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Faculty, Clinical Supervisors, and Teacher Candidate Perceptions and Experiences of Teacher Candidate Feedback

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This is to certify that the doctoral study by

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has been found to be complete and satisfactory in all respects,
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Abstract

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Timothy J. M. Calver

MS, National University, 2001

BA, Washington College, 1993

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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Abstract

The problem at a West Coast university was that the university's teacher education program lead faculty and teacher candidates stated they were concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and teacher education department (TED) faculty regarding the feedback process. The conceptual framework used for this study was Argyris' theory of single-loop and double-loop learning to support the research question. The research question was focused on perceptions about the feedback process for evaluation of teacher candidates. A basic qualitative study design was implemented to explore perceptions and experiences of the feedback process according to three participant groups consisting of five TED faculty participants, five field-based clinical supervisor participants, and five teacher candidate participants. Data were analyzed through recorded transcriptions and journal notes to identify codes and themes. 19 codes and six overarching themes were identified within study findings. For the study project, a policy recommendation paper was created that may enhance positive social change by providing policy recommendations that enhance the process for evaluation of teacher candidates based upon study findings. This study may enhance positive social change by providing policy recommendations that enhance the process for evaluation of teacher candidates, potentially resulting in enhancing the quality of field-based evaluative feedback process between field-based supervisors and teacher candidates.

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Feedback

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Dedication

This study is dedicated to my beautiful wife, Kerri Calver, and my amazing

daughter, Kaylee Lynn Calver. You have both been my rock as I have forged ahead in

life. This study is also dedicated to my family. To my mother who knew I was studying

to become a Doctor of Education, yet never lived to see it happen, and to my awesome

parents on the East Coast, Mimi and Rodney Calver, who have always supported my life

goals, even from 3,000 miles away. A special note also for my sister, Katherine Calver,

who paved the way for the Calver family successfully completing doctorate degrees! May

we all be the change the world has been waiting for.

Acknowledgments

I would like to thank Dr. Nedra Crow and Dr. Joan Sebastian for the opportunities they have provided me, and their guidance in helping me to create positive, social change within teacher education. I would especially like to thank my chair, Dr. Caroline Crawford for her advice and expertise in teacher education. Dr. Crawford deeply cares about the success of the future generation having incredible mentors that make a difference. Dr. Crawford has provided painstaking guidance to ensure that my manuscript is coherent and written with clear purpose. I cannot thank her enough for her time and dedication to my study. This has been a long but satisfying journey, and I now have the confidence to delve into educational research to make a positive social change. As a teacher of 20 years, I have always believed in connecting with the future and finding solutions to problems by educating the next generation. Teachers have one of the most important jobs in the world, even though society often does not make us feel that important. Teaching teachers how to teach, and ensuring all students feel valued, challenged academically, guided, supported, and respected makes the world a better place.

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Section 1: The Problem

The process of evaluating teacher candidates (formerly known as student teachers), began shortly after the end of World War II (Eiszler, 2002). Most teacher education (TED) programs in the past only offered the student teaching experience as an extension of learning and as a means to earn credentials (Edeiken-Cooperman, 2013). Recent federal initiatives such as Race to the Top and the Every Student Succeeds Act (ESSA) placed more emphasis on teacher growth and evaluation, with individual states having more control over teacher certification programs (Clarke, 2017).

There was a need for TED programs to educate future teachers to be effective in classrooms beginning with children ages 5-6 who enter kindergarten through senior high culminating in graduating at the end of 12th grade. Teacher candidates must be prepared to create appropriate planning for the classroom, use appropriate strategies to meet the needs of diverse learners, and engage in quality relationships with students to prepare them for the future (Kearney & Garfield, 2019). Teachers are instructors who prepare youth to be successful in life. Teacher candidates can be cognizant of their strengths and weaknesses by receiving feedback regarding their teaching performance from education professionals during field experiences. TED programs can prepare teacher candidates for the modern K-12 classroom by ensuring policies align with laws and educational policies within their program.

Policies and changes within TED programs are inevitable, and federal laws affecting TED programs such as the No Child Left Behind Act (NCLB) passed as a law in 2002 to increase math and English learner outcomes for K-12 students to hold teachers

accountable and federal grants such as Race to the Top implemented by the Obama Administration in 2009 were designed to award high-performing teachers and schools to ensure K-12 schools and TED programs are held accountable for student performance (Cuenca, 2019). However, teacher candidates often stated that educational laws and policies were both negative and chaotic (Sezer, 2018). TED programs are mandated via legislative mandate, such as the ESSA, to update their own curriculum and teacher evaluation policies, yet a gap remains in terms of how these changes are implemented and many programs vary between universities, especially in different states (Walsh et al., 2017). The definition of a quality teacher has changed culturally within America with a new focus on teaching to diverse populations along with delivering instruction that is more rigorous and relevant to students' lives (Donovan & Cannon, 2018). Offering classroom activities that include differentiation, an active classroom approach, and inclusivity are now an expectation in most TED programs (Abrams, 2018). Ensuring students are placed with teachers who develop their quality of life through practice during the beginning stages of student teaching is paramount to K-12 students' future success (Caz & Yildirim, 2019).

TED program leaders, however, are often seen as being resistant to change (Walsh et al., 2017), and additional research could be beneficial in guiding clinical supervisors to offer feedback that aligns with the demands of the modern classroom . Mental health of K-12 students is especially a component of student wellbeing that is often overlooked by teacher education programs (Lane et al., 2018). Clinical supervisors must provide informative and timely feedback to ensure reflection and growth when

performing observations (Russell, 2019). This study may offer some insight toward creating positive change which would address how the process for evaluation of teacher candidates is provided to teacher candidates.

Leaders within TED programs are responsible for ensuring K-12 school administrators have teacher candidates who can progress into potentially novice teachers who have attained quality training and competence in their subject matter, can offer appropriate assessments for K-12 students, and demonstrate appropriate classroom management. As such, quality feedback and guidance are essential for supporting and mentoring novice teachers to have an awareness of providing quality feedback and modeled guidance. Quality feedback should help teachers be aware of inconsistencies within their own teaching practice, and thus make changes to their classroom procedures and strategies to be effective with K-12 students (Kimbrel, 2019). TED program leaders have a need to understand the perceptions of how teacher candidates are evaluated by clinical supervisors as part of the K-12 feedback process for evaluation of teacher candidates in order to make changes to TED policies and procedures, improve their own practices, and maintain a reputation as an integral teaching program (Safak et al., 2016).

The Local Problem

The problem at a West Coast university was that the university's TED lead faculty and teacher candidates have stated that they are concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The university's TED lead faculty expressed a desire for guidance in order to improve the clinical practice feedback process.

University Background

The university (a generic term for a university in California being used for this study) began as a small regional campus and expanded with the integration of regional campuses. The study site university was one of the largest not-for-profit higher education institutions in California and the United States. Founded in 1971, the study site's faculty provide on-ground and distance learning with teacher education as its largest and most profitable department.

As the Internet grew in terms of access and social impact, lead faculty adjusted the curriculum at the university to begin offering online courses, and there were nine schools within the institution offering degree, certificate, and credential programs that allowed for teacher licensing and issuing of credentials to work for a K-12 state public school. Furthermore, in 2021 there were 216 graduate and undergraduate programs, including 45 teacher education programs offered at the university.

Gap in Practice

The study site university's TED lead faculty articulated they were experiencing a perceived issue with their clinical supervisors' feedback evaluation instrument used to provide teacher candidates with input regarding classroom-based field experience performance. TED lead faculty stated that the problem of evaluating teacher candidate feedback was appropriate for a Walden capstone project. The university's faculty were concerned about the quality of feedback provided to teacher candidates who were assessed by clinical supervisors during their field-based experiences, with clinical supervisors not embedding reliable and valid evidentiary documentation of teacher

candidates during their K-12 classroom field experience. All clinical supervisors at the university were adjunct faculty. Their specific role was to observe teacher candidates during their student teaching, also referred to as field experience, and evaluated their performance using the evaluation instrument provided by the university. Ensuring that teacher candidates received feedback during the field experience component was a priority for lead TED faculty at the university. Therefore, there was a need for an increased understanding of the field-based evaluative tool and process used by clinical supervisors to evaluate teacher candidates at the university.

Additional evidence suggesting teacher feedback was problematic came from former teacher candidates at the university who expressed concern that feedback provided during student teaching observations did not provide specifics on how to improve their professional growth. The university's TED lead faculty articulated a concern that the implementation of the feedback process for evaluation of teacher candidates did not appear to align with the intent of the field-based evaluative tool provided by TED faculty to formally evaluate teacher candidates' current ability to meet California's teaching performance expectations (TPEs) to earn a teaching credential.

Problem within the Larger Educational Situation

In order for teacher candidates to be successful, receiving quality feedback during the field experience is essential (Safak et al., 2016). The field experience is considered the traditional capstone wherein the teacher candidate works as an intern within a K-12 school guided by a master or cooperating teacher who permits them to teach within their classroom with observations by university clinical supervisors to assess performance by

providing feedback (Krieg et al., 2018). Furthermore, the practice of student teaching and policies developed by TED institutions often misalign with clinical supervisor duties involving providing appropriate feedback (Tekir & Akar, 2019).

There was a need for TED faculty to have an increased understanding of perceptions of teacher candidate feedback attained through the field-based evaluative tool implemented by clinical supervisors. One of the complaints from teacher candidates attending TED programs throughout America was that feedback from clinical supervisors often contained minimal details or short observations with recommendations stated in a verbal form, as opposed to providing clear feedback in written form (Ellis & Loughland, 2017). Duman and Erdamar (2018) said there were often conflicts between clinical supervisors and teacher candidates in terms of providing planning advice. TED programs must prepare teacher candidates to be actively involved with teaching, engage in meaningful practices, and reflect on their performance to improve their teaching (McGee, 2019).

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Rationale

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According to the university's TED faculty, clinical supervisors were not using the evaluation rubric as per the instrument's intent, and this perceived issue did not allow for in-depth and quality feedback for teacher candidates to enhance their own teaching practices. The evaluation rubric was the primary documentation used during the feedback process to evaluate teacher candidates.

According to Loman et al. (2020), teacher candidates need to engage in constant reflection of their teaching performance to assess their own strengths and weaknesses in

the classroom. Field-based evaluations and evidence writing to guide future teachers

becomes imperative so improvements can be made before entering the K-12 profession

(Petalla & Madrigal, 2017). There was a need for TED programs to provide accurate

field-based teacher candidate feedback that aligns with California standards (Walsh et al.,

2017). The purpose of teacher candidate feedback should be to align teaching

performance with meeting TPEs according to the National Council on Teacher Quality.

Newer teachers who have not been instructed regarding how to align their planning with

TPEs had a negative impact on pupil learning and life prospects of K-12 students (Barry

et al., 2021).

Aligning teacher candidate feedback with TPEs was a goal the university's TED

lead faculty were trying to achieve, as TPEs also align with California teaching standards.

Understanding the feedback process used to guide teacher candidates' performance to

ensure accuracy and alignment with TPEs was helpful in guiding TED programs to

improve the field experience process. A large amount of time, money, and polices were

used to reform teacher evaluation systems, as there was a need to enhance teacher

education feedback and the gap in practice of providing appropriate feedback to teacher

candidates.

Clinical supervisors had six specific TPE domains to address when observing

teacher candidates which are all addressed within the clinical practice observation form .

The TPEs that clinical supervisors are expected to master include subject matter

competency, assessment of student learning, engaging students, planning, instruction,

creating an effective environment for student learning, and growth as a professional

educator to guide the teacher candidate to becoming a credentialed teacher. However, many clinical supervisors failed to understand how to measure teacher candidate scores and provided inaccurate reviews of performance (Bastian et al., 2016). Insufficient feedback may lead to a failure to highlight performance weaknesses within a teacher candidate's K-12 field experience, which may involve being unprepared in terms of appropriate use of classroom materials, classroom time, and technology. According to Stein and Stein (2016), there was a need for professors, clinical supervisors, and faculty involved in any aspect of teacher education preparation to be actively engaged in helping teacher candidates understand upcoming challenges they face within the classroom, with feedback as the primary method through which teacher candidates can learn their strengths and weaknesses within K-12 classroom settings.

The university clinical supervisor's responsibility is to ensure teacher candidates met the needs of America's K-12 students and oversee the transition from student to novice teacher. Clinical supervisors often assumed they were performing their job correctly, yet when asked about their specific duties, including providing feedback, responses often varied significantly (Martin & Russell, 2018). Therefore, there was a need for all clinical supervisors to be trained and guided adequately in order to provide teacher candidates quality feedback to become prepared and professional K-12 teachers. Teacher candidates need field experience that includes pedagogical coaching and interaction with both K-12 students and the surrounding community along with skilled coaching in order to develop as quality teachers (Loman et al., 2020). If teacher candidates attending the university do not receive adequate quality feedback, this issue

may lead to low Teacher Performance Assessment (TPA) scores and could impact the reputation of the institution.

Evidence demonstrating the need for accurate and aligned feedback to assess teacher candidates, is the impetus to investigate perceptions of TED teacher candidate feedback issues at the university. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process.

Definition of Terms

The following terms either appeared frequently or are words that pertain directly to teacher education.

Anchor assignment: Anchor assignments for students seeking a K-12 credential are "determined by a series of anchor activities that assess field-experience observations, lesson plans, demonstrated dispositions, teaching lessons, projects, portfolios, research papers, and, in some programs, a thesis" (Beyer, 2011, p. 50).

Clinical supervisor: According to Farhat (2016), the clinical supervisor's role is to guide the novice teacher to improve classroom performance and develop professionally. Keenan (2018) defined a clinical supervisor as an individual with more experience who can guide another member within the same profession with both insight and guidance to help them develop professionally.

Differentiation: This term refers to an instructor following a format that respects varied methods by which individuals learn; for example, some students are auditory, visual, hands-on, and reflective learners (Loeser, 2013).

Double-loop learning: The goal behind double-loop learning is to change behaviors once the underlying cause has been identified (Azadegan et al., 2019).

Field-based evaluation: The website associated with the university under study defines the field-based evaluation as working in a K-12 classroom while engaging in planning, professional development, and teaching for a complete school day.

Field supervisor: According to Keiser et al. (2011), the role of the field supervisor is to assess and guide teacher candidates during their field-based evaluation. This phrase is interchangeable with the term "clinical supervisor" (Keiser et al., 2011).

Master teacher: A master teacher is a professional and experienced teacher in a particular classroom who directs, supervises, and guides the teacher candidate engaged in their field experience (Stinnett, 1957).

Novice teacher: A novice teacher is a K-12 teacher experiencing their first few years of teaching after having received their teaching credential or licensure (Curry et al., 2016).

Single-loop learning: The focus of single-loop learning is to find and fix errors based upon normal routines and procedures (Azadegan et al., 2019).

Student teacher: An individual placed within a K-12 classroom who is engaged in their first teaching experience while under supervision from both the regular classroom teacher and supervisor, the student teacher receives feedback about their teaching skills (Cuenca, 2012).

Teacher candidate: Caukin and Brinthaupt (2017) defined a teacher candidate as a student within a TED program who is engaging in the field experience process and

seminars within their institution during the final stage of their credential program before applying for a K-12 teacher credential.

Teacher Performance Assessments (TPA): The TPA includes a series of four written questions required that must be answered by a teacher candidate in order to obtain a teacher credential (Commission on Teacher Credentialing, 2018, p. 2).

Teacher education program: Creasy (2015) defined a teacher education program as a type of program which involves coursework designed to guide future teaching and demonstrating and performing knowledge, skills and dispositions so they can be successful within a K-12 classroom environment.

Significance of the Study

Leaders of TED programs face increased pressure to provide a field experience that prepares teacher candidates to guide K-12 students from various cultures along with using effective classroom strategies. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process.

Findings from the study could guide TED faculty to better understand and address issues involving the field-based evaluation process and create positive change in regard to the implementation of teacher candidate feedback. This study may offer insight into how TED faculty can address possible feedback discrepancies with the TPEs that are the basis of quality teaching. During this basic qualitative study, I explored the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process provided by clinical supervisors to teacher candidates. Clinical

supervisors were required by the university's TED faculty to visit teacher candidates twice at minimum during their field experience to provide feedback about teacher candidate performance, which was addressed via an evaluation rubric which addressed whether the teacher candidate was meeting TPEs. Observations from clinical supervisors may be announced to the teacher candidate in advance, but scheduling an observation is not a requirement, and clinical supervisors may arrive to conduct a field experience observation unannounced. After clinical supervisors completed their assessment of teacher candidate performance via the evaluation instrument provided by the university, feedback was uploaded to a secure password-protected portal on the university's website where teacher candidates reviewed comments. Understanding the feedback process involved in how teacher candidates are evaluated was the objective for this basic qualitative study.

After completion of semistructured interviews with TED faculty, clinical supervisors, and teacher candidates working towards their K-12 credentials, results may allow for a stronger understanding of the feedback process regarding evaluation of teacher candidates. Further, findings supported a stronger understanding of the current feedback process regarding evaluation of teacher candidates. Findings from the study may help other higher education institutions with TED programs better understand teacher candidate feedback and evaluation processes. The findings may lead to positive social change by enhancing feedback and guidance during teacher candidate field experiences.

Research Question

The guiding research question within this basic qualitative study was:

RQ1: What are the perceptions and experiences of TED faculty, clinical supervisors, and teacher candidates about the feedback process for evaluation of teacher candidates?

Review of Literature

In this section, I introduce the following topics: the phenomenon that grounds the study, conceptual framework, relevant literature; teacher education background, programs, and design, TED program at the university, federal laws and state requirements for student teaching, TED faculty role guiding the feedback process, design, development, and use of evaluation instruments, and perception of feedback as a worldwide issue. The literature review focuses on the feedback process regarding the evaluation of teacher candidates. In addition to the literature review, I included a critical analysis of the use and implementation of rubrics as an instrument to evaluate teacher candidates. The primary focus of this literature review involves current research regarding development, issues, and research-based suggestions involved with the student teaching feedback process, along with explanations of federal, state, and legal requirements to obtain teaching credentials, which includes field experience components and observations by clinical supervisors.

Conceptual Framework

The phenomenon grounding this study was the process of how teacher candidates are offered feedback when engaged in field experience. A positive experience with

detailed feedback during student teaching can lead to ongoing professional practices for

new teachers who can use their feedback as a tool to be successful within the K-12

environment. TED programs have changed substantially in America, yet a quality field

experience, along with the feedback offered by clinical supervisors, remains the bedrock

of all TED programs (Wasburn-Moses, 2018). There have been numerous state and

federal laws introduced to enhance teacher education such as the ESSA , which was

passed to ensure all students had equal and fair education, along with new test materials

and regulations for K-12 student assessment (Klein, 2016). However, one aspect of

teacher education that remains unchanged is the clinical supervisor's role of overseeing

the teacher candidate during the field experience process (Walsh et al., 2017). The 1,200

plus TED programs in America are under substantial pressure from state and federal

governments to boost their performance. The Council for Accreditation of Educator

Preparation says that upcoming teacher candidates must have at last 3.0 grade point

averages and higher than average scores on the ACT (Weiss, 2015). In 2016, the US

Department of Education revised regulations where TED programs would be assessed for

quality by measuring the success of K-12 students taught by new teachers.

Standardized assessments such as the TPA have been developed at the national

level to evaluate preservice teachers. These include video footage of the teacher

candidate in the K-12 classroom, but these videos only show an assessor 20 minutes of

footage, as compared to the four observations required of the clinical supervisor (Bastian

et al., 2018). Therefore, it is the clinical supervisor who plays an essential role in

ensuring teacher candidates are prepared to enter a K-12 classroom environment (Nair &

Ghanaguru, 2017). Evaluation instruments for assessing teacher candidates are designed

to encompass all six domains of the TPEs, which are : (a) subject matter competency, (b)

assessment of student learning, (c) engaging students, (d) planning and instruction, (e)

creating an effective environment for student learning, and (f) developing as a

professional educator. TED faculty oversee the training and development of these

evaluation rubrics to ensure clinical supervisors are performing their observations so

teacher candidates can be aware of their lesson planning, classroom management, and

assessments used within the classroom. Ineffective feedback lacking constructive

criticism from clinical supervisors can hinder the professional development of teacher

candidates (Ellis & Loughland, 2017).

Argyris' theory of single-loop learning and double-loop learning was used as the

conceptual framework within this study. The theory of single-loop learning and double-

loop learning involves allowing participants to state what they think, try to understand

what others are thinking, and allowing individuals within organizations to change their

mind based on evidence and reasoning when issues arise (Friedman et al., 2014). Argyris'

theory has been used by organizations who are seeking positive change by seeking out

truths for why certain procedures and routines are not effective. Large corporations and

educational systems have used single-loop learning and double-loop learning to find

answers regarding why certain procedures or policies are ineffective. Argyris' theory was

useful as a means to identify primary and ongoing issues within the feedback process.

Bartunek (2014) said single-loop learning and double-loop learning revolutionized

understanding within organizations by emphasizing error detection and making

corrections essential components of improving a system or process. Using this theory

provided insight regarding perspectives gathered via semistructured interviews by

allowing for issues to be discussed during interviews along with other perspectives

regarding the feedback process for evaluation of teacher candidates. The theories of

single-loop learning and double-loop learning have been used to change the learning

behaviors of individuals within organizations and motivate them to engage in more

positive and consistent manners (Newman & Farren, 2018).

Argyris (1977) said researchers ask basic research questions during the single-

loop learning process, with most participants responding in a civil manner, yet during the

double-loop learning process, the interviewer penetrates deeper to help reveal

participants' frustrations and true emotions about a process. Argryis (1977) said:

> Organizational learning is a process of detecting and correcting error. Error is for
>
> our purposes any feature of knowledge or knowing that inhibits learning. When
>
> the process enables the organization to carry on its present policies or achieve its
>
> objectives, the process may be called single-loop learning. Single-loop learning
>
> can be compared with a thermostat that learns when it is too hot or too cold and
>
> then turns the heat on or off. The thermostat is able to perform this task because it
>
> can receive information (the temperature of the room), and therefore take
>
> corrective action. If the thermostat could question itself about whether it should
>
> be set at 68 degrees, it would be capable not only of detecting error but of
>
> questioning the underlying policies and goals as well as its own program. That is
>
> a second and more comprehensive inquiry; hence it might be called double-loop

learning. When the plant managers and marketing people were detecting and

attempting to correct error in order to manufacture Product X, that was single-

loop learning. When they began to confront the question whether Product X

should be manufactured, that was double-loop learning, because they were now

questioning underlying organization policies and objectives. (para. 8)

Argyris' theory guided semistructured interviews regarding personal perspectives

pertaining to the clinical supervisor feedback process to guide teacher candidates. By

understanding underlying policies and routines, organizations may recognize explicit

errors within a process and be able to possibly fix them.

Based upon this understanding of Argyris' theories of single-loop and double-

loop learning, it is appropriate to delve further into the theory that grounds this study. In-

depth explanations of single- and double-loop learning are provided in this study. This

section concludes by explaining how Argyris' theory is best suited for this study

approach.

Single-Loop Learning

Argyris' theory has two stages; the first is known as single-loop learning. The

purpose of single-loop learning is to help those who are looking for improving a process

to identify basic errors within a system or organization (Argyris, 2002; Bokeno, 2003).

Single-loop learning involves first identifying errors an organization may be making

without questioning why a process has certain rules and parameters from the beginning

(Bokeno, 2003). Single-loop learning involves identifying mistakes changing action

strategies that caused errors(Peeters & Robinson, 2015). The single-loop process allows

for an organization to identify surface gaps and inconsistencies (Abernathy, 1999). According to Argyris (2002), most organizations conclude their questioning after the single-loop learning process and adopt a new action strategy to fix an issue, but the single-loop learning stage does not involve questioning beliefs and assumptions regarding why initial guidelines and actions were chosen, and therefore changing a routine or process does not always yield positive results from the single-loop learning stage only. The single-loop learning process only questions the process within an organization, and this does not address why actions were chosen from the beginning (Peeters & Robinson, 2015). The single-loop learning process may involve identifying surface errors within the feedback process to highlight what basic errors may be problematic.

