you have a zero, we're concerned a one, ee could be a little concerned too, but twos are good for practicum" (Interview P3.1. p.8).
Mr. Allan	"I'm always a big proponent of if you tell me I didn't do a good job, just make sure it's, something that's constructive. So in terms of like I always say, if you ink. how do I stink you stink because you're a bad teacher. What was bad about my teaching? I would just like some feedback that I can use to obviously then turn it into something that's beneficial or improve on the item that I said quote unquote stunk so yeah, just make sure that's helpful. So, I also don't think it's fair when maybe there's a unique situation going on in the classroom or there's with a student or just whatever. and then maybe you're docked because of that situation that's probably not in your control. So if I'm able to control the situ something like that's where you can probably be like you could have done this a little bit better" (Interview P4.1. p.6). "If it looks like it's not an individualized, if it's just a 'Great work! I can see you're really doing well here.' Just that. What can I do with that? I just want it to be a little more specific and cater to what they actually saw" (Interview P4.2. p.5).