Double-Loop Learning

The second stage of Argyris' theory is double-loop learning whereby an organization delves deeper into finding possible specific problems to create solutions so errors can be fixed and possibly even eliminated permanently (Argyris, 2002; Bokeno, 2003). Double-loop learning can also include the idea of an organization evolving and growing as a whole due to analyzing both successes and failures (Matthies & Coners, 2017). Double-loop learning involves questioning values and beliefs that guide choices created by those within an organization; when prior attempts have failed, this stage becomes vital in terms of questioning how a process originally began (Argyris, 2002). Double-loop learning involves exposing truths, questioning processes, and looking beyond the single-loop layer and then applying a different approach, technique, or skill to aid organizations to successfully change (Bokeno, 2003). Data garnered from the double-

loop organizational learning stage allows for organizations to learn about designing

effective polices, encourage new methods of thinking, and allow for fresh creativity

based upon honest answers to interview questions (Jaaron & Backhouse, 2017). The

double-loop learning stage may allow for honest truths about the feedback process to be

revealed, and leaders may make appropriate adjustments to processes so new strategies

can be appropriately applied.

Single-Loop and Double-Loop Learning as a Logical Approach

By combining both single- and double-loop learning, I was able to identify causes

of basic errors from the beginning so these issues could be addressed. The single-loop

learning stage highlighted basic errors within organizations which involve affiliated

individuals following certain protocols. Once errors have been identified during the

single-loop learning process, the researcher can then move to the double-loop learning

stage to question the process of how an organization developed a certain protocol or

guideline from the very beginning, and then offer solutions from the data that may be

more effective (Argyris, 2002). Furthermore, certain truths can be identified during the

double-loop learning stage which can identify exact causes of why guidelines are not

followed, and this can further aid in the development of new techniques and protocols

(Argyris, 2002). Finally, combining both single and double-loop learning as a whole can

result in a reflective form of learning where an organization can move beyond isolated

problem-solving and adapt new procedures, standards, policies, and objectives (Matthies

& Coners, 2017).

Argyris' theories of single- and double-loop learning guided my qualitative study via surface perspectives from participants during the single-loop stage, and furthermore delving deeper into perspectives during the double-loop stage. Argyris' theory is best suited for qualitative studies that focus on typical organizational problems and information that might usually be withheld (Berger, 1983). Argyris' theories of single- and double-loop learning were used to support and frame strategies implemented during semistructured interviews, as single- and double-loop learning are most effective for qualitative studies where procedures are often taken for granted, or there is a situation where blame is being applied, or both (Jaaron & Backhouse, 2017).

Argyris' theories guided the study during its final stage as this theory has been proven to be effective in adapting new strategies and methods. Argyris' theories supported the questioning of participants and analysis of data derived from semistructured interviews wherein participants disclosed problems and issues involving tasks, requirements, and clinical practice observations in regard to the feedback process. During the single-loop learning stage of semistructured interviews, participants may not reveal honest perceptions regarding interview questions due to fear of embarrassment, but when trust between the researcher and participant has been established, individuals can be candid in terms of questioning underlying assumptions about themselves, their organization, and the processes used within organizations.

Argyris' theories supported my study by revealing truths from the semistructured interviews regarding the feedback process. Argyris' work has been recognized as revolutionizing the understandings of learning within organizations by using an

alternative approach to focus on routines by emphasizing error detection as a means of fostering learning to promote change and not just define problems (Bartunek, 2014). Teacher candidates often do not understand the feedback provided by their assessors (Douglas et al., 2016) during their student teaching observations, so Argyris' theory helped participants to reveal truths about the feedback process obtained during the semistructured interviews. Argyris' theory further guided the questioning strategies through the semistructured interviews considering many of the TED faculty and clinical supervisors at the university met infrequently, and distant involvement of faculty can often cause a disconnect between the actual institution's requirements and the learning in the classrooms (Gardiner & Lorch, 2015).

Review of the Broader Problem

Research for this qualitative study's review of literature was gathered using the Walden University Library, in particular, the databases EBSCO and ERIC. The four databases primarily used within EBSCO were Academic Search Complete, Education Source, Taylor Francis Online, and ProQuest Central. I was also able to gather further data by investigating the resources referenced within the original search result documents obtained from the electronic databases, and locate further research pertaining to perceptions of teacher candidate feedback and how feedback may affect the performance of future teachers in K-12 classrooms.

Common search terms implemented were *teacher candidate feedback*, *student teacher evaluations*, *issues within student teacher feedback*, *teacher candidate problems, teacher candidates, teacher candidate issues, perceptions of teacher education issues,*

teacher education, student teacher feedback, student teachers, student teaching

requirements, student teacher observations, clinical supervisors, clinical supervisor

feedback, and *teacher education evaluation problems*. Quotation marks were used

around phrases to focus on specific keywords to find relevant literature. Article

publication dates reflected current literature in the field, focusing upon publication dates

from 2016, as peer reviewed sources framed the current understanding within the field,

while seminal works grounded the review of the broader problem as was necessary and

appropriate.

Resulting from this in-depth search and critical review of the broader problem as

it is connects with the TED lead faculty's issue at the university addressed in this study,

the following primary topics were the focus of the review of literature: TED background,

programs and design; the TED program at the university; federal laws and state

requirements for TED programs; teacher education leadership; design, development and

use of evaluation instruments; perception of feedback as a worldwide issue.

Teacher Education as a Profession

According to the National Council on Teacher Quality (2020), American schools

employed more than three million teachers and there were 27,000 programs and

approximately 2,000 separate TED programs in America. Teacher candidates often feel

overwhelmed by the coursework within their TED program, stating they needed more

practical suggestions from professionals along with appropriate pedagogy planning,

technology use, and instructional strategies for K-12 classrooms (Mitchell, 2020). Most

potential teachers enter the K-12 profession only to discover that most professional

development offered at a school where they have been hired lacks focus on improving

student-teacher relationships and creating a bond and understanding children are factors

that must be addressed within a teacher education program (Duong et al., 2018). Because

there is a need for TED programs to teach future teachers to work with K-12 students,

teacher education programs are often subject to devoting excessive time and energy

adapting to changing accountability mandates, accreditation and reaccreditation, along

with new standards, which is often frustrating and overwhelming for faculty within TED

programs (Henning et al., 2018). According to Smith and American Enterprise Institute

(2019), many parents and K-12 students state schools do not fulfill student needs,

establish accountability, or offer diverse curriculum choices. There is still no method of

determining if the effectiveness of a TED program is linked to an effective career in K-12

teaching (Mayer, 2021).

Teacher Education Background

In the seventeenth and eighteenth centuries, there was no high school or college

diploma required to become a teacher; rather, a local clergy member would appoint an

individual as long as this person was capable of reading, writing, and a person of good

moral standing (McFeeters, 2018). Benjamin Franklin recognized there was a need for

quality educators, and he established an academy in Philadelphia to create future teachers

who would be taught mostly by English Quakers and Baptists (McFeeters, 2018).

Teacher education programs were referred to as normal schools during the nineteenth

century, consisting of 2-year institutions offering courses such as history, philosophy of

education, and methods of teaching (McFeeters, 2017). Most of these 2-year teacher

education institutions became 4-year teacher education colleges by the close of the nineteenth century (McFeeters, 2017).

Teacher Education Programs

Until about 30 years ago, most traditional TED programs issued a teaching certificate that would be valid for life; however, teacher certificates issued by states now require positive evaluations, additional coursework, and credentials must be renewed every three to five years (McFeeters, 2017). According to the National Research Council (2001), all states require a 4-year degree in a specific content area, and some form of student teaching that varies in length from 9 to 18 weeks. The Council for Accreditation of Teacher Education Programs (CAEP) requires for TED programs to be designed so that the field experience is the central component used to demonstrate the knowledge, skills, and classroom management needed to positively impact the K-12 student learning experience. According to Kretchmar et al. (2018), TED programs take two years or longer to complete, and most of these include a full semester of student teaching with formal observations by a clinical supervisor.

Professional Standards and Licensure Expectations

TED programs originally offered credentials that were valid for life, but each state varies with credential renewal requirements, along with the amount of teacher candidate hours to obtain a teaching credential which can range from 30 to 75 hours (McFeeters, 2018). A majority of states require a post-bachelor's degree for those who wish to pursue a K-12 teaching credential and some states include a mandatory fifth year to focus on teacher education classes and student teaching to enter the K-12 profession (McFeeters,

2018). According to Koellner and Greenblatt (2018), traditional TED programs are based on the teacher candidate learning behavioral theories with workshops by experts to share knowledge, but there has been a trending movement towards a constructivist approach to teaching with the intent being for teacher candidates to engage in more instruction with a focus on K-12 student and teacher reflection.

All TED programs require teacher candidates to spend a substantial portion of time in K-12 schools engaging in classroom observation, teacher aide duties or field experience (McFeeters, 2017). According to Singh (2017), the most important components of TED programs are field experiences and clinical practice. The CAEP lists five standards for measuring the effectiveness of teacher education programs: (a) content; (b) clinical practice; (c) teacher candidate quality; (d) program impact; and (e) provider quality (CAEP, 2018).

Seminar Classes to Support Teacher Candidates

One of the required classes for teacher candidates in many preparation programs is the seminar class in which the instructor will address theoretical and practical goals for the classroom. This class can often be overlooked as an important element in creating a positive and transformative learning environment for K-12 students (Schissel, 2016). The seminars are also an opportunity for teacher candidates to investigate new practices in a creative way that can be immediately useful within the K-12 classroom and deepen the learning experience along with guiding these individuals to become competent teachers with the master teacher's approval (Herrmann & Gallo, 2018). According to Kretchmar and Zeichner (2016), the field experience component should offer the same integrity as

teacher candidate seminars, a quality teacher education program allows the upcoming teacher to see their roles as professional teachers within the community and schools.

Federal laws affecting the teacher field experience component.

Some mandatory changes affecting teacher education occurred in 2016 when the U.S. Department of Education released new guidelines for TED programs to assess the measure of quality based on K-12 student success (Andrews et al., 2017). According to the Mena Report (2016, para. 4), the goal behind these regulations is to provide more flexibility within state assessment of TED program performance, the annual reporting should demonstrate continuous improvement and feedback, along with ensuring teacher candidates' skills align with student diversity based upon physical location of the TED program.

Every state requires for students seeking a credential to demonstrate basic knowledge via having either a bachelor's degree in a content area, although most states require subject matter competency or pedagogical knowledge test, the most common exam is the Praxis (Painter, 2018). The Praxis has two sections, Praxis I assessed a teacher candidate's basic academic skills, Praxis II examined subject matter competency (Painter, 2018). A total of 44 states used the Praxis as an essential testing component as part of the K-12 teacher credentialing process, the remaining states, Massachusetts, for example, created their own standardized teacher competency and subject matter tests as a requirement (Painter, 2018).

California Requirements for Earning a Credential

To be placed within a K-12 school and enter student teaching, all pre-teacher candidates must obtain fingerprint clearance per the California Department of Justice along with the Federal Bureau of Investigation (Commission on Teacher Credentialing, 2018). According to the Commission on Teacher Credentialing, 2018, p.1), there are six mandatory areas teacher candidates have to fulfill in order to obtain a preliminary credential, these include: (a) complete a baccalaureate or higher degree; (b) pass the basic skills test; (c) verification of subject matter competence; (d) pass a Constitution test, or pass an appropriate Constitution class; (e) complete a commission-approved teacher preparation program, which includes K-12 field experience; and (f) obtain a formal recommendation from the teacher education institution.

TPA Tests

One of the requirements some states use as part of becoming a credentialed teacher is passing the TPA tests. According to NAME OF AUTHOR (n.d.), a total of 18 states currently required this assessment as part of their teacher licensing, including California, where the university's main campus is located. The TPA was viewed as an authentic form of assessing teacher candidate quality and include submitting recordings of student teaching during the field experience and have even been heralded as improvements to teacher education to raise the stature of the teaching profession, and furthermore, the TPA tests can replace the Praxis II test (Reagan et al., 2016).

Prior to September 2018, the TPA consisted of four written components that include lesson-plan development, teaching, assessment, and reflection which must include multiple examples of K-12 learning evidence, student samples, video clips and

personal reflections (Reagan et al., 2016). However, according to Greenblatt (2019),

these tests may deter strong teacher candidates from entering the teacher profession

because of cost and length of time spent writing answers, detract from the field

experience component, and could result in a teacher shortage, or lead to unqualified

teachers within the classroom. In one particular study, a teacher identified as an education

professor working directly with teacher candidates noted how the TPA was often referred

to as the most disliked portion within teacher education, stating the assessments were a

waste of time, energy and effort (Henning et al., 2018). Another issue with the TPA is

that the tests place emphasis on an outside scorer who is unfamiliar with the teacher

candidate evaluating their responses which can shift guidance away from the clinical

supervisors' evaluations and feedback, and furthermore, depersonalize the student

teaching experience (Henning et al., 2018). A study about the effectiveness of the TPA

concluded that this assessment stripped the teaching profession of its morals and

furthermore gave the impression that teaching is primarily focused on solely following

directions (Donovan & Cannon, 2018). A study conducted by Dwyer et al. (2020) stated

that tests for teacher candidates almost never assess for positive teaching attributes such

as perseverance to work with K-12 children, consistency in teaching practices, and caring

for children.

Alternative Methods for the Student Teaching Component

There are various programs and methods for pre-service teachers to obtain a

teaching credential. Teach for America (TFA) is an alternative design for obtaining a K-

12 credential in which TFA places college graduates into K-12 classrooms with at-risk

students as opposed to offering a traditional student teaching that the teacher candidate usually pays for with out-of-pocket expenses (Conn et al., 2020). The alternative approach TFA uses to earn a credential accounted for 26% of TED programs in the United States (Conn et al., 2020). However, TFA has been noted for its inability to prepare teacher candidates adequately, especially as pertains to teaching special education students (Thomas, 2018).

It was also possible to obtain an emergency credential to teach schools in the event of a teacher shortage and a school or district is unable to locate credentialed teachers. An emergency credential allows for an individual to teach without having completed the student teaching component normally required by most TED institutions. According to the CTC (2018), five requirements are mandatory to receive an emergency credential, and these include: (a) 90 semester units of course work from a university; (b) verification of enrollment in a university; (c) basic skills requirement test passed; (d) fingerprinting; and (e) an application fee.

There are also alternative methods of having a clinical supervisor observe a classroom. K-12 schools that are in urban areas and not within close proximity to higher education institutions offering teacher education programs use virtual coaching as an alternative approach as opposed to having a clinical supervisor observe the field experience. Clinical supervisors can use technology such as Skype to observe the teacher candidates and are able to offer immediate guidance and feedback that was found to not be disruptive to the classroom (Wake et al., 2017).

Issues Regarding Student Teaching and Feedback

Effective TED programs place emphasis on providing practical experience through the student teaching component and observation that will most likely support student learning (Jenset et al., 2018). The time spent student teaching is intended for the clinical supervisor to reflect on the performance and pedagogical knowledge of the teacher candidate in various classroom settings (Singh, 2017). Some members of the public and teacher candidates themselves believe that there are excessive requirements for new teachers, and these include spending time planning lessons never taught before, adjusting to a new work environment, being assigned the most challenging classes, and an expectation to coach, devote time to supervisions and begin work on a Master's degree (McAllister, 2018). Texas et al. (2016), said a teacher candidate's grade requirements for admission into a teacher education credential program had a substantial impact on the success of teacher candidates, and those with a GPA below 3.0 often did not attain their credential. Clarke (2017) said over 60% of teachers who were new to K-12 classrooms were unprepared, and furthermore, disadvantaged students were often disproportionately taught by these new and inexperienced teachers.

As state and national scrutiny of teacher education has intensified because of new laws such as the ESSA, TED programs are faced with the task of proving teacher candidates are prepared for effective classroom practice and appropriate student assessment (Bomster, 2019). However, teacher educators often lack confidence about how to incorporate literacy instruction in courses to guide teacher candidates during the field experience component, with literacy being an essential component of the Common Core Standards (Birdyshaw et al., 2017). Teachers who are ineffectively trained and

provided ineffective feedback, especially during the field experience requirement, are

unaware of poor classroom management skills which can hinder the understanding of

content for K-12 students within their classroom (Aldrup et al., 2018). Research suggests

that teachers who reflect on their own relationships with K-12 students and use these

interactions as a basis for developing curriculum are often the most effective teachers in

the classroom (Foong et al., 2018; McFeeters, 2017; Singh, 2017). With TPEs now

focusing on authentic assessment, it is important to note how ineffective teachers were

guided by their teacher education programs to provide tests as a means of assessment,

whereas quality teachers were informed by clinical practice observations to use more

authentic forms of assessment, including group work to optimize the learning

environment within the K-12 classroom (Barnes, 2017).

Some higher education institutions began revising their programs to include

alternative approaches to student teaching and clinical practice observations. For

example, Gary and Mathias (2016) noted that when teacher candidates engaged in peer

review as part of their field experience, these individuals often learned more from their

peers than the feedback provided by their clinical supervisors. Performance feedback

whereby a K-12 teacher observes the teacher candidate to measure and reinforce a

specific teaching practice has also been suggested as a means to improve pedagogical

practices and provide feedback aside from just the clinical supervisor's perspective

(Collins et al., 2018). Clinical supervisors often fail to ensure the master teacher is

supporting the teacher candidate with additional feedback to enhance K-12 teaching

performance (Alemdağ & Özdemir Şimşek, 2017).

A dedicated clinical supervisor can help contribute to the quality of a teacher candidate (Russell, 2017). Thieman (2016) recommended that clinical supervisors and teacher candidates collaborate more frequently than the standard scheduled four visits and also engage in other activities such as choosing appropriate classroom texts, design syllabi, and even join school committees together to understand the K-12 experience better. However, a study compiled by Ward (2016), stated that 44% of teacher training programs had seen increases in prospective teachers drop out of courses and student teaching because of excessive workload and demand for their time. Furthermore, researchers Yildiz and Gizir (2018) stated that most TED programs do not offer the most appropriate match between teacher candidate, or type of school and classes available, but when prospective teachers and K-12 schools are appropriately matched, future teachers may have a more positive perception of teaching, which in turn may be beneficial for K-12 students.

Further studies reflect there is a need for the student teaching component to prepare teacher candidates for everyday classroom activities by making social connections with both students and parents (Demirtas, 2018; Willemse, de Bruïne et al., 2017). These include forming a strong bond with K-12 students by knowing how to recommend extracurricular activities and other school-based activities that can help students feel better connected and accepted into their school (Demirtas, 2018). Willemse et al. (2017) said that teacher candidates felt the need for more interactions with parents and to connect with family backgrounds and cultures as opposed to learning about theories during the field experience process. Flory and Walton-Fisette (2015) said many

teacher candidates are not trained to engage in unplanned sociocultural conversations with their students and this factor may be overlooked within the feedback process. The issue of race and tolerance is also not integrated enough into the teacher candidate experience, which may hinder a new teacher from being prepared to manage a multiculturally diverse K-12 classroom (Solic & Riley, 2019).

Woloshyn and Savage (2018) said teacher candidates may not receive training that allows them to engage in conversations with parents, administration and other educators about mental health and wellness. Professional conversations with parents and other educators are essential matters that arise in practically all American classrooms in acknowledging and understanding individual education plans (IEP's) that highlight specific learning needs as part of the *Individuals with Disabilities Education Act* of 2004 (Phillips, 2013). Teacher candidates may not receive the opportunity to work with children with learning disabilities or who are on the autism spectrum, and therefore they may fail to understand their individual education plans, also known as an IEP (Lauderdale-Littin & Brennan, 2018). Therefore, being placed within classrooms where special education students are enrolled can be beneficial for teacher candidates in learning to make appropriate accommodations and understand the IEP process.

The problematic issue of cyberbullying was also mentioned as an issue that was not always taught or evaluated within the feedback process of student teaching, although younger teachers may have a better understanding of this generational problem having grown up with social media themselves (Kyriacou & Issitt, 2018). A study conducted by Spear and da Costa (2018), noted how most TED programs were ineffective in preparing

teacher candidates to address the issue of gender equality. Developing skills to engage in challenging discussions with K-12 faculty about personal wellbeing and adjusting to challenges within the classroom is helpful for teacher candidates, but this is not always included within feedback, leaving new teachers to learn about collaborating with their peers only after entering the teaching profession (Paterson & Grantham, 2016).

A 2018 residency program found that teacher candidates who were ensconced within the local area and consistently involved with students whether through tutoring or actual teaching time had a 92% retention rate within their new school after completion of their credential (Goodwin et al., 2018); therefore, the placement of the teacher candidate may be paramount to their success. According to Martin and Mulvihill (2017), teacher education programs can vary substantially in terms of guiding teacher candidates, with some teacher candidates noting a quality experience and stating they were fully prepared to teach, while others mentioned the preparation for the classroom was poor. A study conducted by Schwartz et al. (2018) suggested that teacher candidates were often not provided with explicit details from clinical supervisors about how to specifically enhance content within their K-12 planning. If teacher candidates do not receive appropriate feedback and constructive criticism, their future teaching experience could affect K-12 students negatively for years to come (Barry et al., 2021). Guidance from faculty in TED programs that support teacher candidates being connected to their K-12 students have been suggested to help reduce teacher stress and increase satisfaction of the teaching career (Ouellette et al., 2018).

According to Moon (2016), one of the most important elements that has always been a part of all TED programs and is the backbone behind becoming an effective teacher is the field experience component that must be passed by teacher candidates in order to be issued a credential. Stein and Stein (2016), noted how there is a need to ensure prospective K-12 teachers are prepared for the classroom by updating their TED classes and field experience. Ensuring that all teacher educations programs continuously update their methods, classes and strategies could lead to more effective teachers in the K-12 profession, which in turn could result in improved education for K-12 students.

Roles within the Feedback Process

All TED programs must ensure teacher candidates are prepared to enter the classroom and provide quality curriculum, and this can be demonstrated during the field experience via accurate feedback (Walsh et al., 2017). There is a need for all TED programs to aid in the development of teacher candidates in making conscious dispositions of their teaching, including teaching methodology, professional placement, job satisfaction, and ability to recover from setbacks within the K-12 classroom (Wake & Bunn, 2016).

Teacher Education Faculty

The faculty within TED programs recognize that the student teaching experience, observations, and feedback have changed over time quite substantially, therefore the leaders of such programs must continue to create new and innovative approaches to connect teacher candidates with young people and schools, and this can only be successful through ongoing improvement and providing adequate feedback (McGraw,

2018). Clemmons and Nolen (2016), noted the importance of a lead faculty, or supervisor's experience, and knowledge as the basis for recruiting, and hiring professional individuals who will be responsible for providing quality feedback. A study conducted by Anagnostopoulos et al. (2018) stated that the best methods to create positive change within teacher education programs was for faculty to include clinical supervisors and teacher candidates to collaborate and find new ways of revising teacher education.

Koellner and Greenblatt (2018) noted how there has been a substantial shift in teacher education classes from a focus on behavioral theories to a more constructivist, sociocultural approach, but faculty in many TED programs did not update their classes enough for teacher candidates to be successful with newer classroom strategies. Teacher candidates often state there are excessive requirements and knowledge based more on theory than application, and there is a need for TED faculty to adjust the pedagogical content, so the material and feedback received aligns better with expectations of the modern classroom (Puustinen et al., 2018).

Clinical Supervisors

The clinical supervisor plays an essential role in the summative assessment of teacher candidates through observations; thus, the reliability and validity of mastering K-12 teaching is paramount. A clinical supervisor's visit to observe a teacher candidate is crucial in providing not only quality feedback to the performance of a teacher candidate, but also communicating with the master teacher who regularly instructs the K-12 classroom. Furthermore, there is a need for teacher candidates to be better assessed by

their clinical supervisors in regard to developing positive relationships with each individual K-12 student rather than relying on the overall emotional climate in the classroom to benefit students (Rucinski et al., 2018).

Ellis and Loughland (2017) concluded that clinical supervisors often give insufficient feedback comments to teacher candidates. A study conducted by Alemdağ and Özdemir Şimşek (2017) noted that teacher candidates were mostly stressed over classroom management and suggested there is a need for clinical supervisors to focus more on how they can discipline their K-12 students. A case study conducted within a higher education teacher training program noted how if clinical supervisors are not aware of their own feedback lacking quality and provide poor response examples, pre-service teachers may also provide inadequate feedback to their own K-12 pupils (Arts et al., 2016).

Many TED programs hire retired teachers and principals to assume the role of clinical supervisors, and because these individuals have been retired from the school system for years, their assessment of teachers can be outdated (Lyde et al., 2016). Francis (2017) noted in his study how even though TED programs attempt to offer new methods of instruction and classroom management, it is the mentors, university faculty and clinical supervisors who may revert back to their own teaching beliefs and strategies they learned while in a TED program.

Teacher Candidates

Teacher candidates learn best when provided an aligned and scaffolded K-12 experience that includes coaching and modeling from knowledgeable mentors that

emphasizes an accurate responsibility of the classroom in slow increments (Francis, 2017). There are often inconsistencies between how teacher candidates incorporate instructional practices, highlighting how TED programs often lack cohesion within coursework to prepare teacher candidates (Sandoval et al., 2020). Most teacher candidates are not aware of their civil and human rights and how this could affect their future as a teacher (Erdem, 2021).

Critical Analysis of Perceptions of Teacher Candidate Feedback

Receiving accurate and reliable feedback from clinical supervisors is essential to the success of the teacher candidate (Ellis & Loughland, 2017; Walsh et al., 2017). K-12 students who rate their classroom teacher with feedback have a greater influence on changing teacher behavior than a TED program (Hofer & Tacke, 2021). Literature is critically analyzed and presented, regarding the perceptions of how TED faculty, clinical supervisors and teacher candidates may guide analysis of the study.

TED Faculty Perceptions

Despite TED faculty attempting to align clinical supervisors' evidence writing with the evaluation instrument, the individual facilitation style of the observer has substantial impact on teacher candidates' evaluation, which often results in inconsistent feedback (Foong et al., 2018). TED faculty view their roles as essential in supporting and developing teacher candidates so they can become highly-skilled professionals (Grobgeld et al., 2016).

Clinical Supervisor Perceptions

Because clinical supervisors expect to collaborate with teacher candidates, most clinical supervisors state that they do not schedule time to or view collaborating with master teachers as necessary (Portelance et al., 2016). There is a positive relationship when clinical supervisors are supported by TED faculty in charge of teacher candidate feedback and this influence can enhance their job performance (Uzun & Ozdem, 2017).

Teacher Candidate Perceptions

Many teacher candidates feel supported with the feedback and guidance from clinical supervisors as long as the evidence written includes constructive criticism, but feedback having limited details is considered one of the largest negatives of the field experience as the teacher candidates wished for more information for how they could improve their professional performance (Martínez-Agudo, 2016). Brown et al. (2017) performed a study examining the perspectives of teacher candidates' training within a teacher education program and concluded teacher candidates themselves recognized the need to have a specialized knowledge of content and ability to understand family backgrounds and cultures before they even entered the profession, therefore some professional goals that clinical supervisors are expected to measure may be common expectations for individuals entering the K-12 teaching profession. Another similar issue within teacher education in America is the perception of teacher candidates who believe that teaching children to be good citizens is more important that content knowledge (Sahin, 2019).

Maloy and LaRoche (2017) noted how many teacher candidates begin their field experience with the same mindset and approaches to teaching based upon their

experience of their own K-12 experience. These prior beliefs include the suggestion that some teacher candidates do not value digital learning in the classroom and instead insist on use of traditional books only, despite digital assessment within the K-12 environment being an essential component of the TPEs (Prasojo et al., 2018). Many teacher candidates feel overwhelmed by the amount of work and stress they endure during their field experience, and there is a need for clinical supervisors to recognize and address these symptoms to avoid pre-teacher burnout (Väisänen et al., 2018). Salajan et al. (2016) stated that teacher candidates who did not perceive their feedback as important also had displayed ineffective lesson plans to their clinical practice supervisor.

Perceptions of Teacher Candidate Feedback Worldwide

Teacher education has also been proven to have issues throughout the world. The following examples from various countries worldwide suggests the need for teachers to be adequately prepared for the K-12 classroom by receiving the guidance, teacher candidate feedback, and instruction needed to be successful in teaching to increasingly diverse populations.

Asha (2016) explained how due to globalization, there is a need in India for policies to be reviewed, consistent practices to be applied to teacher education and for new teachers to be prepared to teach within an increasingly diverse population. A study in Nigeria noted the importance for attention to detail with policies, regulations and procedures to guide future teachers professionally (Osamwonyi, 2016). A study comparing Nordic K-12 teacher preparation programs to those in California noted how teacher candidates had insufficient practice engaging in teacher roles and concluded that

more practice and less theory was essential to become an effective teacher (Jenset et al., 2018). A study by researchers Hartwig and Schwabe (2018) noted how in Germany there was a need to train upcoming teachers how to group students heterogeneously while also including differentiation strategies for student success.

Design, Development, and Use of Evaluation Instruments

Rubrics, also referred to as an evaluation instrument, are a common instrument used as a protocol for assessment and feedback within TED programs as a means of examining professional knowledge, classroom management, and can also serve as a program evaluation tool to guide instructional practices (Bryant et al., 2016). A well-designed evaluation rubric provides teacher candidates with informative feedback and also lists areas for improvement. Each evaluation assessment should be tied directly in to the TPEs required by California where the university is based to support learning and professional growth of the teacher candidate during their field experience (Brown, 2017).

The evaluation instrument is used as a basis for the clinical supervisor to score different performance levels of the teacher candidate under observation. After the observation, both teacher candidate and clinical supervisor meet to discuss the performance based upon the indicator levels within the domains being assessed. This meeting time allows for the teacher candidate to have several opportunities to review the instrument themselves to see how they can improve their teaching culminating in a summative evaluation by the clinical supervisor (Bryant et al., 2016). The purpose of the evaluation instrument is not only to guide assessment of teacher candidate performance, but also to help improve learning and instruction. However, one study noted how more

specificity is needed within teacher candidate feedback, and clinical supervisors need improved training so students entering the teaching profession can meet federal teaching standards (Ellis & Loughland, 2017).

Clinical Supervisor Expectations for Instrument Usage

According to Drake (2021), clinical supervisors provide feedback of teacher candidates they are observing as having met expectations within the first six weeks of their field experience, giving teacher candidates a false sense that they are ready to enter the K-12 classroom. Clinical supervisors are expected to incorporate teaching methods inherent within the TPEs. Clinical supervisors view their position as a means of guiding the teacher candidate to build relationships with their K-12 students, colleagues and parents, apply appropriate content knowledge and critical thinking skills and ensure academic in the classroom (Donovan & Cannon, 2018). A study compiled by Donovan and Cannon (2018) concluded that clinical supervisors were compelled to spend time providing feedback to teacher candidates based on the standards aligned within the TPA, and not necessarily on their true evaluation of the teacher candidate's performance.

Teacher Candidate Expectations for Evaluation

Teacher candidates under evaluation expect to be assessed for their professionality, self-improvement in the classroom, planning, organization, use of differentiation and making appropriate choices in terms of student behavior (Sahan, 2018). However, according to a study compiled by Alabas and Yilmaz (2018), teacher candidates often regard the evaluation process as involving excessive paperwork and

processes and would opt for a personal discussion about the lesson experience from their clinical supervisor.

TED Faculty Expectations of Evaluations

TED faculty expect for their clinical supervisors to accurately evaluate their teacher candidates' knowledge and ideas they have learned from their coursework, understand their own beliefs, biases, and practices, and take into consideration their learners' cultures and interests along with effective strategies to be used within the K-12 classroom (Dantas-Whitney & Ulveland, 2016). Yet some clinical supervisors provide feedback that contrasts with the educational classes developed by their own teacher education department (Schwartz et al., 2018). TED faculty who are responsible for overseeing clinical supervisors should be aware of their facilitation style to provide the best professional development and programs rather than assuming all clinical supervisors are performing to expectations (Foong et al., 2018).

Importance of Accurate Teacher Candidate Evaluations

According to Ellis and Loughland (2017), field-based evaluations are critical to new teachers' professional growth to meet state expectations. Educating novice teachers how to become professional includes acquisition of new skills, updating teaching strategies as necessary, and finally fine-tuning the skills acquired (Walsh et al., 2017). Furthermore, once teacher candidates learn these classroom skills it is assumed this behavior becomes routine practice in their teaching (Gitomer et al., 2016). Quality teachers who have been effectively trained via their field experience may have the potential to reduce student drop out (Ran & Buckman, 2016). Feedback offered in a

timely manner can prevent teacher candidate mistakes during their practice and allows for instant reinforcement (Safak et al., 2016). In order to be effective teachers, feedback is important so teacher candidates can leave their TED program with both skills and knowledge for the modern K-12 classroom (Schwartz et al., 2018).

Documentation of Teacher Candidate Evaluations

All teacher education programs that are accredited by the National Council for the Accreditation of Educator Preparation (NCATE), or the Council for the Accreditation of Educator Preparation (CAEP) require regular assessment of teacher candidates, but the evaluation of disposition is often the most inaccurate section of the documentation that clinical supervisors write about during the feedback process (Choi et al., 2016). Ellis and Loughland (2017) concluded in a study about teacher candidates, that there is a need for supervisors to provide training that aligns with state standards that incudes constructive feedback so that all new teachers are given the knowledge and advice to be long-term educators.

Novice Teacher Development

Personal and professional support from clinical supervisors is essential for the teacher candidate to develop professionally and transition into their own K-12 classroom as a novice teacher (Curry et al., 2016). Teacher candidates noted that the faster feedback is received, along with clear details, the higher their satisfaction was with their TED program (Martinez-Agudo, 2016). Furthermore, fast feedback has been proven to fix incorrect teaching behaviors almost immediately (Gürkan, 2018). Positive teaching practices that offer support along with positive and constructive feedback can help to

establish a safe and reliable classroom climate (Rodríguez-Dorta & Borges, 2017).

Novice teachers who learn professional skills at the beginning of their K-12 field

experience can benefit from quality and constructive feedback only if clinical supervisors

are providing this information (Gitomer et al., 2016). In a study conducted by Sahan

(2018), teacher candidates noted that when teacher candidates received ample, quality

feedback from their supervisors they were able to improve professionally in many aspects

including planning, organization, paying closer attention to K-12 students' needs, along

with increased patience and resourcefulness for implementing appropriate learning

strategies.

Observational Accurateness

Receiving quality feedback from clinical supervisors is imperative in

understanding strengths and weaknesses of student teaching, along with explaining

recommendations and strategies for improving the learning process. Sahin (2019) noted

that teacher candidates complained they were not assessed for active learning strategies

or time spent communicating with families. A study conducted by Francis (2017)

concluded that most feedback from clinical supervisors did not focus on updated teaching

methods used by teacher candidates during their planning and field experience, and some

feedback even challenged creative plans used within the classroom. Overall, many

clinical supervisors tend to be generalists and there is a need to provide more specifics

and careful attention to the teacher candidates whom they are supervising and observing

(Schwartz et al., 2018).

Suggestions to Improve the Feedback Process

Teacher candidates' understanding of their K-12 students' culture is mostly absent or lacking from many TED programs, so clinical supervisors must ensure that questions of race, language and identity are integrated into the teacher candidates' performance when providing feedback from observations (Schwartz et al., 2018). Foong et al. (2018) suggested that TED programs begin shifting to a more collaborative approach between teacher candidate and clinical supervisor which will promote reflective thinking and further professional development because of this collaboration.

The literature review highlighted concerns within teacher candidate feedback that includes the background of teacher education, TED program requirements, federal laws, state laws, and how teacher candidates are supported. The literature review also included background of the TPAs, alternative methods to earing a credential, issues regarding feedback from the perspectives of TED faculty, clinical supervisors, and teacher candidates, and worldwide issues pertaining to teacher candidate feedback.

Implications

The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. A study centering around the increased understanding of perceptions and experiences of teacher candidate feedback that the university's TED faculty was concerned about provided data to the meaningful university's TED faculty, and the capstone project. My final capstone project is a policy recommendation paper to enhance the feedback process for evaluation of teacher candidates. There are a total of six specific suggested policies to solve the identified issues. The suggested policies include: (a)

master teachers and seminar instructors to provide feedback to teacher candidates; (b) Google surveys to learn about academic and social issues; (c) TED leadership meetings to identify social and academic weaknesses within the TED program, and identify solutions; (d) teacher candidate reflection on written feedback; (e) immediate feedback to always be provided and electronically submitted to teacher candidates; and (f) clinical supervisor video training module certification to ensure clinical supervisors can successfully follow feedback protocols.

Institutions offering TED programs are perceived as vanguards of social change. Clinical supervisors who are adequately trained and prepared to offer quality feedback aligned with federal and state expectations may enhance future educators' ability to perform to educational standards within the K-12 classroom, and furthermore, enhance the likelihood of teacher candidates becoming competent teachers through quality suggestions attained from feedback.

Summary

Teacher candidate feedback is essential for new teachers to comprehend how to meet teacher performance expectations towards attaining classroom teacher licensure (Safak et al., 2016). There are many philosophies, theories, and opinions pertaining to how teacher candidates should be most appropriately prepared to enter the K-12 classroom (Koellner & Greenblatt, 2018). Some of these teacher education theories include focusing more on the classroom being student-centered, others on the wellbeing of the K-12 student and creating a positive classroom environment (Herrmann & Gallo, 2018). This qualitative study addresses the perceptions of feedback and offers solutions

through professional development to the issue of teacher candidate feedback. The following paragraphs explain how each section of the study was developed.

Section 1 establishes the local problem that the university's teacher education program lead faculty and teacher candidates have stated that they are concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. Section One also includes a background of the university, including roles of faculty, clinical supervisors, and support for teacher candidates. The importance and development of the teacher evaluation instrument are also described in Section 1 along with issues of aligning evidence writing with TPE. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. The research question with justification are provided in Section 1. The review of literature includes research about teacher education programs, design, and background. Argyris' theory of single-loop learning and double-loop learning and how this theory can be used to ground the phenomenon are also described in Section 1. The topic of teacher candidate feedback is included, both domestically and worldwide, along with an explanation of federal and state laws, regulations and testing that apply to teacher education programs. Section 1 concludes with implications of anticipated findings from the data collection and analysis.

Section 2 focuses on how this qualitative study design aligns with the problem and justification of the research question. The qualitative study is explained along with the justification for using this approach, including the opportunity for social change. The

criteria for selecting participants, procedures for the semistructured interviews, justification for the specific number of participants in the study, and procedures to safeguard participants is discussed along with my role as researcher. Data collection methods, documentation and instruments is elaborated within Section 2. The data analysis results are analyzed along with coding and assessing accuracy of the findings.

In Section 3, I provide a brief description of the proposed project along with deliverables based upon findings from the research, purpose, goals and outcomes for professional development will also be described in Section 3. A scholarly review of the project along with explanation of development of the project are included. An explanation of the resources, timetable, roles, and responsibilities are described. Social change implications from the project along with the importance to local stakeholders concludes Section 3.

In Section 4, I focus on strengths, weaknesses, and limitations within the study and how these issues were addressed. Alternative methods are also discussed along with definitions of terminology used, and solutions to the local problem. A reflective analysis including what was learned about the process is included in Section 4. I also explain implications that could lead to future research and conclude with a take-home message to capture the essence of the study.

Section 2: The Methodology

This section includes the methodology, evaluation design, justification for the type of study, criteria involved for selecting participants, procedures that were used to gain access to information, researcher-participant relationships, and measures to protect rights of participants. In addition, the population size and requirements are introduced along with credibility of the study and the process of addressing potential discrepant cases. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process. The feedback process referred to throughout Section 2 refers to the evaluation of teacher candidates by clinical supervisors as they are engaged in their field experience as part of the process to attain K-12 teacher credentials.

Qualitative Research Design and Approach

The selection of a qualitative study design for this doctoral study derived from the problem, purpose, and research question presented in Section 1. There was a need for TED lead faculty at the university to have an increased understanding of perceptions of teacher candidate feedback via the field-based evaluative tool implemented by clinical supervisors. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process.

Logically Derived Qualitative Study Methodology

There was a need for an increased understanding of perceptions and experiences regarding the feedback process involved with evaluation of teacher candidates via the

field-based evaluative tool implemented by clinical supervisors at the university. The problem was that the university's teacher education program lead faculty and teacher candidates have stated that they are concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process. The research question focused on TED faculty, clinical supervisors, and teacher candidates' perceptions of the feedback process used for teacher candidate evaluations.

The qualitative study design is best suited for a researcher to explore perceptions, and this type of study was the best fit to address the problem, purpose, and research question. Merriam (2009) said the qualitative study design may allow the researcher to learn or discover something new, which can guide the phenomenon under study. The primary focus of my study was exclusively teacher candidate feedback provided by clinical supervisors while observing teacher candidates during their field experience. Qualitative studies are most appropriate in understanding and analyzing questions within a specific context (McEntee & Happel-Parkins, 2016).

Qualitative Research Justification and Tradition

The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process. The qualitative approach supports a focus on the process, meaning, and understanding of a phenomenon under study (Merriam, 2009). The qualitative tradition

lends itself naturally to gaining insight into a phenomenon along with offering flexibility that is not possible within quantitative research (Bansal et al., 2018; Saldaña, 2011). Qualitative research allows the researcher to immerse themselves into participants' experiences and arrive at accurate conclusions (Elman et al., 2015). Furthermore, the qualitative study design helps to understand participants who experience similar perceptions and experiences, and semistructured interviews were useful in understanding perceptions and experiences involving the teacher candidate feedback process.

A basic qualitative study design was appropriate to seek information regarding perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty regarding the feedback process. Perceptions gathered from semistructured interviews were essential to understanding the phenomenon regarding perceptions and experiences of the process to evaluate teacher candidates, because only after learning about experiences could I analyze data findings and use data results to guide the study.

Other Qualitative Research Designs

The basic qualitative study design was the best choice of study given that other qualitative designs such as grounded theory are based upon a comparative method and in this study, there were no comparisons implemented. An ethnography study focuses on culture, so an ethnographic approach was also inappropriate because culture is not being observed in this case. A narrative analysis relies on stories and in this study, and although some participants told a past story about their involvement with the feedback practices, the overarching purpose was to gather perspectives. Furthermore, narrative analysis, involves biographies, life stories, and histories, and therefore this type of study was not

relevant. Grounded theory as an approach involves a focus on theory with the researcher guiding the study further. The purpose of grounded theory is to develop a theory, and therefore this qualitative design was eliminated, as no theories were developed. A phenomenological study design was considered as an approach involving understanding experiences of people with an emphasis on direct experience. Considering that each participant group had different direct experiences from other participant groups, this type of study design was also eliminated as an option.

Quantitative research was also a consideration through the use of surveys to predict, explain, and understand perceptions, but surveys were not used to collect data. Quantitative research can also be used for measuring surveys, analyzing predictions, and conducting large sample sizes (Merriam, 2009), and although a mixed methods approach using both qualitative and quantitative strategies could have strengthened data results, the time process for interviewing 15 participants for this research study did not justify using both approaches.

Participants

For this qualitative study, a total of 15 participants were selected to participate in semistructured interviews. Interviews were focused on perceptions and experiences involving the teacher candidate feedback process according to TED faculty, clinical supervisors, and teacher candidates. Participants agreed to participate first via email, followed by the consent form which explained participant rights. Participants were given the option to be interviewed via a recorded phone call or Zoom session. Semistructured interviews were recorded using my mobile phone Voice Recorder application.

Participants' answers helped to reveal perceived issues they had experienced regarding the feedback process involving evaluation of teacher candidates and offered insight regarding the phenomenon of providing appropriate feedback during the process of evaluating teacher candidates. Participants consisted of three groups of five people: TED faculty, clinical supervisors, and teacher candidates.

Criteria for Participant Selection

All participants were involved with the current feedback process involving evaluation used by clinical supervisors when observing teacher candidates. These participant groups included TED faculty who may have designed the current evaluation instrument used for assessing teacher candidates or were responsible for the training of clinical supervisors or the development of materials to train and assess clinical supervisors. The clinical supervisor participant group consisted of participants who were responsible for observing teacher candidates and writing evaluative feedback regarding teacher candidates' performance. The participant group consisted of teacher candidates who were actively involved in field-based teaching to become credentialed K-12 teachers and had received feedback from clinical supervisors.

Access to potential participants occurred via a gatekeeper who provided me an email list of TED faculty, clinical supervisors, and teacher candidates for this study. Furthermore, the gatekeeper was informed to not include any teacher candidates from the area in which I reside. I asked the gatekeeper specifically to not include any teacher candidates who may have been students in my teacher candidate seminar class. The gatekeeper's title was Assistant to Statewide Coordinator of Teacher Education Practice,

and this individual was part of the university's faculty and not a participant within the study. I communicated the specific requirements of the three participant groups to the gatekeeper via email and asked for names and emails so that I could first contact participants from the list. I checked the list of potential participants provided by the gatekeeper to ensure I had five participants from the three participant groups and accepted participants on a first come, first serve basis.

Participants consisted of three specific groups: (a) TED faculty involved with professional development materials and designing the teacher candidate field-based instrument, (b) clinical supervisors whose responsibility is to observe teacher candidates and provide evaluative field-based feedback, and (c) teacher candidates. All participants were currently involved with the feedback process within a year of my study. I did not interview teacher candidates who failed to complete their student teaching successfully, nor did I interview faculty or clinical supervisors who were retired or terminated from their position. This study involved using recorded semistructured in-depth interviews from three participant groups to assess perspectives regarding the feedback process.

Justification: Number of Participants

The study included five participants from each participant group, who were all involved with the university's feedback process for teacher candidates. My study was limited in participants to support in-depth conversations to help ensure richly textured information with a focus on purposeful as opposed to probability sampling. With each interview expected to last approximately one hour, 15 total participants were appropriate

for this study; however, the exact amount of time to engage in interviews as not able to be

predetermined, and at a certain point, new information from participants was scarce.

TED Faculty

Five TED faculty participants were assessed via the gatekeeper, and these

individuals agreed to participate via email. These five participants had been employed at

the university for at least 3 years, so they were familiar with the feedback process, and

some were involved with the development of training, professional development

materials, and the feedback evaluation form used to evaluate teacher candidates.

Furthermore, these faculty members may have been responsible for the training process

of clinical supervisors and developing materials such as videos and PowerPoint

presentations to help guide clinical supervisors and develop curriculum that must align

with current state standards and TPEs. The institution did not retain many full-time

faculty. In addition, some TED faculty who work for the university lived far away from

the institution and worked at regional campuses over 50 miles away from the main

offices, so using Zoom or a phone call was the best means of communication.

Field-Based Clinical Supervisors

The clinical supervisor group consisted of five participants from the university's

TED faculty, and these individuals agreed to participate in interviews after email

confirmation. These clinical supervisors were currently involved with the TED program

at the university. They worked at the university for at least 3 years and were actively

engaged in conducting evaluations of teacher candidates. The primary focus of clinical

supervisors is to observe teacher candidates at least four times during their field

experience and write up evaluations of their teaching performance based on these observations.

Just as how there were only a select few TED faculty members at the university under study, the same issue applies to the limited number of clinical supervisors who work within the proximity of main offices at the university, and many clinical supervisors are retired and only travel for observations to review teacher candidates. A recorded phone call or Zoom interview was the best method for communication. My goal was to engage in semistructured interviews with the intent of obtaining honest perspectives regarding the feedback process during evaluation of teacher candidates.

Teacher Candidates

Five teacher candidates were asked to be selected as participants. The participant group of teacher candidates were in the process of undergoing their student teaching field experience component and receiving feedback from clinical supervisors at the university. Their perspectives helped to guide with gathering perspectives about how teacher candidates perceive their feedback from clinical supervisors. Five participants were fitting as I expected to have approximately five hours of interviews from this group, and I was aware that with student teaching, and grading K-12 work from students in their field experience classrooms, that this group can already be inundated with a substantial workload.

Two of the five teacher candidates were enrolled as multiple subject credential teacher candidates who engaged in field experience within the K-8 classroom, and three were single subject teacher candidates who were engaged in 9-12 grade classrooms.

Having both single subject and multiple subject credential teacher candidates provided for a balance of teacher candidates. Because the numbers of teacher candidates were more numerous than both lead TED faculty and clinical supervisors at the university, I continued with five participants as a means of keeping the participant groups balanced. Furthermore, securing teacher candidates has its challenges in that each individual is already teaching in a K-12 classroom on a daily basis, and also attending seminar classes, plus preparing plans for their classroom and grading student schoolwork; therefore, their time was very limited. For these interviews to be successful with data collection, the goal was for teacher candidates to provide perspectives of the specific feedback they received as part of their teacher candidate evaluation process including any other relevant details about their observations during the field experience process (see Flick, 2018).

Gaining Access to Participants

Prior to conducting interviews, I obtained Institutional Review Board (IRB) approval from IRB at the university, then Walden University. Walden University's approval number for this study was 06-24-20-0488417. Permission to proceed with the study was granted by Walden University's IRB on June 24, 2020. Walden University led the IRB process as IRB of record for my study once IRB approval was granted by the university's IRB office. Site approval for the study was granted by IRB personnel at the university on May 16, 2019. Prior to IRB approval from Walden University, University Research Review (URR) approval was granted by Walden University personnel and a request was submitted to the university's IRB office for review with the university's IRB personnel responding to the request within five days.

Participants were provided information about the interviews in advance through an email sent out asking for participation within the study. Participants who agreed to partake in the interviews were sent an email with the consent form to participate in the study. Questions and comments from participants were addressed prior to engaging in interviews to assure the participants felt comfortable disclosing their perspectives (Merriam, 2009). Participants were able to contact me at any point before the interview process. I also read the study consent form out loud to each participant before they agreed to participate in the study.

The first five participants in each participant group who agreed to participate in the study were selected and any additional participants who agreed to participate were retained in case additional inclusion was necessary. All emails included the purpose of the study, participant options, and contact information of the researcher. A copy of the consent form to participate, which are also components of Walden's IRB process were also emailed in advance to all participants. Approval from both Walden University's IRB and the university's IRB personnel were mandatory for the interviews to proceed. Once the participants were identified, they were placed into the three categories for the study: TED faculty, clinical supervisors, and teacher candidates.

Once I had gathered enough participants for the study, I offered flexible times to interview participants via phone calls or using Zoom video conferencing software. There were no in-person interviews for this study due to the ongoing COVID-19 pandemic that began in March, 2019. Zoom videos conferences offered encryption for protection, and all videos were in high definition offering seamless video of participants (see Zoom,

2020). The Zoom video conferences also offered ease of document sharing with participants, and participants only needed to click the password-protected direct link sent to them to open the video for participation, (see Zoom, 2020). Participants who chose to participate via the Zoom video conferencing software, or the option for a recorded phone call, chose a time from one-hour time slots I sent out via email in advance. Participants who consented to a Zoom video conference interview or phone call were sent an email confirming the date and time of their online interview within 24 hours of choosing a specific time slot and received a reminder email about the Zoom video conference or recorded phone call 24 hours prior to the online interview.

Researcher-Participant Working Relationship

It was essential I create a positive, working, and understanding relationship with all participants. I set a patient, relational tone and explained to the participants that I was only there to listen to their perspectives and experiences and gather data about the feedback process for evaluation of teacher candidates. I was always truthful about the purpose of the study and outlines the benefits and risks without providing excessive details about the study or research involved (see Taylor et al., 2016). Once confidence between researcher and participant was attained and the participants were willing to explain more about their experiences and perspectives, I attempted to delve deeper into the feedback process.

I first asked the interview protocols (Appendix B) to TED faculty, clinical, supervisors, and teacher candidates to gather data about the feedback process. As the interview proceeded, I then focused primarily on participants' perspectives of the

feedback process and wrote down comments in the journal. My goal was to be an active listener and to understand the perspectives of each participant as participants highlighted their individual perspectives and reactions of the feedback process (see McClelland, 2017). If participants chose to elaborate further about the feedback process.

Protection of Participant Rights

Universities in the United States are required to maintain IRB approval to review and approve research pertaining to human subjects (Taylor et al., 2016). Before semistructured interviews began, my proposal was submitted to Walden University's IRB to ensure the study fulfilled all required ethics standards, along with a letter of cooperation from the Head of IRB at the study site, noting agreement that Walden University be the IRB of record.

Part of this basic qualitative study involved a peer debriefing process where I discussed the credibility of findings with someone who is familiar with teacher candidate feedback (see Merriam, 2009). This individual who was involved with peer debriefing did not work for nor was associated with the university, including the TED faculty, clinical supervisors, and teacher candidates. I did not mention any participant names and only used letters and numbers associated with each participant while discussing data collected with this individual. The individual involved with the peer debriefing process signed a Walden University IRB-approved confidentiality agreement form that was kept securely in the lockbox.

Ethical Protection of Participants

The interviews followed Walden University's policy of minimizing risk by ensuring privacy. The emails requesting participation were sent out prior to interviews, and the email addressed the purpose and procedures of the study, acknowledgement of risk, acknowledgement of confidentiality, details about participant rights and privacy, along with the consent form to participate within the study. The consent form was sent immediately via email to participants who agreed to participate in the study so those who wished to review the details would have a better understanding of their rights, risks involved, and procedures to protect their identity. Participants could read the material, print, or save the consent form to their own computer via download, and review the consent process in advance. The consent form included participant protection and explanations of the limits of confidentiality regarding participation in the interviews.

My task was to interview participants about their perspectives and experiences of the feedback process. Participants were adequately informed of their role prior to the beginning of any interviews with the option to withdraw for any reason whatsoever. My scope was limited to only participants involved within the feedback process for evaluation of teacher candidates at the institution, and not any other higher education institutions. For the data analysis section, each participant was numbered so that their identity was protected. I also provided ample time between participant interviews as an extended precaution of privacy. Participants being interviewed via Zoom or a phone call were in control of their own privacy, but I asked before beginning the interview if participants were ready to proceed and if they were in a location where they were comfortable discussing their perceptions.

Confidentiality

I identified all participants by designated alias throughout the study to ensure the confidentiality of the participants. Each participant's alias was based upon the list provided to me from the gatekeeper, and they were labeled as their position with the university as TED faculty, clinical supervisor, or teacher candidate, followed by the numbers 1-5 based upon the order of their interview. All recorded data were saved to a password-protected laptop, which was always in my possession. The laptop was primarily kept at my home, which was secured by lock and key and has security cameras around the perimeter of my building. Data were kept secure in a portable lockbox in my possession. All the live interview recordings were saved within the mobile phone Voice Recorder application notes and audio recordings which are password-protected with an encrypted password, and access to documents were uploaded via the iCloud, which is also password encrypted. All Zoom interviews were saved on the password-protected Zoom online platform. Data were to be kept for five years, which is an IRB requirement of Walden University, after five years all data will be erased completely.

Informed Consent

To protect the rights of participants I obtained informed consent by having participants respond to the email request by stating the words "I consent", furthermore indicating they were at least 18 years of age (see Merriam, 2009). For this study I incorporated all consent forms and followed all email guidelines along with privacy and confidentiality agreements. Confidentiality was stressed, and participants were informed that their statements were private, not public (see Merriam, 2009). Letters of consent

were sent via private email to all participants, including options to withdraw for any

reason along with disclosing all risks associated with the study. Participants were

informed before recording of the mobile phone Voice Recorder application began that the

interview will be recorded, and they had the right to not participate and withdraw from

the study at any time if they chose. I also had additional electronic copies of the consent

form that I could share with any participant in a Zoom interview if requested, or email to

any participant upon request.

Protection from Harm

Participants were identified by being labeled according to their participant group.

Participants were labeled as followed: (a) TED faculty were labeled as "TED faculty"

followed up with numbers 1-5 based upon their order in which they were interviewed; (b)

clinical supervisors were labeled as "clinical supervisors" followed up with numbers 1-5

based upon their order in which they were interviewed; and (c) teacher candidates were

labeled as "teacher candidates" followed up by the numbers 1-5 based upon their order in

which they were interviewed. Participants were advised of any risks and received

guidelines for how they would specifically be protected by information included in the

consent form that was emailed to all participants who agreed to partake in the study.

Data Collection

To understand the perspectives of the feedback process used to evaluate teacher

candidates, I collected qualitative data in the form of semistructured interviews, a journal,

and recordings of the interviews using the mobile phone Voice Recorder application.

Participants granted consent to participate in the study by replying to the email asking for

their participation by stating the words "I consent" within their reply. The journal was used to write down notes and any additional insights during each interview. This subsection includes descriptions of how I conducted the interviews, used the journal, recorded the interviews, tracked and processed the data, and gained access to participants, along with explaining my role as researcher.

Justification of Data for Collection

The data collected were from the semistructured interviews which were recorded with the mobile phone Voice Recorder application. A separate handwritten journal was also used to incorporate notes during the interview process to track any comments I made during the interviews. A specific protocol listing questions was followed for interviews to maintain organization during the interviews. All interviews were recorded with permission of each participant with the mobile phone Voice Recorder application. Guiding questions (Appendix B) to elicit detailed responses along with transcript reviews after the semistructured interviews were also included to enhance the quality of evidence, accuracy, and credibility of the data. Once the interviews were complete, the mobile phone Voice Recorder application was used to transcribe all interviews. I copied and pasted the words from each transcription and send them to my password-protected email where I then copied and pasted the wording into a Microsoft Word document which was labeled according to a participant's pseudonym and saved within the appropriate participant's individual folder on my laptop. I also coded all transcribed interviews and comments from the journal using Clark and Vealé's (2018) coding process.

Semistructured Interviews

        I made the choice to conduct semistructured interviews because they are one of the best methods of understanding behavior when a researcher cannot observe the phenomenon under study, and this seemed the most logical approach to gathering perspectives of the feedback process considering I was unable to attend any in-person observations of clinical supervisors providing feedback due to COVID-19 restrictions (see Merriam, 2009). Semistructured interviews, suggested as the most popular and flexible data collection method within qualitative research helped in revealing perceptions of the feedback process (see Creswell, 2012; DiCicco-Bloom & Crabtree, 2006). Semistructured interviews allowed for a mix of interview questions, flexibility, and elicited specific data from participants without having to follow any particular order or format (see Creswell, 2009). Bogdan and Biklen (2007) mentioned how semistructured interviews are most successful at getting comparable data across subjects.

        Semistructured interviews allow for the researcher to focus more on the participants' perceptions of the phenomenon under study, and participants elicited elaborate responses which were beneficial to the data collection but also took up more time (see Merriam, 2009). The sample size was small, primarily because qualitative interviews require for me to establish relationships with not only the potential participants, but also the gatekeeper and any other individuals who were in control of accessing participants (see Flick, 2018). During the semistructured interviews, I remained an active listener to accumulate data at all times and perspectives within this study were disclosed as I was able to record participants' opinions about the feedback process for

evaluation of teacher candidates without needing more than five participants per

participation group total (see Flick, 2018).

To ensure depth of inquiry, I was candid with constantly reflecting on my own

work as the interviewer, and I wrote down my own thoughts and perceptions within the

journal to check for bias (see Probst, 2016). Interviews were conducted with the objective

of collecting perceptions of the feedback process for evaluation of teacher candidates,

and therefore questions were created so they could be delivered in a neutral manner

without excessively influencing the participants and causing bias (see Varga-Dobai,

2012). Careful listening and having empathy for participants also helped to understand

participants' experience and add depth to the interview experience to ensure depth of

inquiry (see Probst, 2016). After each question I allowed ample time for each participant

to respond without interruption, even a short silent time to reflect, so they had time to

consider a thoughtful response and not feel rushed. Through a careful balance of

listening, ensuring the participant I was concerned and care about their experience while

also remaining objective, my goal was to ensure each participant provided a balanced and

detailed explanation of their perceptions.

Journal for Recoding Notes

The journal comprised of field notes reflected data gathered from the

semistructured interviews. The field notes included criticism, complaints, or issues

pertaining to the feedback process for evaluation of teacher candidates that aided in

reaching conclusions and prepared me to present the study (see Arrington, 2017). The

journal was primarily used to keep track of my notes and the analysis of data, which was

tracked and processed using open coding to establish patterns, relationships, and themes.

The journal allowed me to write down thoughts, and any reflections that occurred during,

and even after the semistructured interviews as participants were questioned about their

perspectives of the feedback process. The journal furthermore allowed me to triangulate

the data from all three participant groups by constantly comparing the findings identified

across all three participant groups. Throughout each interview I listened attentively and

wrote down any notes relevant to the study. I color-coded the journal entries to align with

identifying themes using Clark and Vealé's (2018) coding structure.

Recording Data from Participants

The recordings of participants from interviews were considered an integral piece

of the research and analysis of qualitative data (see Arrington, 2017). I used my mobile

phone Voice Recorder application to record all semistructured interviews including Zoom

meetings with participants. Some participants opted for a phone call; others opted to use

the Zoom video conference software for their interview.

When using Zoom video conference software, I asked participants if they had any

questions about the software and advised how to modify or change any settings, if

necessary, such as volume or adjusting the microphone for voice clarity. The Zoom video

conferencing software allowed me to display documents such as the consent form and ask

if there are any questions about the interview process prior to asking the interview

protocols (see Appendix B). I held the journal used for recording notes up in my hand for

all participants using Zoom video conferring software to see and explained that I would

be taking notes during the Zoom video interview. I explained to each participant

requesting a phone call that I would be using a journal to take down notes during the conversation. During the Zoom video interview, or recorded phone call, I was in my own house in an office area behind a closed door. There were no other people present in my house as I conducted Zoom video interviews or recorded phone calls, so privacy was maintained throughout the entire interview process. My internet was secured with a password-encrypted password, and no one else was active or using my internet service during the interview process.

Data Collection Instruments and Data Sources

The data collection instruments consisted of an interview protocol (see Appendix B) that I created consisting of specific IRB-approved questions that I asked all participants. The questions were all open-ended so participants could elaborate if they chose to do so. The interview protocol questions focused on the participants' association with the university, the number of years they had been associated with the university, the perceptions of the materials pertaining to teacher candidate feedback, and finally perspectives of the teacher candidate feedback process. The interview protocol was created based upon the overriding research question with the purpose of learning about the perspectives of teacher candidate feedback from TED faculty participants, clinical supervisor participants, and teacher candidate participants. However, the interview protocol questions allowed for all participants to elaborate about other specific details they wished to include about their experience at the university in regard to teacher candidate feedback.

I began by asking all participants about their association with the TED program at the university, meaning their specific employment or student role, expectations, and what their responsibility is with the feedback process for evaluation of teacher candidates. I then asked about their years associated with the TED program at the university along with the types of training they have experienced or been involved with in terms of teacher candidate feedback. Next, I asked about the materials that were created for the evaluation process, specifically, their role and effectiveness of the materials. Once I asked all questions about the materials, I focused on perceptions and experiences of the teacher candidate feedback process. All participants were also asked if they wished to share any additional information about the feedback process for evaluation of teacher candidates they would like to add or deem as important.

I purchased a license for a mobile phone Voice Recorder application called Voice Recorder through the Apple App Store on my mobile phone that allowed up to 50 megabytes of recording space per interview, and furthermore offered a transcription feature. I used the transcription feature of the Voice Recorder application to copy and paste all transcripts into individual Microsoft Word files representing each participant. Data were collected by transcribing the recordings of the interviews using the mobile phone Voice Recorder application which had a transcription option. Data were also collected from the notes in the journal that contained my thoughts and reflections. The mobile phone Voice Recorder application transcribed all interviews that were then copied and saved into a Microsoft Word file for creating codes, categories, and themes.

I created a total of fifteen subfolders within my password-protected cloud account to save all Microsoft Word interviews that were transcribed. As I wrote down my reflections in the journal after each interview, I used the mobile phone Voice Recorder application to begin transcribing each interview immediately. I was able to copy and paste the words from each transcription and send them to my password-protected email where I then copied and pasted the wording into a Microsoft Word document which was labeled according to the participant's pseudonym and saved within the appropriate participant's individual folder on my laptop. The transcription feature within the mobile phone Voice Recorder application saved time by typing the entire interview process, but I still had to listen to each interview twice to compare the wording from the transcription to the recording.

Sufficiency of Data Collection

Based on the nature of qualitative research, a small participant group of five participants from each of the three participant groups represented others who were also involved with the feedback process for evaluation of teacher candidates. By nature, qualitative studies require in-depth interviews where the discussion is often flexible and dynamic, with the researcher genuinely interested in the perspective of the participants, therefore an hour interview was sufficient to gather sufficient and quality data about the perspectives of teacher candidate feedback (see Taylor et al., 2016). The qualitative researcher does not view people as individual variables, but instead views participants holistically, and as a whole (Taylor et al., 2016). The perceptions of the three participant groups were included to help guide data collection and triangulate the data (see Bogdan

& Biklen, 2007). Furthermore, having equal participants from each group ensured a balanced viewpoint, and I ensured all 15 participants were considered equally, whether they were a teacher candidate, clinical supervisor, or TED faculty (see Taylor et al., 2016).

Generating, Gathering, and Recording Data

The interviews consisted of reading the interview protocol questions directly from Appendix B to each participant I ensured each participant was comfortable and ready to answer the questions prior to starting each interview. Each interview lasted less than an hour with the specific interview protocol questions being asked to each participant. The open-ended questions allowed for participants to provide whatever details they were comfortable stating. Each interview was recorded using the mobile phone Voice Recorder application and immediately transcribed after each interview. I wrote notes down in the journal as each interview proceeded.

Maintaining and Tracking Data

The data were maintained and collected by the recordings on the mobile phone Voice Recorder application and the journal. Each participant was allotted ample time for substantial in-depth responses depending on how much information each participant divulged. Labaree and Brinkmann (2013) recommended that each researcher allow for ample time to recall and respond to questions, that the researcher provide concrete cues to guide responses, asking for recent and specific memories, and asking each interviewee for a detailed narrative of an experience in their own words. During these interviews, interpersonal skills between researcher and participant were paramount to ensuring and

maintaining human-to-human connection along with reflexive skills to allow the researcher's ongoing reflection and focus on the communication (Hoover et al., 2018), therefore I listened very carefully and with utmost interest as I wrote down responses to the questions being asked in the journal. As I wrote down my reflections in the journal after each interview, I used the mobile phone Voice Recorder application to begin transcribing each interview immediately. I was able to copy and paste the words from each transcription and send them to my password-protected email where I then copied and pasted the wording into a Microsoft Word document which was labeled according to the participant's pseudonym and saved within the appropriate participant's individual folder on my laptop.

As each interview proceeded, I was able to note any key words and themes in real-time within the journal. I identified codes by manually searching for common words, phrases, or sentences stated by participants that represented aspects and features of the data (see Clark & Vealé, 2018). Aside from writing down notes and key words in the journal as part of the data analysis, I kept six highlighters on my desk to color-code during and after each interview. The color codes were based upon the coding process of identifying similarities, differences, frequencies, sequences, correspondences, and causations within the data collected as suggested by Clark and Vealé (2018). I used a pink highlighter to identify similarities, a blue highlighter to identify differences, an orange highlighter to identify frequencies, a green highlighter to identify sequences, a yellow highlighter to identify correspondences, and a purple highlighter to identify causations.

I allotted for a 30-minute gap between interviews of each participant, and during this time I continued to reflect and write down any notes about the interview process including my own thoughts, questions, and even biases which were added to the journal. I added these self-reflective comments immediately afterwards to the Microsoft Word notes to be included within the data analysis. Each conversation offered an opportunity to uncover perspectives (see Argyris, 1977) about the feedback process for evaluation of teacher candidates, and my intent was to write down all aspects of each interview whether a reaction is obvious or subtle. Labaree and Brinkmann (2013) stated that "…conversations are…a rich and indispensable source of knowledge about personal and social aspects of our lives" (p. 3), and each interview allowed for deeper insight into the phenomenon under study and therefore was recorded as part of the data collection and eventual data analysis. Labaree and Brinkmann (2013) further cautioned that excessive time can be spent on the interviews themselves and less on the preparation and reflection on behalf of the researcher, and therefore I prepared for all interviews one hour prior to beginning the sessions, and furthermore, engaged in reflection even before the interviews began to assess my own biases and opinions about teacher candidate feedback. I also engaged in self-reflection after the close of the interviews.

My Role as Researcher

During this time of study, I was a teacher of journalism, American literature, and taught collaborative, special education high school English I and II. My role at the university under study is an adjunct professor who instructs master's-level teacher education coursework, along with being an instructor for student teaching seminar I and

II. A more recent role beginning in 2018 was teaching intern courses at the university for teacher candidates who are part of an intern program for attaining a credential while getting paid base pay of a K-12 teacher ("Teacher Education Credential Information", n.d.).

I did not know any of the teacher candidate participants from any of my classes associated with the university. I also did not know any of the clinical supervisors. I was familiar with the TED chair and SPED chair from meetings associated at the university where adjuncts attend meetings on an annual basis. However, due to COVID-19 restrictions in 2020, I did not physically meet or see any of the participants during the 2020 year except for when the interviews were conducted over Zoom conference software.

Data Analysis

This section of the manuscript includes analysis of the data, and how the data were analyzed including the coding process and how I identified themes. I further describe the procedures taken towards assurance of accuracy and credibility of the findings. I also include any examples of discrepant cases that were identified within the study.

Analysis of the Data

Data were transcribed from the semistructured interviews using open-coding as a method to identify themes. The research was analyzed as soon as possible when the interviews were complete, and all coding was hand-coded. Information was edited, data

checked for any redundancies, and the study was carefully organized (see Merriam, 2009), for ease of understanding.

After each session I reviewed all notes to look for patterns, relationships, and themes, or noted any discrepant issues and tracked all of this within a Microsoft Word document as part of the data collection process. Once I addressed any notes from the journal I listened to each recording and began creating a table to begin the coding process of the data. I sorted the data into patterns, relationships, and themes, and included a category for my own thoughts and questions. I listened to each recording at least three times while taking additional journal notes to check for accuracy. All of the information was transcribed into Microsoft Word. I also read through the transcription of each interview to see if any additional themes emerged from reading versus listening to the recordings. As I listened to the recordings and reading over the transcriptions to identify themes, I constantly engaged in critical reflection as a means of self-evaluation to examine how my own practice and values shaped the analysis of the study (see Yip, 2006).

Transcription of Recordings

Transcription was via the mobile phone Voice Recorder application embedded within the mobile phone operating system. The mobile phone Voice Recorder application and Zoom video recordings from the semistructured interviews were coded into categories which helped to identify themes (see Alcock & Iphofen, 2007). Data were logged and uploaded to the secure iCloud service which was stored on my password-protected laptop computer.

Coding Procedures

Once transcription of the interviews was complete, I manually analyzed the data and created themes based upon answers about the feedback process obtained from TED faculty, clinical supervisors, and teacher candidates. During the hand-coding process, my goal was to identify themes and any sub-themes through the natural development and growth of the data sets through continual analysis. By hand-coding the data into themes and codes with supporting evidence, I tried to explain patterns and relationships between perspectives of participants as pertains to the feedback process for evaluation of teacher candidates (see Chenail, 2012).

I identified codes within the study such as common words, phrases, or sentences stated by participants that represented aspects and features of the data (see Clark & Vealé, 2018). After categories were identified I reduced the amount of material into themes such as episodes and stories, with the intention of developing a theory as distinct themes from the interviews evolved (see Beuving & Vries, 2015). The interviews allowed me to get much closer to the reality and truths behind the phenomenon of teacher candidate feedback as compared to using an actual data instrument (see Merriam, 2009). Data were divided with no modifications into the three categories within this study: teacher candidates, clinical supervisors, and TED faculty. Using the journal, I wrote down thoughts and ideas from the collection phase and saved this information for elaboration of the data analysis (see Bogdan & Biklen, 2007).

I used Clark and Vealé's (2018) sorting method as a means of identifying themes and categorizing the data using the patterns to identify (a) similarities; (b) differences; (c)

frequencies; (d) sequential order; (e) correspondence in relation to other events; and (f)

causation. Using Clark and Vealé's suggestions for coding, I was able to manually

identify themes to find similarities and differences, categorize the frequency of certain

comments and statements, and furthermore, to identify any patterns or relationships of the

data from participants as recommended above. Different colored highlighters were used

within the transcriptions and the journal to label the six category codes.

Journal

As participants were engaged in the interviews, I added comments, reflections and

thoughts into the journal, and these comments were included as part of the data analysis

to be included within the study. I analyzed these comments along with feedback from

participants. I furthermore engaged in triangulation of data by comparing findings from

all three participant groups, and this helped with the creation of themes. Data analysis

was conducted via my categorizing open-coded field notes to organize the recorded

perceptions. During the coding procedure of the journal, I looked for certain words and

phrases that seemed unique or were unfamiliar to help explore specific and repetitive

elements of the interviews (see Bogdan & Biklen, 2007). The notes written in the journal

during the conversations allowed me to identify distinct. I used the margins of the journal

for noting ideas and dividing text into segments using colors for related segments (see

Creswell, 2011). I chose to use Clark and Vealé's (2018) method for categorizing and

creating codes from the data and this was helpful in color coding the data to create

themes.

Evidence of Quality to Assure Accuracy and Credibility of the Findings

Guidelines were followed to guide the accuracy and credibility of the study. These included offering quality evidence, procedures to ensure accuracy, and ensuring the data collection and data analysis was credible. Certain strategies were incorporated within the study to enhance the quality, accuracy, and credibility of findings. The first method included triangulation, and for this study I cross-checked data by viewing both the journal and the transcriptions of recordings to analyze and compare statements from all three participant groups (see Merriam, 2009). The second strategy I used was transcript reviews wherein I engaged in follow-up conversations (see Merriam, 2009) through phone calls or emails to ensure accuracy of what participants from each participant group stated along with clarifying their intent during their interviews. The transcript reviews helped to ensure trust and accuracy were established within the study findings (see Korstjens & Moser, 2018). The third strategy I incorporated was peer debriefing or review, wherein I discussed findings with a knowledgeable individual familiar with this line of study to review the findings for credibility (see Merriam, 2009). I discussed study findings with two individuals who worked within a TED program and were familiar with the process for which teacher candidates are evaluated. The peer debriefing process helped in ensuring the comments from participants were not discrepant cases. I constantly engaged in self-reflection to check for bias or prejudice and wrote down all notes and details using specific details as I analyzed the data. The journal was useful for recollecting statements, concerns, and any relevant items to add to the study.

Discrepant Cases

A discrepant case could have occurred if a participant failed to understand the questions during the interview, or offered a response that might be nonsensical, overly opinionated, argumentative, or provided advice for the study as opposed to providing perspectives (Creswell, 2009). However, discrepant cases can sometimes result in participants providing responses that do not support the data or their perspective can even contradict the themes and patterns of the data analysis, and I reported any information that was outside the scope of this study (see Mays & Pope, 2000). If in the event of a discrepant case, I would integrate participant comments into a separate category or theme, which may help broaden the data analysis or at least provide a different perspective compared to other participant results. Discrepant cases with contrasting or substantially different statements and viewpoints were included and explained within the data analysis, and I included further analysis of whether the discrepant case may be biased.

Data Analysis Results

In the following section I explain the process for analyzing the data from the interviews as part of my study. I include details about the study findings and data analysis from TED faculty participants, clinical supervisor participants, and teacher candidate participants.

Data Process

A total of 16 participants replied and agreed to participate in my study by stating "I consent" in the reply email. Five clinical supervisors replied, five TED faculty replied,

and six teacher candidates replied to the initial email sent out. I informed the sixth teacher

candidate that I would contact them if I needed an additional participant. The participants

consisted of five TED faculty, five clinical supervisors, and five teacher candidates. Of

the 15 participants, four TED faculty participants, three clinical supervisor participants,

and one teacher candidate opted for a recorded Zoom conference, all other participants

opted for a recorded phone call. All interviews from participants were recorded on my

mobile phone Voice Recorder application.

Pseudonyms were designed for each participant based in order of the interviews.

TED faculty were listed as TED faculty participants 1-5, clinical supervisors as clinical

supervisor participants 1-5, and teacher candidates as teacher candidate participants 1-5.

There was a total of 15 participants interviewed for the study. Of the teacher candidate

participant group, four of the participants were females, one was male. Of the clinical

supervisor group, three were females, two were males. Of the TED faculty participant

group, all five of the participants were females.

Data Records and Storage

I used the mobile phone Voice Recorder application to record all interviews

including Zoom meetings. I saved all Zoom and mobile phone Voice Recorder

application recordings by saving each individual interview into a Microsoft Word file on

my password-protected laptop, which always remained in my possession. I followed the

interview protocol (Appendix B) for each interview to ensure I stated participant rights

and protections prior to asking the guiding interview protocol questions. I created a total

of fifteen subfolders within my password-protected cloud account to save all Microsoft

Word interviews that were transcribed. As each interview proceeded, I was able to note any key words to create codes along with themes in real-time within the journal. I identified codes by manually searching for common words, phrases, or sentences stated by participants that represented aspects and features of the data (see Clark & Vealé, 2018). Before each interview began, I allotted 30 minutes of time to ensure the Zoom software and mobile phone Voice Recorder application were working effectively and accurately storing all data. I also used this time to reflect on any thoughts or biases I may have towards participants and wrote these down in the journal. At the end of each interview, I added an additional personal reflection about the interview process at the bottom of the journal entry of each separate participant for recording notes which were used to assess for my own bias. I reviewed the entire interview journal entry and circled any themes; I also drew boxes around keywords to help develop categories.

Codes and Themes Supported by Data Analysis

The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. Teacher candidates who are not provided quality feedback during their student teaching may continue as ineffective credentialed teachers (Aldrup et al., 2018). The problem at a West Coast university was that the university's teacher education program lead faculty and teacher candidates have stated that they are concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The intention behind this study was to address a perceived problem about teacher candidate feedback.

Problem and Research Question

The study naturally grew out of a specifically documented problem that TED faculty at a West Coast University had shared that they were concerned about the quality of feedback provided to teacher candidates by clinical supervisors. The problem at a West Coast university was that the university's teacher education program lead faculty and teacher candidates have stated that they are concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process.

My study focused upon a specific research question about the feedback process. Participants were read interview protocol questions (see Appendix B) about their roles, experiences, and perceptions of the feedback process to evaluate teacher candidates. The literature review highlighted the need for quality feedback from clinical supervisors to guide teacher candidates so they can be effective K-12 teachers (see Aldrup et al., 2018; Ellis & Loughland, 2017; Kimbrel, 2019; Safak et al., 2016). Participants provided data highlighting their experiences and perceptions of the feedback process to evaluate teacher candidates. The data analysis highlighted specific codes that helped to identify themes that aligned with the perceived problem within the university under study. I considered data that was relevant to the study such as comments about feedback and feedback training but did not include information such as excessive background details from participants, including schools where they had taught, or conversations from participants

about long distances traveled to meet with colleagues or observe teacher candidates, as these statements were not pertinent to my study.

After each interview, transcriptions of the interviews were copied and pasted from the mobile phone Voice Recorder application, then sent to my password protected email. I created individual Microsoft Word copies of the interviews using pseudonyms for participant names that were stored on my laptop. I concentrated on areas within each interview that specifically addressed aspects about teacher candidate feedback and began the coding process through highlighting areas using Clark and Veale's (2018) coding process. I crossed out data that was not relevant to the research question or the study problem by striking through areas within transcriptions and the journal.

Once all the interviews had been assembled, transcribed, and compiled, I sorted the data into codes by identifying recurring phrases and comments that were frequently stated in the interviews. I identified a total of 19 codes from frequent participant statements. Eight codes were identified from conversations teacher candidates discussed about the guidance from the MT and seminar instructor that helped to identify two themes about inclusion, and they were labeled as: (1) inclusion of master teacher for feedback, and (2) inclusion of seminar instructor for feedback. Two codes were identified highlighting concerns that teacher candidates did not review the feedback provided from clinical supervisors and were labeled under the theme of: (3) teacher candidate professionalism within feedback. Four codes were identified highlighting the problem with feedback training and professionality and these were labeled under the theme of: (4) addressing professionalism in the academic and social environment. Three codes were

identified that highlighted feedback protocols were not being followed along with a preference for immediate feedback, and this was labeled under the theme of: (5) feedback accountability. Two codes were identified that highlighted an issue with generational gaps and the use of technology to submit feedback and this was labeled under the theme of: (6) need for accountable clinical supervisor support. Table 1 highlights the codes and themes identified from study findings.

Table 1

Overview of Codes Organized into Emergent Themes

Codes	Themes
Code 1: Modeling by master teacher for teacher candidates Code 2: Suggestions and feedback from master teacher Code 3: Organization and planning from master teacher Code 4: Ongoing support from master teacher Code 5: Quality of relationship with master teacher	Theme 1: Inclusion of master teacher for feedback
Code 6: Seminar class strategies Code 7: Seminar class discussions amongst peers Code 8: Quality of relationship with seminar teacher	Theme 2: Inclusion of seminar instructor for feedback
Code 9: Feedback ignored by teacher candidates Code 10: Reflection of feedback not considered	Theme 3: Teacher candidate professionalism within feedback
Code 11: Feedback training experience Code 12: Professionality disagreements Code 13: Hostile environment Code 14: Resentment between TED faculty and clinical supervisors	Theme 4: Addressing professionalism in the academic and social environment
Code 15: Feedback protocols not followed Code 16: Preference for immediate feedback review Code 17: Differentiated concerns	Theme 5: Feedback accountability
Code 18: Generational gap issues Code 19: Technology concerns	Theme 6: Need for accountable clinical supervisor support

In the following section I highlight how responses that were provided from participants aligned with the research question. I offer specific quotes from participants that identify how comments align with the codes and themes within the study and include tables that summarize the findings.

Research Question

The primary research question that guided my study was as follows: What are the perceptions and experiences of TED faculty, clinical supervisors, and teacher candidates about the feedback process for evaluation of teacher candidates? Findings framed upon this research question and interview protocols identified a total of six themes from study findings.

Theme 1: Inclusion of Master Teacher for Feedback

The lack of MT mentoring was a theme that was identified through all three participant group interviews as part of the feedback process. All five teacher candidate participants discussed helpful suggestions and advice they received from their MT as part of their field experience component. TC 2 stated: "My master teacher made my student teaching experience memorable and also taught me how to network within the profession." TC 5 also discussed the positive relationship and guidance received from their MT saying, "I learned the most by far from my master teacher." TC 3 also mentioned that their second MT offered better guidance than the clinical supervisor but noted that there was a switch between MTs because the first one got sick. TC 4 discussed a preference for the MT versus the clinical supervisor:

My clinical supervisor was a perfectionist. I relied on my mentor [master] teacher

for advice. He was very supportive, and the students looked up to him. He had

about six years of experience and some great ideas for classroom engagement.

"Engagement" in the former quotation would refer to ensuring the K-12 classroom was

active with students participating and therefore engaged in content-appropriate activities.

Discussions about the MT were not identified within any of my interviews with TED

faculty participants and clinical supervisor participants, and therefore I incorporated this

exclusion into this same theme.

Theme 2: Inclusion of Seminar Instructor for Feedback

The lack of mentoring from the seminar class was a theme identified across all

participant groups. All five teacher candidate participants explained that the seminar class

instructor offered guidance from viewing videos of their classroom teaching along with

materials to help guide them with writing their TPA to earn their credential. TC4 stated:

The seminar class was helpful in learning teaching strategies. I asked other

teacher candidates in the seminar class how they were doing with student

teaching, and some said they had not heard from their clinical supervisor, or they

felt that their supervisor was too easy.

This comment indicated that other teacher candidates not involved within the study may

have been offered feedback or guidance by their clinical supervisor. TC 5 stated how the

seminar class offered "effective guidance in evaluating ourselves teaching through

videos. Having our peers evaluate our teaching performance was super helpful." Of

important note was that none of the TED faculty participant group mentioned the seminar

class as being an important component of teacher candidate guidance or evaluation. CS4 said, "The seminar class is too much work."

Theme 3: Teacher Candidate Professionalism Within Feedback

TED faculty participants and clinical supervisor participants discussed the issue of teacher candidate feedback. Both participant groups stated concerns about whether teacher candidates reviewed their feedback and stated there was a lack of accountability for teacher candidates to review the feedback provided to them by clinical supervisors.

TED Faculty and Feedback Responsibility. TED 1 stated a recurring issue regarding teacher candidates not reviewing the feedback of their field experience.

In years past I used to have a face-to-face with the student teacher. You know what, I don't think it really matters to them. They know they're not failing, they're just so exhausted and it's like 'am I passing or not, am I going to get through this', I think they're dutiful to us.

TED 4 also reinforced how teacher candidates may not review the feedback provided by clinical supervisors. TED 4 stated, "Teacher candidates could have gone all semester without seeing their evaluations", further highlighting how TED faculty were unsure if the feedback efforts are recognized by teacher candidates. TED 1 described the requirements for teacher candidates and how they can be excessive:

There was a time when we used to encourage student teachers to write reflections, it wasn't a formalized thing, and I did it for a few years and I began to feel that it was just busy work for them. And the last thing student teachers need is busy

work. Because they take seminar class. And now they're doing the TPAs. And to

ask them to write a reflection? I couldn't do it. So, I gave that up years ago.

TED 3 explained how the feedback evaluation process can have such flaws that

ineffective teacher candidates may end up with a teaching credential as a result:

We added things about the importance of reliability and consistency to the

feedback, because if you've got a (teacher) candidate that's not successful and

you don't have good data that you've observed, then we can't fail them. I mean,

we've had instances where we knew a candidate and the supervisor said 'this

person shouldn't be teaching' and we said 'well, show us your observations' and

they didn't show that. They were getting 3's and 4's out of a 4-point scale and if

they're getting 3's and 4's, why would you fail them? And they said 'Well, I

didn't want to hurt their feelings'.

TED 1 reported how teacher candidates may be overwhelmed with their student teaching

experience and the feedback review is not of importance to them:

Do I think that the teacher candidates do anything with that? I don't know. I mean

if you see a need and you talk to them and you coach them through it and you say

'next time I come I'm looking for A, B, and C, obviously that gets their attention.

But other than that, I think (the feedback) just goes into the computer file. It's not

that they're not interested, I think they're overwhelmed.

Clinical Supervisor Feedback Responsibility. The clinical supervisor

participant group also discussed the issue of teacher candidates and if they were reading

the feedback provided after their observations. CS 1 questioned if teacher candidates

review the feedback provided by clinical supervisors: "Are teacher candidates even reading their feedback? There's no accountability for student teachers." CS 3 reported: "One drawback about the system is I'm not sure if students even look at the feedback I write, I always include questions on the form, but they never reply, so they're not reading the feedback. Only when I ask them 'did you get my questions?' is when I get a reply." CS 2 mentioned how the role of a teacher candidate during their field experience may be exhausting. "I think that our teacher candidates already have too much on their plates. They're working all day in the classroom, grading, planning…it's a lot." Overall, many participants agreed that while engaged in the field experience, teacher candidates may lack interest in viewing their feedback due to the overwhelming amount of work required for lesson planning, grading, and attending the seminar class.

CS 2 stated "I like to model for teacher candidates after an observation about what they are doing wrong." By modeling, CS 2 further explained that they would observe a teacher candidate making a mistake, and then physically demonstrate how to improve their teaching through watching him pretend to teach. CS 4 reported that, "I go over the evaluation right after every observation." CS 5 confirmed a preference for providing immediate feedback by stating, "I get together with teacher candidates right after the evaluation. It's always best to have an oral conversation right after" the observation.

Theme 4: Addressing Professionalism in the Academic and Social Environment

The codes revealed that there had been academic and social issues that had occurred between TED faculty members and clinical supervisors as a result of a training process. The purpose of the training process was for clinical supervisors to improve their

feedback writing when observing teacher candidates. However, clinical supervisors viewed the training as ineffective and lacking professionalism.

TED Faculty. TED faculty participants stated that the training to calibrate clinical supervisors for feedback had been rushed due to pressure from the state of California to retain accreditation and improve the feedback process which was perceived as a problem by TED faculty. TED 2 stated "The state updated the TPEs and we had to quickly try different ways to ensure clinical supervisors were filling in their forms for observation." TED 3 reported that "The TPEs forced the calibration process." TED 4 stated "The training happened in a short length of time,", and TED 5 stated "We hired specialists to undertake this enormous initiative, it was hastily and poorly managed though." TED1 referred to the feedback training process as "chaos." TED 2 referred to the feedback training process as "treating people mechanically." TED 2 further elaborated that what they were referring to in saying the word "mechanically" was that "Clinical supervisors felt like the structure limited them in providing personal feedback." Clinical supervisors also offered their perspectives about the feedback training. CS 3 reported that "People who led the training were ineffective "and "all we did was change adjectives." CS 3 further added, "The training process was mostly theoretical, not practical."

TED faculty participants offered insight into the feedback training process that was part of a mandate for the university under study to retain accreditation. Four of the five TED faculty participants explained that the state of California had created new teacher performance expectations for teacher education programs to adhere to, and institutions that did not meet the new guidelines could lose accreditation. TED 4 reported

"New forms were needed in order to meet the new TPEs and retain accreditation." TED

5 stated that "The state funded the training process to enhance teacher education,

especially teacher candidate feedback." TED faculty participants all shared a relationship

in stating that the training to calibrate, or train clinical supervisors to align their feedback

for teacher candidates, had been forced on them by the state and the training was

managed hastily and resulted in negative attitudes on behalf of clinical supervisors. The

interviews from TED faculty participants highlighted negative perceptions of the training

and support to guide clinical supervisors in writing quality feedback for teacher

candidates during their field experience. Findings from the data indicated that the

feedback training for clinical supervisors had best intentions to enhance the writing

process for evaluating teacher candidates, but the actual delivery of the training process

was viewed by clinical supervisors as insulting to their professionality. TED 1 stated that

"the training process created chaos and people quit." TED faculty participants

acknowledged that the training process for writing feedback was not well received. TED

2 stated "People were angry" in regard to how clinical supervisors viewed the training for

providing feedback for teacher candidates.

TED faculty participants had been involved in the development of training for

feedback. TED 2 helped "in the development of a template that aligned with all of the

TPE domains." TED 3 stated, "I worked directly with a consultant who was familiar with

the Teacher Performance Assessment, and we designed the calibration process." TED 4

stated, "I tried to collaborate with staff to get as many people together as we could for the

training." TED 5 reported, "I helped with the training materials for the calibration process

and arranged for 3-day conferences at hotels to support the large amount of clinical

supervisors we had to train."

TED faculty participants noted the clinical supervisor resentment of the training

process was a significant issue that emerged from the findings. TED 1 stated "Calibration

was chaotic", referring to the feedback training and how clinical supervisors viewed this

mandatory training to enhance teacher education feedback. TED 3 discussed how the

training to guide feedback was met with a lot of resistance from clinical supervisors. TED

3 stated "Clinical supervisors did not like the calibration process. It should have been

approached differently. The clinical supervisors felt like we questioned their

professionality, and some were very upset." TED 4 stated that, "It was a battle" referring

to how clinical supervisors viewed the feedback training process. TED 5 discussed how

the training process for writing feedback had taken an "emotional toll" on both TED

faculty and clinical supervisors and stated that "Many of the clinical supervisors had been

principals and superintendents, and they were not going to tolerate the university putting

them through the ringer. They were offended and insulted with the training." I asked TED

5 to elaborate on this statement and they stated that many clinical supervisors are from

high-level positions such as former principals within teacher education, and they

perceived that TED faculty viewed them as lacking knowledge of how to evaluate teacher

candidates. The five TED faculty participants believed that the training process for

writing quality feedback had resulted in clinical supervisors being resentful of the

training, and the TED faculty participants also believed that some of the clinical

supervisors quit their position at the university permanently because of this training. TED

faculty participants offered their perspectives of 15 years or more of active involvement in the training process for clinical supervisor feedback to support teacher candidates.

TED 1 was the only participant in this group who offered a differing perspective on the training process, stating that they had not been provided materials such as a handbook or training procedures from the university to guide clinical supervisors' feedback and they always created their own forms. TED 1reported "There's never been forms, I just make my own questionnaire and feedback forms." TED 1 also had 22 years of experience working with the university under study, and further offered the perspective of being the only TED faculty that had a university office over 75 miles away from the university's main offices. TED 2 had designed a lesson plan template for TED courses to align content with Teacher Performance Expectations (TPE). The templates designed by TED 2 were "anchor assignments to guide future teacher candidates in creating plans that would meet all TPE during their field experience component." TED 2, TED 3, and TED 5 had all worked directly with an educational consultant from the state in creating a calibration process to offer feedback training where clinical supervisors were to report to the university's offices and write feedback of teacher candidate performance based upon a mock video of a student teacher. Their perspectives were important in being a part of the training process used by training clinical supervisors to provide feedback to teacher candidates.

During the interviews, TED faculty participants and clinical supervisor participants often discussed how the feedback training was viewed as hostile by clinical supervisors with TED faculty participants making comments about how the feedback

training caused hostility from clinical supervisors. TED faculty participants often talked about the substantial efforts they took in creating the feedback training, whereas clinical supervisors shared that they were treated unprofessionally because of the training.

TED faculty participants discussed problems with the feedback training, and clinical supervisors indicated discontent with the implementation of the training. TED faculty participants also stated that there should have been more input from clinical supervisors. Clinical supervisor participants shared that the training was both sudden and left them unprepared and unaware of what they would be doing as part of the training process.

A relationship that emerged from clinical supervisor participants was frequent mentioning of the feedback as limiting their expression when writing feedback. According to CS 1, the feedback training resulted in learning "A few cursory words" to add to teacher candidate feedback. CS 2 reported that the "writing process became stiffer" meaning new terminology had to be applied and not able to use their own terms or language anymore. CS 3 stated the training "had created an unauthentic way of providing feedback." CS 5 stated "I had to go over all things with teacher candidates, especially if they were confused in regard to the new terminology." Clinical supervisor participants discussed how the feedback treatment made this group feel as though they were being forced to use a new language that limited them on providing personal feedback.

TED 5 offered the most details in the interviews about the development of the

training process. TED 5 discussed how the training was funded by a state grant to support

the feedback training process for evaluation of teacher candidates:

> I was very fortunate to be named the statewide coordinator of clinical practice at
>
> a time where we had been awarded a $2.8 million grant every year for, I think it
>
> was, for five or six years. The $2.8 million was a state-funded internship grant
>
> that was legislated by the state of California and given the large numbers of
>
> teacher candidates that we had, we had a very large process to handle. Those of us
>
> in special education and general education worked as co-workers, or co-managers
>
> on this grant. Because we had so much money and such enormous resources, we
>
> bought all sorts of training materials for the clinical supervisors, we provided
>
> handbooks for all of their roles and professional responsibilities.

TED 5 noted how the feedback training was created exclusively by TED faculty who

assumed clinical supervisors had received all materials for observation, despite evidence

from clinical supervisor participants stating the contrary in their interviews. TED 2

explained the mission of the training process to aid in the evaluation of teacher

candidates.

> We created a calibration system for all supervisors of clinical candidates. So, it
>
> was a very rigorous calibration program in that the supervisors had to score
>
> effectively on case studies, using our observation and evaluation forms. So, there
>
> was professional development, followed by actual scoring of case studies. And for
>
> the most part you couldn't be a student-teaching clinical supervisor without

having been successfully calibrated. And so, what that did was it tightened down

the evaluations and observations.

This example highlighted the TED faculty approach for feedback training, but only

mentioned as a result of TED leadership and guidelines. TED 2 discussed how the

training process, from their perspective, did enhance the feedback process of teacher

candidates.

After calibration started and our supervisors became calibrated, we saw a closer

correlation so that in the first two months prior to formative evaluation, they were

giving feedback through their observational forms consistent with what they were

then going to get on their formative and summative. We also saw our supervisors

anecdotally providing feedback related to the TPEs.

This statement from TED 2 indicated a top-down approach to the feedback training

process. TED 2 further reported an assumption in pointing out how the updated

terminology could be included within teacher candidate feedback would help clinical

supervisors feel supported:

Now there was a structure upon which they were to provide feedback, and they

felt like that structure limited them in providing personal feedback. And what we

said was: 'You can provide the personal feedback on top of the structured,

calibrated feedback you're providing. But you can't eliminate the calibrated

feedback.' So once we got that, I think they felt better.

Other comments from TED faculty participants highlighted an authoritarian approach to the training process. TED 3 discussed hiring the "perfect" person to train clinical supervisors for feedback training:

> We went to a state convention and one of the guys asked if our instrument [feedback form for evaluation] had been calibrated, and we were like, well, no. So, the data was not valid. Evaluation was an area that was lower than the others, we saw patterns emerging, but that was based upon personal judgment. The TPEs forced delivery and spelled out specific areas to look out for teacher candidates. We worked with someone who had helped to design the TPA (Teacher Performance Assessment), so she was the perfect person to help us develop the training process for clinical supervisors.

TED 3 stated regret towards about how the training was organized and the negative effects on clinical supervisors:

> We should have approached [the feedback training] a little differently. Because what I think what they saw was that we were challenging their professionalism. They were already, in their mind, and we had been telling them, they were great supervisors. For them to come in and for us to tell them 'now you have to do it this way because this is going to tie to the standards and the descriptors, they didn't like that. They got very upset. Some people bought it and figured it out, the consistency, the reliability across supervisors, they got it, many of them had been supervising for a long time though and for them it was easier to write 'good job' or 'nice work' rather than tell the candidate what they needed to improve.

TED 3 further added that the feedback training process had resulted in clinical

supervisors leaving their jobs immediately. "The people who chose not to be part of the

training process, they left. So, we lost a lot of supervisors initially." TED 3 further

reported:

> We misread the amount of people would be offended that we would think to come
>
> in and 'train them'. And they didn't see as something new and different, which is
>
> how we tried to say 'this is something different', they saw it as an attack on their
>
> professionalism and it was a pretty ugly scene."

This statement aligned with what the clinical supervisor participant group stated about

their perceptions of the training process to provide feedback to teacher candidates. TED 1

reported how the people who conducted the training were not effective in working with

clinical supervisors:

> We had problems before we had training on evidence writing. The calibration
>
> created…a lot of people quit on the spot. I lost a clinical supervisor on the day of
>
> training. He said 'I'm out of here'. Our trainer didn't have the best means of
>
> communication and a lot of people were not comfortable with him. I do think
>
> though that it made better writers. We used to get 'good job, keep it up', now the
>
> feedback is much more specific, much more descriptive and teacher candidates
>
> got better feedback.

According to a statement by TED 3, the feedback training resulted in anger from all the

clinical supervisor participant group. TED faculty participants were aware of the chaos

the training had caused. TED 3 reported:

We got pushback. I have never been attacked as a professional , I have never been

yelled at like that from another professional, it was like whoa, I got an apology

later on, but at the time it was like, really? And it was because they were so

threatened. Change is hard, I should have known that, we didn't build enough

background stuff in.

TED 3 clarified the comment about building "background stuff" in stating they meant

that TED faculty should "have been more considerate of clinical supervisor needs."

Clinical Supervisors. The issue of feedback training for clinical supervisors to

write quality feedback due to recent state-mandated changes with the introduction of the

Teacher Performance Expectations (TPE), and clinical supervisor participants'

resentment about using this new terminology in their feedback was identified. CS 1

reported that "We wrote samples with new terminology and it was very stressful." CS 1

further added "We learned a few cursory sentence words" meaning that new terminology

had to be implemented into teacher candidate feedback and was viewed as merely adding

new and specific wording to an evaluation. CS 2 stated that "The language is constantly

changing due to state requirements." CS 3 stated "We were forced to use new terms like,

instead of saying the candidate was improving, we would have to use language such as

'attempted to', and this tied my hands." I asked for further clarification about this

statement and CS 3 explained that the new terminology was nothing more than using new

language to write feedback for teacher candidates.

All clinical supervisor participants spoke negatively about the impact of the

feedback training process making statements such as the feedback training was belittling

and lacked professionalism. CS 1 described how the feedback training was being forced upon them and stated, "A lot of us were bitter about the training process, this could have been approached so much kinder and gentler." CS 3 stated that the training process was "just about changing adjectives." CS 4 did not attend the calibration training, but stated "There was no training practice, I've had to rely on other people. I've also watched other university videos that offer teacher education on how to write feedback for student teachers." I did ask for clarity about the videos and CS 4 mentioned "I listened to videos on how to prepare student teachers for incorporating the TPEs, the university did not supply any useful videos for me."

Some of the participants did mention how even though the feedback training had been unpopular amongst clinical supervisors, two of the clinical supervisors noted that feedback writing, and terminology had improved. The negativity and lack of professionalism on behalf of TED faculty was often addressed by clinical supervisors. CS 1 stated:

> We felt as though we just learned a few new cursory words. All of us felt cheated by this experience. It was not well received, and I recall some people walking out and quitting on the spot. I heard some of us were fired for not meeting standards.

CS 2 discussed how the updated evaluation writing process now limited personal feedback to express comments to teacher candidates under evaluation, highlighting how professionalism had been undermined by TED faculty. CS 2 stated, "Sometimes the writing process can be quite stiff. I prefer to just talk directly to each teacher candidate about what I'm seeing with their teaching. I'm an auditory learner myself, I prefer to

listen to others." CS 1 stated, "The feedback was casual, it's now a lot more formal. I guess we had to grow up." CS 1 stated:

> I feel as though the calibration process did improve the feedback; however, the feedback training basically forced the delivery of content on us. I think teacher candidates are now thankful for their feedback. The training was not all negative, it got the ball rolling and did teach us how to provide better feedback.

Theme 5: Feedback Accountability

Another identified theme was the reviews teacher candidates received from the feedback. TED faculty participants and clinical supervisor participants often questioned if teacher candidates reviewed their own feedback, and teacher candidate participants did not mention the written feedback in any of the interviews except for oral feedback provided after each observation.

TED faculty. TED faculty participants talked about the disconnect within the teacher education program. The first example of a disconnect was TED 1 who discussed how there was an issue with finding enough clinical supervisors to evaluate teacher candidates. TED 1 explained how the need to visit classrooms in place of clinical supervisors to evaluate teacher candidates because of the shortage of clinical supervisors. In the following quote, TED 1 discussed being forced to observe teacher candidates due to a clinical supervisor shortage, but also stated that method TED 1 used for providing immediate teacher candidate feedback was not the correct protocol expected within the university's TED program.

I have right now two student teachers that I observed last week, and I have my

notes, I use the same form I used to use, but I have not given my feedback and I

feel bad about it, but you only have so much time in a day and because I did my

observation in person, they already got my feedback. You see, I'm not a virtual, I

do it in person, so I'll get to it, they know what I thought of their performance.

You see things differently when you're there in person. My generation, we like

being in the classroom and offering suggestions right then and there.

TED 1 further discussed not being aware how the other regional campuses that were part

of the university supported teacher candidates. TED 1 mentioned offering meetings for

upcoming teacher candidates to learn about their roles as a future teacher candidate but

was unsure if the meeting aligned with the requirements of other regional campuses

associated with the university. TED 1 stated:

Something that I do by myself, and I'm not sure if our other regional campuses

do, but I offer a student teaching night about six months before our students

become teacher candidates. I let them know all sorts of things. Like, you're not

allowed to have a job when you're student teaching. And they'll [teacher

candidates] always say, 'you mean I have to stop working?' Nobody tells them

that. They're always surprised. Nobody told you that? They have to know the

reality of what student teaching is like. You're going to be there five days a week,

all day long, and we talk about things like what happens if your school goes on

strike.

TED 1 also discussed differentiated concerns for guiding clinical supervisors with the feedback process used to evaluate teacher candidates. In the following statement, TED 1 admitted to not following the TED program protocol for working directly with clinical supervisors:

> I have used the evaluation process a little bit differently that it is intended. I give it to the clinical supervisors, I go over the rubric, and I encourage them to write comments and I go over the TPEs, but they know them (TPEs) better than I do because they work with them on a daily basis because they're with them for a minimum of nine weeks. They send the form back to me and I look over it and add or delete comments, and that's how I do it.

By acknowledging this statement, TED 1 admitted to not following the study site university protocol to provide appropriate feedback to teacher candidates. TED 1 also shared another example of the disconnect within the university regarding the need to work directly with coworkers as opposed to being virtual.

> I was a resource for quite a few of the regional campuses, because their lead faculty was not as involved as I was, I got called on by many clinical supervisors, and I still do, to guide them. We formed a closeness. There's lots of ways to manage the university without just creating new forms, we need people time to talk.

TED 1 discussed how there can also be a disconnect with employees who may have been in more of a traditional system.

The university is a very different type of institution. If you come from a background of a university that works by semesters, and we have a lot of technology now. I worked with a struggling clinical supervisor and sat down with her to go over our system and she just didn't get it at all.

In referring to a "traditional" system, TED 1 was indicating how some new TED faculty or clinical supervisors can come from universities that have semester or quarter systems, whereas the university under study has a different timeframe for classes and uses software not used by other universities. TED 1 reported differentiated concerns regarding not seeing coworkers in person:

I like face-to-face communication. Zoom works better than just written feedback because if I want to talk to a teacher candidate about anything I can read their body language, I can look at them and see if they're confused or even falling asleep and bored. As a university we used to encourage this face-to-face communication.

TED 1 also discussed a preference for providing feedback always on the same day: "I give feedback right then and there, and if not, then I would call them that evening over the phone." This statement reinforced the need for immediate feedback while not following expected protocols at the study site university.

Clinical supervisors. The theme of professionalism within the university under study was discussed by clinical supervisor participants. CS 3 admitted to not following the protocol for learning about the teacher candidates for observation in advance, choosing to wait until they met in the K-12 classroom for the first time. CS 3 stated:

"There is some information about the teacher candidates for us to read in advance, but I don't look at this stuff. I wait to meet them in person, and I can avoid bias this way." CS 4 indicated how TED faculty may pass teacher candidates and allow them to move forward with a teaching credential even if the clinical supervisor does not provide a passing grade to a teacher candidate:

> I see the university as very fragmented. You can get all different information depending on who you're speaking with. It's not very consistent. The university passes everybody regardless. You could be a really bad student teacher and I have issues with that. I have one student teacher I have been very diligently working with, we'll see what happens at the end, but the feedback in this case wasn't completely negative. All you're told by the university is that they need to get on some form of progress alert and it's almost like being on probation in a work-related type of situation and I come to find out that even if you're [teacher candidate] on that [probation], you will pass.

CS 4 also stated the danger of allowing teacher candidates to pass their field experience component if they are not meeting the Teacher Performance Expectations:

> I was at a meeting yesterday with other supervisors, and we were pretty much told by one faculty member that, well, failing candidates would pass. I'm sure she was delivered that information from her supervisor because that's what she said, and she admitted, it's very frustrating. How do you pass somebody on who's not effective? Because they might get their credential, do well with an interview, and then you have an ineffective teacher.

CS 4 in the above statement was referring to how the university's teacher candidates may eventually earn a teaching credential, even if their feedback stated that required TPEs were not met. CS 5 stated a preferred method of providing feedback was talking to the teacher candidates about their teaching performance right after observation versus writing the written oral response per TED faculty expectations. "It's always the best to have a conversation right after", CS 5 stated. Overall, the sentiment from all clinical supervisor participants and teacher candidate participants was that feedback was most effective and preferred immediately after each observation.

Teacher candidates. I noted that teacher candidate participants did not offer details about the written feedback provided by clinical supervisors, but most shared their experiences about receiving feedback immediately after each observation. This aligned with statements from clinical supervisor participants who discussed immediate feedback following each field experience observation. TC 2 stated the teacher candidate "got back oral feedback after each observation." TC 3 mentioned how TC 3 and the clinical supervisor "…went through all TPEs right after my evaluations." TC 5 reported "I always got oral feedback, and it was always positive, right after being observed." The findings from teacher candidate participants indicated a shared relationship that the written feedback was being ignored and that oral comments from clinical supervisors were preferred by teacher candidates after observation. TC 2 discussed how the feedback was overall "great due to being offered oral feedback immediately after each observation from the clinical supervisor. TC 2 stated:

After the first observation, we went over, she [clinical supervisor] measured my

teaching against the TPE immediately. It was easy to see my score and why she

gave me that score on the rubric. The feedback was clear and matched up with the

TPE. I got oral feedback immediately and written feedback within a week that

offered more clarity.

TC 3 discussed the experience of being provided feedback in a positive manner

and stated "I had my evaluation in front of me. We went through all the TPEs. The

feedback was very detailed, and I was offered constructive feedback. My clinical

supervisor provided evidence of what I was doing right and wrong and justified the

scores. It was fair and it was really helpful."

Theme 6: Need for Accountable Clinical Supervisor Support

Theme 6 emerged from discussions about issues with generational gaps and

submission of electronic forms. TED faculty participants and clinical supervisor

participants stated there were problems with the use of technology to submit feedback for

teacher candidates. Teacher candidate participants mentioned that clinical supervisors

struggled with feedback submission, and further stated that their evaluations were often

based on using outdated teaching methods.

TED Faculty. TED faculty participants discussed how updating new feedback

and evaluation forms was needed for a digital age, whereas clinical supervisors discussed

how they preferred using traditional paper forms. Teacher candidate participants also

mentioned that clinical supervisors had difficulty using these forms to send their feedback

after their field experience observation. TED 2 indicated differentiated concerns about a

generational age gap with clinical supervisors at the university being unskilled in the use of modern computer systems.

> Several of us pushed to make it [feedback process] all electronic, and that was achieved by 2011 or 2012, and, again, there was statewide professional development on how to submit--a lot of professional development to teach supervisors how to submit it electronically. Again, we had a good portion of our supervisors who were over the age of 50 and didn't have the computer skills to learn how to submit it electronically. So, there was a strong collaboration between the university's credential office, and we hired specific people who worked exclusively online and over the phone with our supervisors, as well as our school people, to submit those electronically.

TED 5 discussed how the feedback forms moved from hard copy to electronic resulting in clinical supervisors having to adjust to the new electronic forms.

> We transferred from a hard copy to electronic because it's now a digital world. I led the entire conversion from hard copy paper, physical paper, to digital. So everything went from forms that had several color-coded layers with white copies for the university records, pink for the clinical supervisor's records, yellow for the teacher candidate's records, and we did this across all levels.

TED 1 discussed creating documents after stating there were no forms for clinical supervisors. TED 1 also stated the need for hard copies of materials.

> I created my own materials because nobody else seemed to be interested. We have forms we have used for observations; it makes it easy to follow along with the

TPEs. There has never been a form for the site provider to use for their

observation. They make one observation a month that only says what went well

and what would you like to see? I send a template out to the clinical supervisors

for them to fill out and give to our teacher candidates. I'm not saying my form is

good, it's a down and dirty simple thing. But there is no handbook or guide. I

created what I thought would work. There was many years ago a handbook, and

then that handbook went online. We're talking about a generational thing here.

We don't use online handbooks; we need a hard copy."

Another element around the topic of differentiated concerns was how there is a

preference for retired administrators to evaluate teacher candidates as opposed to former

K-12 teachers. The discussion from TED 1 again highlighted the recruitment of retired,

and therefore older, clinical supervisors to evaluate teacher candidates. TED 1 included

insight as to why the preference to hire former administrators versus former classroom

teachers. TED 1 stated: "Classroom teachers don't do enough observing of colleagues,

whereas administrators are always observing teachers. This is why I seek retired

administrators because they've spent their careers observing teachers."

Clinical Supervisors. Clinical supervisor participants also discussed references to

age. Differentiated concerns with reference to age and use of feedback materials to

evaluate teacher candidates was mentioned by CS 3, a former K-12 school administrator,

who stated in the interview that "I made my own questionnaire and feedback form,"

indicating there is a disconnect between following the TED protocol of using the

electronic feedback form intended by the site study university versus taking individual

initiative to create a form for evaluation of teacher candidates. The differentiated

concerns in age gap were also identified through teacher candidate participants. TC 4

stated that the clinical supervisor was a retired elementary school principal and provided

biased feedback based upon planning that is not considered relevant for today's K-12

classroom.

> He really didn't like my plan. My teaching plan was inquiry-based, which is more
>
> modern, he said he definitely preferred the traditional approach and wanted to see
>
> my offering more direct instruction and lecturing, which I did the following
>
> lesson resulting in him giving me much better feedback right after my
>
> observation.

TC 1 stated that the clinical supervisor observing them was a former history teacher of 30

years and had difficulty using the university's online platform for uploading feedback,

also identifying another differentiated concern with site study university employees' age

gap and the use of electronic forms. TC 1 stated:

> The first feedback I was able to find on the university's portal, the second
>
> observation my clinical supervisor sent me an email to a link that opened a
>
> template that was kind of broken. She said she had to use this other format and
>
> she sent me the link on this weird website that I could barely read, and she didn't
>
> give me feedback on my third observation for over a month. She also went out of
>
> town for a while, so my feedback has been all over the place.

TC 1 indicated in the above comment that the clinical supervisor was inconsistent with

observations of her teaching and that retrieving the feedback offered was difficult to

view. TC 1 further highlighted that the feedback form the clinical supervisor provided for evaluation was not able to be viewed because of formatting issues.

> She sent me a form that I'm pretty sure was meant to be sent to the university. It listed my scores as numbers, but I couldn't see the comments, so she provided comments, but I could not see my score. There wasn't any criticism, not that I necessarily want to be criticized, but I got mostly 'good job on this.' Everything has been really positive, but I know there's things I need to improve on.

This statement from TC1 indicated that feedback was provided, but it was not easy to access and there had been problems with the clinical supervisor uploading the form, clarifying that there was a need for clinical supervisors to receive guidance on submitting electronic feedback.

Discrepant Cases

My study required for discrepant cases to be identified and addressed. Discrepant cases can be defined as a means for the researcher to modifying emerging theories within the data that may not align with other results, but also do not refute the theories that were identified (Glen, 2017). There were a few comments collected from interviews that reflected unexpected findings that could modify some of the understandings from the study. These included comments about materials, collegiality, and the role of the MT.

One comment from CS 2 that was unexpected was when I asked about the materials and training process used by the university under study to train clinical supervisors. CS 2 stated, "Materials are up to date and cutting edge." I included this within the discrepant cases because almost all participants mentioned the lack of

resources, including teacher candidates who stated they did not receive any materials or resources outside of their seminar class. I did ask for clarification about this and CS 2 explained that he was referring to textbooks used within the TED program by teacher candidates prior to beginning their field experience component. I dismissed any further analysis of this statement because it is not within the bounds of my study.

Another discrepant case was TED 1 who discussed how communication within the university has changed in terms of collaborating with colleagues. TED 1 stated, "We no longer work with each other", and when I asked for clarification, TED 1 explained that staff no longer travel to see each other or have office visits and the faculty community had become disconnected. I found this contrary to other findings because most TED faculty offered details indicating they worked together as a collaborative team. TED 1 further clarified that the statement was referring to the 2019 academic year and backwards, and not the 2020 academic year when Covid-19 prevented in-person meetings.

A final discrepant case involved TC 5 who stated, "I heard some teacher candidates were thrown into a class without any guidance from their master teacher." I added this as a discrepant case because no other teacher candidates mentioned negative aspects about their time with the MT, but this comment indicates that some MTs may be ineffective, which is contrary to statements from within this study. I reported that statement in the journal as knowledgeable information, and possibly as a future research idea to consider.

Evidence of Quality and Accuracy of Data

During the interview I listened carefully and tried not to interrupt any participant other than to offer the occasional "uh huh" that I was listening. As each interview proceeded, I wrote down notes such as change of tone, hesitations, or any other aspects of the interview I deemed as important to the understanding to the phenomenon under study. After each participant finished a statement, I would provide a pause to allow for further information to be stated. Often this pause would result in participants continuing with the same topic but offering more insight and detail into their perspectives and experiences of the feedback process. There were times that certain participants would offer specific examples after pausing from adding statements about their experiences and perspectives with the feedback process.

At the conclusion of each interview, I thanked each participant for their time and informed them I may be following up with a future phone call and all participants agreed to this. I then wrote my reflection at the end of each interview which included any bias or understanding or connections I might have to the topic, and furthermore any biases that may have arisen during the interview, too.

Use of Technology for Accuracy

Once the entire transcription had been reviewed for accuracy, I listened to the recording one more time to double-check for accuracy, stopping only if there was a statement or word that was not written verbatim. I listened to the transcriptions from the Voice Recorder application and ensured all wording matched directly with the Microsoft

Word files that were created. I adjusted any words within the Microsoft Word files for accuracy.

Transcript Review

I engaged in a transcript review as a procedure to ensure accuracy of the findings by checking in with participants when I had finished the coding process to clarify specific questions about their interview. Copies of transcripts were sent out to each participant via email, and I asked within the email for participants to check the transcription for accuracy and assess if they wanted to add or retract any information (see Thomas, 2017). Checking the transcript with participants ensured that all participant data were accurate and by asking for clarification I was able to verify accuracy of the data (see Korstjens & Moser, 2018). The transcript review helped to clarify the codes and themes that were formed from the study findings.

During the transcript review process, CS 2 clarified their statement about the "cutting edge" materials provided by the university were textbooks for other TED classes. This was useful because none of the participants talked positively about the materials provided for teacher training. I did ask for clarification about this and CS 2 explained that he was referring to textbooks." TED 2 clarified what was meant by placing "things into the course shell" during her interview and elaborated that the study site university protocol is to ask teacher candidates to review their feedback by writing comments about their evaluation, and this process is often not completed by teacher candidates. This statement was useful to the study because TED faculty participants, client supervisor participants, and teacher candidate participants did not mention

responding to feedback through reflection. CS 3 offered clarification about the terminology used within the interview. CS 3 originally stated "We were forced to use new terms like instead of saying the candidate was improving we would have to use language such as 'attempted to,' and this tied my hands." CS 3 offered clarification about this statement because I was not sure what CS 3 meant in stating, "this tied my hands", and they explained that the wording that was stressed within the feedback training did not allow for simple feedback to be provided in one's own wording and writing feedback to teacher candidates became a harder process.

TED 1 also offered clarification about the statement: "We no longer work with each other" and explained that the TED faculty no longer travel to other sites where they can work with each other and that all work is conducted electronically and never in person. I found this useful because a theme of collegiality had been identified from the data. I asked TED 3 if this was due to the COVID-19 pandemic, and they replied that they were talking about before the 2020 pandemic began. I asked TED 3 in a follow-up phone call to discuss explicitly what was meant by the expression of "dead wood" when they mentioned how the feedback training process had "cleared out dead wood", and TED 3 clarified this was referencing clinical supervisors who were known to the TED faculty for providing minimal feedback, or feedback using outdated terminology to teacher candidates. In a follow-up phone call, I asked TED 5 to explain further what was meant when stating: "We lost the soul of the people" due to the feedback training. TED 5 explained that the feedback training process resulted in clinical supervisors having a "very negative attitude towards the university and clinical supervisors were both offended

and insulted by the training." This clarification from TED 5 was useful in aligning with

comments about the feedback training that had caused problems between TED faculty

and clinical supervisors.

Triangulation

I engaged in a triangulation process to cross check the findings within the study

(see Merriam, 2009). I cross checked the notes in the journal and the transcriptions of

interviews between TED faculty participants, clinical supervisor participants, and teacher

candidate participants. I discovered that the process of triangulation helped to identify

relationships among the different participant groups. The triangulation process helped to

ensure alignment between the findings and the research question RQ1: What are the

perceptions and experiences of TED faculty, clinical supervisors, and teacher candidates

about the feedback process for evaluation of teacher candidates? I compared data from all

three participant groups and discovered that were was a correlation between TED faculty

participants and clinical supervisor participants regarding the feedback training. I

furthermore identified that TED faculty and clinical supervisor participants did not follow

protocols for providing feedback to teacher candidates as part of the triangulation

process. The triangulation of data identified clear patterns, relationships, and themes to

guide my study.

Triangulation of the data were achieved by comparing data sets across all

participant groups. As I began the coding process, I looked for patterns from all three

participant groups. The sorting of the data to identify patterns displayed similar issues

across the three participant groups. Patterns that were identified were feedback training

from both TED faculty and clinical supervisors, and the reliance on the MT and seminar class for guidance during the student teaching component. Oral feedback was also a pattern identified by both clinical supervisors and teacher candidates as a pattern. By comparing data sets from all groups specific relationships were identified. These included TED faculty and clinical supervisors stating teacher candidates did not review their feedback. Another relationship identified was TED faculty participants and clinical supervisor participants reporting how the new terminology used within the TPE had resulted in frustration with clinical supervisors adapting to new protocols. A third relationship that developed among participant groups was how oral feedback was indicated as a preferred method of providing feedback immediately after teacher candidate observations. Themes that resulted from reviewing all three participant data sets included inclusion, professionality, and accountability.

TED faculty participants shared a relationship with clinical supervisor participants when they stated that feedback provided by clinical supervisors may be ignored by teacher candidates. TED 1 stated "Some teacher candidates do not care about their feedback as long as they pass." TED 2 stated that "Teacher candidates are not putting things into the course shell showing they have reviewed their feedback." This statement by TED 2 indicated that processes within the TED program may not be following procedures intended by TED faculty at the university under study. I asked TED 2 to clarify what was meant by placing "things into the course shell", and TED 2 explained that there are protocols to follow to ensure teacher candidates review their feedback by writing comments in an online platform after the clinical supervisor has written their

evaluation, and this protocol is often not followed. TED 3 stated, "I don't think teacher candidates really understand the feedback process," indicating an issue with communication with teacher candidates. TED 4 reported, "A lot of teacher candidates think they're good already, they don't care about the feedback," and this statement implied bias or opinion about the perceptions of teacher candidates. TED 5 stated, "The student teacher is a guest in a classroom with loads of planning and assessing of students. They're probably too busy to check their feedback." The statement from TED 5 indicated an assumption about teacher candidates and offered an excuse as to why they may not review the feedback from their clinical supervisor. The comments indicated a lack of alignment feedback between TED faculty participants in understanding if teacher candidates reviewed feedback provided to them.

TED faculty participants offered further comments about the reviewing of feedback by teacher candidates. TED 3 stated, "The clinical supervisors are supposed to get the feedback back to teacher candidates as soon as possible, but maybe the teacher candidates don't care?" This comment suggested that the perceived problem of clinical supervisors not proving quality feedback to teacher candidates may be irrelevant if teacher candidates are not reviewing the feedback from their clinical supervisor. TED 4 reported that "Teacher candidates already think they're good", indicating that teacher candidates may view themselves as acting professionally and having a belief their teaching strategies are already effective and therefore not needing evaluation. TED 5 acknowledged, "While the student teacher is learning, they have no responsibility to view their feedback." This statement indicated that teacher candidates do not have a

responsibility protocol from created by the TED program to review the evaluation from their clinical supervisor. In summation, the feedback training process emerged as a relationship between TED faculty and clinical supervisors, and the questioning of teacher candidates reviewing their feedback was an emerging relationship that was identified from the interviews.

Clinical supervisors indicated a relationship about concerns of teacher candidates not reviewing the feedback they receive after field experience observation. CS 1 stated that there is "No accountability for teacher candidates to review their feedback." CS 3 stated, "One drawback is that I'm not even sure that teacher candidates even look at my evaluations." CS 5 noted that he had to stress that "teacher candidates would offer a response to the feedback with reminders to review their evaluation" indicating that reminders for teacher candidates were necessary for them to review their observation feedback. TED 5 reported that "Teacher candidates have student teaching and no other responsibility other than planning and assessment, but not evaluation so much" indicating that beyond their teaching experience, there is no liability for teacher candidates to review their feedback from their clinical supervisor.

Another emerging relationship that evolved from the clinical supervisor participants was how feedback was possibly received and reviewed by teacher candidates. Clinical supervisor participants described how some teacher candidates do not acknowledge or review the feedback they were provided after being observed during their field experience. CS 1 questioned the feedback teacher candidates receive during their field experience in stating "Are teacher candidates reading their feedback? I don't

think there's any accountability for them to do so." CS 3 stated that they never heard back from any of the teacher candidates about the feedback they had written after their observations. "I'm not sure if students even look. I include questions and they don't reply, so they're not reading the feedback." CS 2 described how teacher candidates may be overwhelmed with work already and therefore checking their feedback is not important. CS 2 stated, "Teacher candidates already have too much on their plates. They do not listen to or appreciate the feedback." CS 1 stated, "I wonder if teacher candidates are even reading their feedback?" CS 2 stated that teacher candidates "Have too much on their plates", indicating that they may be too busy with their field experience planning and teaching to review the feedback they were provided by their clinical supervisor. CS 4 reported "One drawback is I'm not sure of student teachers even look" when referring to the feedback of their observation.

The feedback training was a relationship identified between TED faculty participants and clinical supervisor participants. When interviewing TED faculty participants and clinical supervisor participants, the discussions frequently revolved around the feedback training that had been created by TED faculty to train clinical supervisors how to write accurate and detailed evaluations of teacher candidates that aligned with the TPEs. Due to the frequency of statements about the feedback training from both participant groups, the feedback training to guide clinical supervisors emerged as a relationship between TED faculty participants and clinical supervisor participants. TED faculty participants and clinical supervisors agreed that the feedback training was ineffective and offensive.

Peer Debriefing

Two peer debriefers were involved within the study findings. The first peer debriefer was from a local university who worked as an adjunct within a higher education institution offering teacher education akin to the site study university. The first peer debriefer helped to clarify certain statements made within the study from participants that aligned with the research question that I developed. The first peer debriefer's experience aligned with findings within my study about the evaluation of teacher candidate feedback, specifically how protocols regarding teacher candidate were not followed and furthermore that teacher candidates preferred feedback from their master teacher versus the clinical supervisor. Other alignment between the university under study and the site where the peer debriefer is an adjunct included generational gaps and that clinical supervisors can provide inadequate feedback.

The second peer debriefer was from a higher education institution with a TED program. The second peer debriefer was an instructor who guided teacher candidates with the writing process for completing teacher candidate assessments akin to the TPA to earn a teaching credential. The second peer debriefer's comments also aligned with study findings. The second peer debriefer agreed that there is a need for TED programs to offer accurate feedback to teacher candidates. The second peer debriefer's comments further highlighted policy issues with ensuring teacher candidates are provided feedback, while noting there can be a generational gap between teacher candidates and the clinical supervisors who provide the written feedback. Additional comments from the second peer debriefer also justified the need for simplifying forms and processes, along with

inclusion of educational professionals such as the MT and seminar instructor to guide

teacher candidates. The information from both peer debriefers helped to clarify the

findings and build the policy recommendations as part of this study. I was having that

could possibly add bias to the study.

Summarization of Outcomes

The data analysis results were derived through the overarching research question

(RQ1): What are the perceptions and experiences of TED faculty, clinical supervisors,

and teacher candidates about the feedback process for evaluation of teacher candidates?

A specific interview protocol (Appendix B) was followed during each interview to lear

about perspectives from each participant. The purpose of this qualitative study was to

understand the perceptions and experiences of teacher candidates, clinical supervisors,

and TED faculty of the feedback process.

Outcomes in Relation to the Problem

Study findings indicated that teacher candidate feedback was a problem at the

university under study. The problem at a West Coast university was that the university's

teacher education program lead faculty and teacher candidates have stated that they are

concerned about the quality of feedback provided to teacher candidates who are assessed

by clinical supervisors during their field-based experiences. An outcome of this study

finding guided my capstone project to include solutions to address the academic and

social atmosphere at the college. Clinical supervisor participants also discussed the

feedback training and further stated they were unsure if teacher candidates reviewed their

feedback after observation. The outcome of these study findings guided my capstone

project to include solutions for teacher candidates to review their feedback and for new training solutions. Teacher candidate participants identified the master teacher and seminar instructor as providing the best feedback for their teaching performance, and therefore solutions were developed to include the master teacher and seminar instructors as part of the field experience component.

Outcomes in Relation to the Research Question

Data collected from the interviews identified six themes that related to the overarching research question. A total of 19 codes and six themes were identified within the data analysis. The data analysis outcomes are discussed in relation to the study problem, the research question, and furthermore the larger body of literature.

The problem at a West Coast university was that the university's teacher education program lead faculty and teacher candidates have stated that they are concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. I asked three participant groups consisting of TED faculty participants, clinical supervisor participants, and teacher candidate participants the research question (RQ1): What are the perceptions and experiences of TED faculty, clinical supervisors, and teacher candidates about the feedback process for evaluation of teacher candidates? Six themes identifying problems with the process of teacher candidate feedback were discovered through analyzing the data.

Outcomes in Relation to the Larger Body of Literature

The problem at a West Coast university was that the university's teacher education program lead faculty and teacher candidates have stated that they were concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. There was consistent alignment between the archive of literature used within the original literature review from Bastian et al. (2016); Barry et al. 2021; Brown (2016); Ellis and Loughland (2017); Loman et al., 2020; Nordengren (2016); Petalla and Madrigal (2017), and Walsh et al. (2017), that aligned with the six themes identified within the study. The six themes identified from study findings aligned with the literature review conducted to investigate the perceived problem with the evaluation of teacher candidates.

Alignment with Theme 1

The literature review aligned with the findings about the need to include MT for evaluations. Teacher candidate participants commonly referred to the MT as the best person to provide advice in terms of planning, offer supporting strategies, and encourage effective classroom management skills during the field experience component. Theme 1 identified a need for the MT to partake in a more active role with teacher candidate feedback given how teacher candidate participants frequently relied on the MT for lesson plan guidance, offering appropriate assessments, and best practices for parental communication. Nordengren (2016) supported this argument and stated K-12 schools need to include numerous teachers and educators with various levels of leadership skills

and strategies, such as MTs, to support teacher candidates and guide them into becoming quality teachers.

Study findings aligned with the importance of teacher candidates receiving positive and corrective feedback from their mentor teacher and peers to correct weaknesses in their teaching so they can improve their teaching performance (Bakla et al., 2019). This claim was backed up by TC 4 when he stated that he "relied more on the master teacher. He [MT] was very supportive and a teacher that the kids liked." This statement confirmed the social connections teacher candidates create with their MT, but also reinforced how positive modeling by the MT allows for teacher candidates to learn appropriate classroom social skills that are not possible with the clinical supervisor. Miller and Flint-Stipp (2019) argued there is a need for MTs to engage in modeling activities for teacher candidates so they can view professional practices in the classroom, therefore the teacher candidate can learn classroom management skills, and this may help to avoid future teacher burnout. Theme 1 was backed up with comments from teacher candidate participants who frequently mentioned that the MT had inspired quality classroom modeling. TC5 acknowledged the MT "demonstrated excellent modeling" by demonstrating classroom management skills that kept students engaged with the learning process and disruptions to a minimum.

Study findings based upon the overarching research question indicated the need for teacher candidates to have a hands-on field experience with a quality master teacher so they can be successful in motivating students, offer a variety of appropriate assessments, and incorporate strategies to support K-12 students (Cerruto & Moroney,

2020). The MT was frequently mentioned by teacher candidates as offering the best guidance during the field experience, and the literature review reflected that the MT often demonstrated and modeled best strategies for teacher candidates.

Alignment with Theme 2

Another similarity that emerged from study findings was how the seminar instructor provided effective feedback and knowledge to teacher candidates. Teacher candidate participants frequently mentioned how the seminar instructor quickly learned about their teaching habits, viewed their lesson plans, and provided suggestions for improving classroom management. The literature conducted after the completion of the study also aligned with the need for inclusion of other professionals within teacher education. However, the seminar teacher was not included as part of the evaluation process by the university under study. Therefore, theme 2 aligned with the need to include the seminar instructor for additional guidance considering that teacher candidate participants mentioned receiving beneficial guidance from attending the seminar class.

Teacher candidate participants discussed how the field experience allowed for student teachers to engage in discussions and meet with other educational professionals. Teacher candidates, after all, are expected to engage with other professionals once they are hired as a K-12 teacher. Pugach et al. (2020) opined there is a need for shared equity to prepare all teachers, especially experts, to guide teachers so they can address specific learning needs, such as special education students, or students with IEPs. Working with other professionals as a means of developing into a quality educator was identified in the study. TC 2 mentioned that the field experience component allowed time to "learn about

the roles of the speech pathologist, attend IEPs, and how to access special education resources." The importance of learning about and understanding how to work with numerous types of professionals and theme 2 consistently aligned with the literature that reflected the need for teacher candidates to learn from other educational professionals. Marom and Ruitenberg (2018) claimed that within teacher education, learning to collaborate with other interprofessional coworkers such as school psychologists, MTs, and speech pathologists, is essential to the development of K-12 teachers. The seminar instructor was an additional professional with K-12 experience and offered quality suggestions for improving teacher candidate skills. Darling-Hammond (2020) stated the need for teacher candidates to have access to a quality teacher education program, and this includes policy changes to ensure accountability within the program to support teacher candidates. Therefore, there was a need for the seminar instructor to be included in the evaluation process of teacher candidates.

Alignment with Theme 3

Study findings indicated the need for teacher candidates to reflect on their teaching performance. TED faculty participants and clinical supervisor participants made frequent mention that teacher candidates did not review or care about the feedback they received after being observed. Without reflection, teacher candidates do not consider the changes they needed to be more effective in the classroom. Professionalism must be taught to those who are entering the K-12 teaching field, but without acknowledging mistakes made, teacher candidates may continue teaching without changing their practice. Dodillet et al. (2019) reinforced this need for growth, stating that teacher

education programs must incorporate humanity values to ensure democracy considering that teaching lends itself to being a promoter of economic growth, and therefore professionalism must be inherent within the profession. Dodillet et al. (2019) opined the need for teacher education programs to ensure professionalism is a theory taught to all upcoming teachers so they can identify if teacher candidates are progressing, and furthermore ensure that teacher candidates are capable of managing a classroom.

TED faculty participants stated that teacher candidates may have been too busy to consider writing a reflection, and therefore, there was a need for a reflection to be built into the teacher candidate program to ensure teacher candidates are aware of both weaknesses and strengths. The field experience is where teacher candidates take the educational theories that have learned and put these theories into action. Bakla et al. (2019) discussed this need and argued that teacher candidates must practice authentic practices versus theory, and incorporation of reflection from assignments and evaluations into their own teaching practice is imperative to be a successful teacher. Both TED faculty participants and clinical supervisor participants were unsure if teacher candidates reviewed their feedback. There was not a reflection requirement at the university under study for teacher candidates to write about the recommendations from clinical supervisors. Therefore, clinical supervisors were frustrated with writing feedback for teacher candidates who had no obligation to review the constructive criticism they were provided. Cabello and Topping (2020) reinforced that there is a need for teacher candidates to engage in peer evaluation of other teacher candidates including writing a critical reflection of their peers' teaching performance so they can justify effective and

ineffective teaching methods. Donovan and Cannon (2018) argued this need for teacher candidates to receive constant critical feedback and reflect on ways to improve their teaching practices to become a successful K-12 teacher. Therefore, theme 3 aligned with literature demonstrating the need for teacher candidates to reflect on their observations so they can improve their teaching practices. A requirement for teacher candidates to reflect on their feedback would allow for improved plans and teaching demeanor to be more effective in their future classrooms.

Alignment with Theme 4

TED faculty participants and clinical supervisor participants frequently discussed how there were tensions between these two groups mostly due to the feedback training process. TED faculty participants constantly mentioned a lack of consideration when organizing the feedback process and regretted the lack of professionalism in working with other professionals during this time. Clinical supervisors were angry and frustrated about the feedback training, and there had been a large amount of animosity between these two groups. Study findings indicated in theme 4 that TED faculty and clinical supervisors needed to function cohesively and work together to find solutions to internal academic and social issues. The literature review further reflected that TED faculty and clinical supervisors must be active participants and work cohesively in the training and development of materials. Ellis and Loughland (2017) noted that this type of coherent working environment includes identifying errors within a TED institution. However, institutions must have a means for identifying problems and addressing issues. The literature further aligned with findings showing there is a need to link both teacher

candidates' performance with professionalism to support K-12 students (see Barry et al., 2021).

Research conducted after the study findings further confirmed the need for professionalism within teacher education. Professionalism is demonstrated through when professionals work together and create a positive learning environment. However, TED faculty participants and clinical supervisors disagreed and had offended coworkers, therefore theme 4 was a result of these two groups having a conflict in interest in regard to how the feedback process was approached. Marom (2019) pointed out this exact problem within many TED programs that highlighted inclusion of all professionals as part of their program, and yet most of these institutions failed to offer a cohesive group of professionals to train teacher candidates. K-12 teaching requires for teacher candidates to learn how to work well with other professionals, and this could be other teachers, counselors, administration, and coaches. However, teacher education programs also need to ensure that their staff function in a professional and cohesive manner and model appropriate behavior between colleagues.

TED faculty participant comments about the feedback training highlighted that clinical supervisors' backgrounds and past work experience was not considered when creating the training. Tütüniş and Yalman (2020) advocated as to the importance of ensuring all teacher education programs incorporate professionalism within their program given how learning styles and needs are important facets to be incorporated into the teaching experience. Conversations between TED faculty participants and clinical supervisor participants indicated a hostile academic and social environment at the

university under study. These conversations helped with the identification of theme 4, and the literature review aligned with the need to address problems with professionalism.

Alignment with Theme 5

Clinical supervisor participants and teacher candidate participants made frequent mention of the immediate feedback after each observation. This study finding helped to identify theme 5, that aligned with the need for clinical supervisors to discuss and submit electronic feedback after each teacher candidate observation. Formal written uploaded hours of days after the observation were infrequently discussed during interviews, yet teacher candidate participants focused on the conversations they had with their clinical supervisors following each observation. Feedback provided after observation was always discussed in a positive manner and was overall appreciated. The need for immediate feedback aligned with archive literature indicating a need for accountability within TED programs to support teacher candidates.

Immediate feedback was consistently the preferential method for reviewing feedback, and Bastian et al. (2018) enforced this idea by stating that TED programs must find accurate methods to assess teacher candidate assessment. The best method to ensure both clinical supervisors and teacher candidates did review the written feedback was therefore immediately after the obsecration when the clinical supervisor and teacher candidate were available and could sit down to discuss their performance. Teacher candidate participants mentioned that clinical supervisors would sit down with them after observation and compare their performance to the teacher performance expectations. TC 3 stated, "My clinical supervisor had my evaluation right in front of me. We went

through all the TPEs…she was very detailed and gave constructive feedback. She

provided evidence of what I was doing and justified my scores."

Brown (2016) supported the importance of TED programs ensuring TED faculty

are aligning coursework with teaching standards and argued for accurate assessments of

teacher candidate performance. However, teacher candidates who leave their student

teaching unaware of their weaknesses may continue ineffective teaching methods into

their future teaching careers. (Nordengren (2016) also stated how teacher education

programs need to be held accountable for ensuring teacher candidates are taught the skills

and competencies to be successful as a career teacher. Theme 5 identified that immediate

feedback was a preference between teacher candidates and clinical supervisors and the

literature reflected the need for teacher candidates to meet teacher requirements when

being observed.

Alignment with Theme 6

Teacher candidate participants shared that there appeared to be a generational gap

with clinical supervisors and their use of technology to provide feedback. Teacher

candidate participants discussed how clinical supervisors failed or struggled to upload

feedback. Literature conducted after the interviews were completed further aligned with

the need for academic and technological support in teacher education. Clinical supervisor

participants also mentioned that the forms and protocols to upload feedback were often

confusing. This aligned with Nichols' (2020) argument that with increased state and

federal demand for accountability and future teacher assessment, TED faculty must

ensure that teacher educators are competent in research, teacher planning, and design.

Clinical supervisors have an important role in ensuring that teacher candidates are prepared to enter the K-12 classroom. There was frustration from clinical supervisor participants who were concerned about how to submit feedback, but also teacher candidates who stressed that their feedback allowed them to learn about how to improve their teaching performance. This aligned with literature from Barry et al. (2021) that reinforced that clinical supervisors must be trained to consider the alignment of plans and TPEs so K-12 students would be at less risk of dropping out of school. Theme 6 identified that there was a problem with the use of technology and submitting of feedback. Davis and Peck (2020) argued that TED programs need to constantly revise their protocols and policies based upon ongoing data that highlights any problems within the organization.

Outcomes in Relation to the Theoretical Framework

Using strategies from Argyris' (1977) theory, I was able to identify the first theme using single-loop learning that helped to identify the basic errors of not including certain people who were part of the feedback process. Argyris (1977) noted that participants in the single-loop learning stage may often talk enthusiastically about a product or service provided, and I noticed that at first almost all participants, especially TED faculty participants and clinical supervisor participants talked positively about their work at the study site university. I often paused and waited for further responses from participants and doing so often allowed for further revealing of truths, akin to the double-loop stage of Argyris' (1977) theory. During the double-loop learning stage, Argyris (1977) explained that those being questioned reveal hidden truths, and I noticed that

when I asked participants if they wished to elaborate more about their perceptions of the feedback process that many participants continued to discuss problems about the TED program and provided statements about their experiences with the feedback process, the frustration of the feedback training, applying new terminology, and questioning whether teacher candidates reviewed the feedback from their clinical supervisor.

I discovered Argyris' (1977) theory of single-loop learning, and double-loop learning was appropriate towards revealing perceptions that reflect the depth and breadth of the study problem identified by study participants. TED faculty were asked guiding questions about their roles at the university, perceptions of the materials, and perceptions and experiences of the teacher candidate feedback process. TED faculty participants all discussed the initial problems of configuring a training process and guidelines for clinical supervisors to provide quality feedback for teacher candidates, which pertains to single-loop learning where an organization continues to make ongoing errors yet takes little to no action to fix the issue (Argyris, 1977). Examples of this include statements from TED 1 who stated, "Forms for TPEs are easy to follow." This comment indicates an assumption that clinical supervisors and teacher candidates should be able to understand all the TPEs. Another example of a comment indicating a single-loop stage was from TED 3 who stated, "All of the clinical supervisors and teacher candidates now have a better understanding of the TPEs and feedback process." This comment exhibits how there is another assumption that the feedback training process was effective for all of those involved, and yet there was substantial data that highlighted how the training process had not fixed the errors that TED faculty assumed it would.

During the double-loop learning stage, TED faculty and clinical supervisors discussed the negative results and frustration of the training by admitting how mistakes were made (Argyris, 1977). TED 5 stated that the feedback training process had been "poorly managed: and furthermore, that the training process also "caused major anxiety for clinical supervisors" and an "emotional toll" for all TED faculty and clinical supervisors involved with the training process. This is an example of double-loop learning when individuals questioned about their organization can reveal hidden truths (Argyris, 1977), and in this case, the feedback process was an event led by TED faculty at the university under study that did cause a shake-up within the organization.

Further examples of the double-loop learning stage were from clinical supervisors who were able to identify deeper perspectives of the feedback process such as being made to feel inferior and unprofessional, confusion with materials, and frustration with the online system of forms and use of language that was not considered natural to them. CS 1 reported that she saw the feedback training as "threatening" and "stressful to all teacher candidates." CS 3 reported that the feedback training process "was horrible" and "the people who led them were not effective." Further examples of truth revealed within the double -loop learning stage were from CS 4 who stated, "The university passes everyone for student teaching, despite my honest feedback for improvement and lots of assistance, they still pass," revealing truths about how there are gaps within the feedback process at the institution.

Teacher candidate participants during the double-loop learning stage elaborated on truths such as their reliance on the MT and the seminar class for guidance. Examples

include TC 5 who stated, "I learned more from my master teacher than any other part of the university's program." TC 4 also revealed hidden truths when he admitted after a pause that "I felt my clinical supervisor was not only too strict, he did not like my plan because it was not traditional." TC 4 also added deeper thoughts towards the end of the interview stating, "My clinical supervisor had no experience with high school or science. He did not understand the Next Generation Science Standards. I relied a lot on my mentor teacher." The Next Generation Science Standards TC 4 referred to are specific content standards created in 2013 for science teachers to align their content with updated state expectations for teaching science (California Department of Education, 2019).

Project Deliverable Discussion

Based upon the data analysis and subsequent findings, the project deliverable of a policy update is an appropriate outcome of the results. Project genres under consideration were an evaluation report, a curriculum plan, professional development/training curriculum and materials, and a policy recommendation with detail.

Evaluation Report. As this study was not an evaluation study, an evaluation report would not be an appropriate outcome of the findings. The site study university's TED program was not evaluated, nor was the process for evaluating teacher candidates. The study focused on gathering perspectives of the process for providing feedback to teacher candidates, and while providing an evaluation report may have been insightful, developing a policy recommendation may offer the opportunity to create better social change for the TED program at the university and possibly other institutions offering teacher education.

Curriculum Plan. Updating the curriculum was a consideration for this study, given that the data revealed that the materials and feedback are often inconsistent with a preference for immediate feedback by both clinical supervisor participants and teacher candidate participants. However, a curriculum plan would be adequate but not sufficient. Instead, offering an updated database and feedback form to submit electronically along with policies to include both the MT and the seminar instructor given that these two people were often described as offering the best form of guidance from the teacher candidate participant group would be a consideration under this project genre. Therefore, a curriculum plan was not designated as a project deliverable. Further, a training manual and new materials for the feedback process are both relevant choices to consider for this study, but the data indicated that while many of the clinical supervisors received handbooks and manuals in both printed and electronic format, many of the clinical supervisors make their own forms, forget about or lose the physical copies, or get confused by how the electronic forms work. Therefore, the choice of new materials was not sufficiently appropriate as a project deliverable for this study. However, a certification video module for feedback training is incorporated as part of the policy recommendations.

Professional Development. Professional development could also be a viable choice; however, data from the study revealed that many clinical supervisors who were part of the training process were still currently active with the university under study. Given that the findings reflect negative associations with the training process from the clinical supervisor participant group, creating further professional development may not

be appropriate. However, improving the process for professional development could be an option for future trainings given that TED faculty had offended many of the clinical supervisors by not treating them professionally. Improving professional development would be another alternative option for a capstone project, and a focus on new training to enhance teacher candidate feedback could also create positive social change. However, I viewed the policy recommendations as being able to improve the feedback process more effectively. Therefore, professional development was not sufficiently appropriate as a project deliverable for this study.

Policy Recommendation. Based upon both the data analysis and subsequent findings, the most appropriate project deliverable was a policy recommendation. Adding a new policy recommendation made logical sense based upon the need for feedback to be returned in a simpler and faster process. A new policy requiring all clinical supervisors to upload their feedback to a user-friendly database could help with the stigma of electronic forms being confusing and overwhelming. TED faculty at the university could simplify the form using specific verbiage-laden options taken directly from the TPE via a dropdown menu for clinical supervisors to first choose the appropriate rubric number based upon performance, and then be able to add their own personal comments. Clinical supervisors would be able to observe and fill out the rubric using the specific terminology while simultaneously viewing the teacher candidate. Part of the new policy would be for clinical supervisors to complete their entire evaluation while in the classroom, then display and communicate with teacher candidates within an hour after their observation. This policy recommendation made sense given that both clinical supervisors and teacher

candidates indicated that they preferred immediate feedback. Once the feedback has been

reviewed, each teacher candidate would have writing space under each dropdown option

to add their reflection of their teaching and feedback review. Once the teacher candidate

had filled in their response, they would share this form with their MT who would then

write their feedback underneath both the clinical supervisor's and the teacher candidate's

comments, and this would in turn be submitted to the seminar instructor as part of the

teacher candidate grade. Teacher candidates who failed to reflect on their performance

with this new form would not receive a passing grade for the seminar class. Another

policy would be for teacher candidates to upload videos of teacher candidates in their

classroom shared amongst peers and seminar instructor in the teaching seminar class.

Google surveys to assess the academic and social environment at the university under

study along with bi-annual meetings to address weaknesses are also part of the policy

recommendations.

Summary

In this section, I described the qualitative study I use to explore the perceptions of

teacher candidate feedback through semistructured interviews. Section 2 includes

explanations of the methodology, highlighting the research design and approach. Other

information within this section includes data collection and analysis along with themes

and discrepant cases. I also explained findings and how they will help to develop policy

recommendations.

In Section 3, I describe the actual implementation of the project study along with

a summary of data analysis results and conclusions. I connect the analysis of theory and

research. Furthermore, I explain the rationale for choosing a policy change along with a literature review and include all documentation regarding creating policy changes for the TED program based upon findings from the study.

In Section 4, I focus on strengths, weaknesses, and limitations of the project deliverable within the study and how these issues were addressed. Alternative methods for guiding further research are also discussed along with potential solutions to guide the local problem. A reflective analysis including what was learned about the process, including my doctoral journey, is included in Section 4. I also explain any implications that might lead to future research.

Section 3: The Project

Introduction

This project was based upon study findings regarding the phenomenon of teacher candidate feedback. I interviewed a total of 15 participants, including five TED faculty, clinical supervisor, and teacher candidate participants regarding their perspectives of the teacher candidate feedback process at the university under study. Based upon study findings, I designed six policy recommendations that aligned with codes and themes identified within the data analysis (see Appendix A). This study may lead to positive social change by providing policy recommendations that enhance the process of evaluation of teacher candidates.

Rationale

Policy recommendations were chosen over other capstone project genres because problems identified could be solved with new policies to enhance the teacher candidate feedback process. A policy recommendation for inclusion of the master teacher (MT) and seminar instructor aligned with the theme of inclusion. Policy recommendations involving Google surveys about the academic and social atmosphere along with biannual meetings with lead TED faculty members to address shortcomings aligned with the theme of professionalism. TED faculty and clinical supervisor participants claimed they were unsure if teacher candidates reviewed feedback provided to them after observation. Policy recommendations for immediate electronic feedback after review and a feedback video training module furthermore aligned with the theme of accountability.

Addressing the Problem through the Project

Updated policy recommendations to ensure accountability of teacher candidates reading feedback received from clinical supervisors was because clinical supervisors and TED faculty stated that they were unsure if teacher candidates reviewed or cared about their observation feedback. Teacher candidates are required to create their own plans during their field experience and the master teacher could assess the quality of their classroom planning. My suggestion would be for the MT to offer the clinical supervisor and teacher candidates specific details about their own planning. This would ensure their own plans are observed, but also allows the MT to offer guidance and evaluation to the teacher candidate, as they are teaching within their classroom. A policy of the university under study is that teacher candidates must create their own detailed lesson plans when they are being observed. According to the university handbook, this plan is to be designed exclusively by the teacher candidate, and there is no mention of ensuring that the teacher candidate's plan aligns with or can be used appropriately within the MT's classroom. Teacher candidate participants noted that the best guidance and feedback they received was from their MT and seminar instructor. Therefore, having the MT and seminar instructor provide feedback as part of field experience would include others' professional perspectives regarding those who have frequent contact with the teacher candidate, and this policy recommendation will enhance the teacher candidate feedback experience.

All three participant groups noted that protocols were not followed when teacher candidates were observed and provided feedback; therefore, same-day meetings to review teacher candidate observations could be a helpful policy considering immediate feedback

and proof of feedback submissions were labeled as differentiated concerns. The policy of a feedback training video certification would ensure that clinical supervisors know correct procedures and protocols to submit feedback. Study findings from teacher candidate participants suggested that clinical supervisors failed to upload feedback to the teacher candidate electronic course. The feedback training video certification will include training that clinical supervisors can view asynchronously that will serve as proof that clinical supervisors are knowledgeable about preparing and uploading electronic feedback. This suggested policy may create a more inclusive and collaborative environment that allows for enhanced teacher candidate feedback processes while supporting TED faculty and clinical supervisors with technology training.

Review of the Literature

The rationale of this project was to provide policy changes that will lead to positive and effective change to enhance teacher education feedback. Aydarova and Berliner (2018) said teacher education programs are becoming more responsive to creating policy changes. The following literature includes research regarding how policy papers and decisions can create positive social change.

In Section 1, I provided a literature review regarding teacher education, policies, and laws. I addressed literature that highlighted alternative teacher credential programs and how teacher candidate evaluations have evolved in America and other countries. I also looked at how rubrics and evaluations have been used as the basis for teacher candidate evaluations as well as challenges involved with clinical supervisors following protocols when evaluating teacher candidates during their field experience.

For the second literature review, I focused on the genre of policy papers along with their history and implications for social change. The first section of the second literature review is focused specifically on policy papers, then broadens to include policy at the domestic and international level, and then educational policies. The second literature review involves includes information about: (a) the history of policy in America, (b) writing of policy papers, (c) historical background of teacher education and policy, (d) purpose of policy papers, (e) best practices in policy papers, (f) policy papers and social change, (g) policy reform in teacher education, (h) the need for transparency among leaders within teacher education, (i) identifying errors within teacher education policies, (j) supporting novice teachers through teacher education policies, (k) creating assessment policies to align with teacher candidate evaluations, (j) including a broader range of professionals to support teacher candidates, and (l) problems with teacher education policies.

Conducting the Research

I used the Walden University Library to search for relevant material related to policy changes that aligned with six themes identified in the study. I focused on dates from 2016 to 2020. Reviewing scholarly literature from 2016 onwards allowed me to focus only on recent examples of research that align with the project genre. Articles were found (a) EBSCO; (b) Taylor and Francis Online; (c) ERIC; (d) Google Scholar; (e) ProQuest; (f) ScienceDirect; (g) Education Source; (h) Academic Search Complete; (i) Teacher Reference Center; and (j) Gale Academic OneFile Select. Details about policy papers were found primarily using Google Scholar. Search terms were: *American*

policies, *policy reform*, *how to write policy papers*, *policy papers for social change*, *policy change*, *policy making*, *policy development*, *history of education policy*, *teacher education policy background*, *teacher education policy, school policies, American historical policies*, and *how to create educational policies*.

Project Genre: Policy Papers

During this study, I learned TED programs have a need to incorporate more professionals to guide teacher candidates, and TED leaders need to use data to create positive change via policy reform. Policies can shape countries, companies, and schooling systems. Ensuring policies are created with consideration of citizens and have ethical intentions is essential. There is a global need for educational reform to prepare teachers for the K-12 classroom. Creating policies that work requires quality data with an overall understanding of how policies can function, but frontline workers who spend their time ensconced in policy reviews best understand policy processes.

The literature review highlighted America's past with domestic and international policies which have positively and negatively affected the country. This includes the history of policymaking, especially policies which lead to positive social change. The literature review furthermore demonstrated a need for increased transparency and policies to improve transparency, identify errors within TED organizations, support novice teachers, assess teacher candidates, and include a wider range of professionals within teacher education. Gu et al. (2018) said strong leaders are required to implement new policies by harnessing the emotions and knowledge of staff to align with shared goals and values.

History of Policy in America

Discrimination in America can often be traced back to government policies. Anti-immigration sentiment and colonial expansion that favored xenophobia can be directly attributed to American government policies (Franco, 2019). American policies such as the annexation of Texas from Mexico caused tensions between Mexico and America, leading to the Mexican-American War (Fuquay, 2020). Tensions between Mexico and America persisted due to policies enacted by American leaders. In 2019, the Trump Administration reversed Deferred Action for Childhood Arrivals (DACA) that protected newly arrived undocumented youth who had just arrived in America. However, policies such as the Open Door Policy allow for increased trade between America and China (Foglesong, 2019). Policy reform can be tailored to counteract discriminatory laws against immigrants, minorities, and the LGBTQ community. Anti-immigration policies can be reformed to protect those who are at risk of deportation or discrimination.

Importance of Policy Decisions

World leaders are often viewed in terms of the policies they create, and yet most leaders lack policymaking skills and training to create and implement policies successfully (Robinson et al., 2017). Robinson et al. (2017) said there are three steps in order to write new policies: The first suggestion for writing policy is to know the target group and frontline staff responsible for implementing the policy and involve them early in cocreating new policies. The second policy suggestion is to include implementation issues during the policy creation process from the beginning. The third suggestion for writing new policies is to conduct regular follow up assessments and continue to make

policy improvements. These three steps ensure the importance of conducting checks after policy implementation to see if the policy needs to be changed or improved. Gu et al. (2018) said when leaders use policies as opportunities and offer new policy proposals in a purposeful and strategic manner, their staff is more likely to accept policy shifts with less hesitation. According to Winter (2020), policy papers should include research questions, analysis and recommendations, and an extensive literature review.

Purpose of Policy Papers

Petchko (2018) said policy writing was, "a broad and interdisciplinary area of research that draws on such diverse disciplines as economics, political science, sociology, education, public administration, law, psychology, and the behavioral sciences" (p. 20). The purpose of policy papers is to promote new ideas and social values to enhance policies that are antiquated or situations that need improving.

Organizing Policy Papers

Fagerberg (2018) said policy papers must be organized by first addressing innovation, various policy approaches, and sustainable transitions, followed by a conclusion addressing benefits of implementing new policies. However, reevaluating the effectiveness of a policy paper and updating the design of the existing policy is imperative if the policy paper is to be successful (Hanushek, 2020). Petchko (2018) said policy papers should be framed around a central research question that helps in terms of dictating the type of research required and considering types of data to be used and data collection and analysis. Petchko (2018) said all research pertaining to policy papers

should include material relevant to the policy in order to not distract or confuse the reader from the intent of the policy under consideration.

Assessment and Effectiveness of Policy Papers

When higher education faculty and librarians work together, the result is often improvement of quality sources (Pautz & Geider, 2018). Therefore, faculty members and librarians working together improves the research quality of policy papers. Professionals working together as a policy-making body often create the best policy papers due to the collaboration process (Dinesh et al., 2019). Petchko (2018) said policy papers are analyzed in terms of content, structure, and organization in order to consider if it is written clearly and cohesively.

Best Practices with Policy Papers

Policy papers that are written with a growth mindset in terms of positive change have the most successful outcomes (Outes-León, 2020). As cultures change and new terms are created and redefined, policy papers must shift their wording to use present day vocabulary (Shannon, 2019). Lindström et al. (2019) said policy papers need to have a specific target and plans in order to create organizational change. Policy papers should not be written with any bias, meaning personal experience or anecdotes should not be included.

Policy Papers for Positive Social Change

Policies can be created to promote positive social change. An example of this was in San Diego when Mayor Todd Gloria created policies to provide transparency in addressing the homeless situation on San Diego streets (DiBono, 2021). The policy was

designed to provide permanent shelters and supportive services to reduce the trauma that homeless people face on the streets. Positive social change has also occurred worldwide due to successful policies. For example, the United Kingdom created a policy paper called Common Agricultural Policy (CAP) to encourage environmental sustainability and create new bridges with partners for the farming industry (Arnott et al., 2021).

Historical Background of Educational Policy

The U. S. Department of Education has a much larger role in the development of policy after the Every Student Succeeds Act of 2015 replaced the No Child Left Behind Act created by the G. W. Bush Administration (Kelchen et al., 2019). The Trump Administration attempted to reduce federal government interactions with schools and states in 2019, but the policy changes were not rejected by Congress (Kelchen et al., 2019). Gillespie and Fairbairn (2020) stated that although educational policies affected teachers across America and other countries, very few educators were involved with the collaboration of writing policy papers in education, yet there was a need for more teachers to be involved with creating change through policy writing.

Background of Teacher Education Policies

There are three different approaches to teacher education policy: the first involves educating future teachers by educational practitioners, the second is in teacher education in which polices are crafted by educational policy scholars, and the third is about teacher education which involves policies from scholars within a wide range of disciplines ranging from preschool to 12th grade to educating future teachers (Menter, 2017). The overarching idea of colleges offering teacher education programs to serve the common

good is main premise that should guide teacher education policy (Ogren, 2021).

However, despite five decades of policy reform to reinforce the concept of

multiculturalism in teacher education, there still lack policies to ensure teacher candidates

are competent in creating a nurturing classroom that values diverse learners (Cherng &

Davis, 2019). Educational policies have shifted to focus more on science and less on the

arts, and this resulted in less artistic creativity in American schools (Perry & Collier,

2018). Policy papers in education have been focused on teacher assessment, developing

teacher candidate skills in the K-12 classroom, and how to improve teacher education

programs. Kelchen et al. (2019) asserted that policy papers in education are seldom

written because the data of state educational policies was considered excessively time

consuming.

Policy Reform in Teacher Education

One of the biggest problems in teacher education worldwide is that policies

cannot be implemented across an entire country due to some states and cities having

separate laws that affect making changes in policy reform (Selman, 2020). Davis and

Peck (2020) stated that TED programs address policy changes effectively when data has

been provided that clearly outlines strengths and weaknesses. However, many TED

programs have a top-down approach to creating new policies, and employees may often

resist new policies due to not being included within the decision-making process (Liu &

Zhao, 2020). Teacher education policies are often framed around the notion of just

preparing teachers for the K-12 field of education, but often fail to incorporate actual

evidence as to what educational policies are effective in educating future teachers

(Mayer, 2021). Most teacher education policies did not include helping teachers to become leaders in their profession (Anderson & Ziebell, 2019). Perry and Collier (2018) argued that for economic expansion and opportunity in America, both the workforce and schools need educational policies that promote flexibility and encourage change. However, states often adjust their budgets in the middle of a fiscal year and this can prevent a new educational policy being enacted (Robinson et al, 2017). Bergmark and Hansson (2021) argued that policy enactment in education is only possible if those involve with policy decisions are given professional development and time to understand and negotiate new policies.

Need for Transparency Amongst Leaders within Teacher Education

Iswara and Jati (2020) recommended that higher education institutions update policies based upon information from former students who have recently completed their program. Higher education institutions that value the insight, opinions, and perspectives of the entire TED community are essential components in creating a successful program (Powers, 2019). Civera et al. (2020) argued that policies that ensure transparency and identification of errors within a higher education institution can ensure that program changes can be addressed and solved. Lyudmila et al. (2020) stated there was a need for higher education institutions to monitor the positive and negative aspects within a program, identify any inconsistencies and update policies based upon findings. There was a need for educational leaders to examine policy data across states considering data was focused on educational policy on a state-by-state basis (Kelchen et al., 2019).

Identifying Errors within Teacher Education Policy

Peng (2020) noted that TED faculty can enhance a TED program positively when they can showcase new technology and procedures through technology training and even pass along this knowledge to other educators. Furthermore, TED programs must ensure that teacher candidates are ready to enter the profession of teaching, and this is best demonstrated by proving they are willing to adapt and try new strategies while having a positive outlook for how they can best support their K-12 students (Dwyer et al., 2020). Policies in teacher education must include how to identify issues such as excessive students in classrooms, meeting the diverse needs of students, and teacher shortages are occurring so changes to TED programs and K-12 schools can be implemented (Gacoin & British Columbia Teachers' Federation, 2020). There is a need for teacher education programs to recognize weaknesses in the alignment of standards to ensure teacher competency through creating new policies (Tekir & Akar, 2019).

Supporting Novice Teachers Through Teacher Education Policy

Nichols (2020) stated the need for continual support of teacher candidates after they have received their credential and become licensed, employed K-12 teachers and being connected with professionals should be a part of the teacher candidate field experience. Malm (2020) concluded that TED faculty often base professional development on intrinsic motivation, meaning they are often expected to perform excessive duties by their higher education institution, suggesting policies are needed to engage in activities such as research and academic thinking to help faculty members develop into better teacher educators. Wake and Bunn (2016) suggested there is a need for teacher candidates and teacher education faculty to engage in purposeful and

productive learning communities with teaching professionals because the group activities allow for improved communication, engagement, and offering input to improve teaching performance.

TED faculty and other teacher education employees can develop policies to promote examples of responsibility, ethics, reflection, and professionalism to help teacher candidate develop quality plans and reflective practices (Hossein & Parviz, 2018). According to Leafgren (2018), learning professionalism goes beyond just conforming to certain expectations, but must include policies that allow teacher educators and teacher candidates to reflect on their performance, engage in deep inquiry, ask critical questions, and adapt to circumstances to serve K-12 children in the best manner possible. Leech et al. (2019) said that American society views teacher education faculty with a higher level of status than K-12 teachers, and there is a need for society to shift their perspective in seeing K-12 teachers as social equals to higher education faculty through professional behavior. According to Tekir and Akar (2019) there is a need for TED programs to add policies that ensure teacher candidate competency in lesson plan design.

Creating Assessment Policies to Align with Teacher Candidate Evaluation

TED faculty and MTs often have their own methods, content, and assessments which differ substantially, and there is a need for these two groups to work together to ensure policies align between TED faculty and other professionals (Darling-Hammond, 2020). TED programs should include policies that offer a diverse educational experience, and inclusion is an essential component that can influence teaching dispositions in a positive manner (La Porte, 2020). Darling-Hammond (2020) stated there is a need for

TED faculty, K-12 schoolteachers and administrators to share their beliefs and practices amongst each other and share this information with teacher candidates to prepare them to meet current day standards for teaching. Darling-Hammond (2020) further stated that teaching hospitals pair school faculty with university partners and offer clinical settings that are of high quality where future teachers develop skills from a professional community. Wake and Bunn (2016) said that policies are needed for teacher candidates to engage in specific self-reflection and reflect on their teaching performance throughout their teacher education studies.

Including a Broader Range of Professionals to Support Teacher Candidates

Pugach et al. (2020) concluded that a successful teacher education program always includes polices to support teaching experts and educators who share their experiences to meet the learning needs of today's K-12 students. Lambert and Penney (2020) stated that TED faculty members involved with teacher candidate classes and observation should be actively included in policies and decisions regarding the institution's teacher education program. Higher education institutions offering TED programs need to change their policies where teacher candidates, TED faculty, and MTs work together to create a quality and realistic field experience (Orsdemir & Yildirim, 2020).

Problems within Teacher Education Policy

Mayer (2021) argued that teacher education policies were first focused on teacher training, then as a learning problem, and then as a political issue. The focus on politics has affected teacher education and policies need to be implemented for the political

issues that impact K-12 students. According to Cuenca (2019), certain states such as Missouri have focused on including four policies for teacher candidates to be assessed, and these include disposition, pedagogy knowledge, appropriate assessment, and ensuring curriculum matches with state standards for certification. Florian and Camedda (2020) stated that TED policies between institutional programs are often inconsistent and unclear. Gillespie and Fairbairn (2020) argued that American teacher educators often failed to adapt to new policy changes in which they were not personally involved. Rasheed-Karim (2020) opined that most TED programs fail to implement policies that enhance the wellbeing of teachers and prevent teacher burnout. Furthermore, the TPA that must be passed to obtain teaching certification has inconsistent policies which has led to complications in providing fair assessments of teacher candidates, especially fine arts teachers (Potter, 2021).

Communities of Practice

The original theoretical framework for this study was Argyris' theories of single- and double-loop learning. Argyris' theory is beneficial for educators, but the framework does have limitations for finding solutions and therefore I opted for a different framework to create a better academic and social environment at the university under study (see Crossan, 2003). Argyris' framework is suitable for organizations to identify problems but may not necessarily be useful for implementing change (Robinson, 2001). Furthermore, Argyris' framework is not suitable for rapid change (Easterby-Smith et al., 2004), and the goal of this project is to provide policy recommendations to be implemented immediately after completion of the study. Argyris' framework also can branch into triple loop

learning whereby all members within an organization are included to create beneficial solutions to the problems identified within the single-loop learning and double-loop learning stages however, the policy recommendations are not based upon large groups working together and will not involve others, therefore triple loop learning was not pursued (see Salakas, 2017). Furthermore, triple loop learning requires investigating the lessons from findings along with current barriers (see McClory et al., 2017), and this might be suitable for a later study development after the policy recommendations have been implemented.

The framework chosen for this project is based upon the theory of communities of practice conceptual framework developed by Wenger-Trayner (2015) that aids in the development of leadership to change practices within an educational community (Smith et al., 2019). The goal behind the community of practice framework is for teacher candidates to interact with various people such as mentors and other academic staff to support professional development (Blaszk, 2020). Solutions using the communities of practice framework can result in improved imagination and creativity when communities consisting of experts and peers from different disciplines work together (Goglio-Primard et al., 2020).

Project Description

For the capstone project to be successful various resources will have to be created and agreed to by lead TED faculty at the university under study. Lead TED faculty already have some of the resources required to implement the suggested policy changes. There are also certain barriers that need consideration to implement the policies. In the

following section I address the resources needed for the policies, existing support

systems, barriers that could inhibit progress of the policies, and solutions to the barriers

so the project will be successful.

Resources Required

TED leadership at the university under study consist of the dean of education,

assistant dean of education, TED department chair, SPED department chair, and

statewide clinical practice coordinator. I would ask for a three-day conference to

introduce and answer questions about the policies on day one, organize a meeting on the

second day to designate responsibilities and address needed resources, and pitch the

proposed suggestions to the president of the university on day three for approval to move

ahead. I would create a slide presentation of the project deliverable that would address

issues identified within the study, including the themes of inclusion, professionalism, and

accountability. The presentation would highlight the benefits of updating TED feedback

policies to address the findings from the study. TED leadership would be responsible for

approving any new policies and ensuring that the suggestions align with the mission and

values of the university. TED leadership would then assign specific roles for each

member to implement these strategies. Once TED leadership has discussed any

implications or concerns, the final step for approval would be to present these policy

suggestions to the president of the university for final approval. With the president's

approval, these suggestions would first be incorporated into the handbook that is updated

annually by the dean and associate dean, and then the policies would be assigned to

members of TED leadership.

Existing Supports

The dean of education oversees all new policies, organizes TED leadership

meetings, and can check on progress of the suggested policies and follow the timeline

that is outlined in this section. The dean of education also consults with the president of

the university to provide updates along with any conflicts and monetary needs with

suggested policies and timeline progress. The president of the university will coordinate

with the finance department for funds needed to ensure the technology department is

included in all policy proposals and ensure that an approximate cost of policy changes is

within budget constraints. The associate dean of education oversees the TED leadership

teams to provide support for policies and writes the policy updates and communicates

with all TED leadership. The associate dean communicates with secretarial staff in the

development of physical and electronic paperwork to implement the suggested policies.

The TED chair and SPED chair organize the function and flow of all electronic courses

and update all materials pertaining to teacher candidate needs. The TED chair and SPED

chair could communicate with the technology department members to add new

components to the electronic courses including the teacher candidate reflections and the

updated policy for immediate feedback. The statewide clinical practice coordinator could

communicate with members of the state Board of Education to ensure the training

modules for certification and simplified MT and seminar instructor feedback forms meet

state requirements for TPE. The statewide clinical practice coordinator could also

communicate directly with the TED chair and SPED chair to ensure that electronic

updates can be uploaded to the electronic courses for TED faculty, clinical supervisors,

and teacher candidates.

TED leadership could all contribute to the suggested policies and use the resources stated above to enhance the TED program and ensure alignment of policy and coursework at the university under study, especially teacher candidate feedback. The project originated because of the findings indicating that inclusion, professionalism, and accountability were areas that needed to be enhanced to improve teacher candidate feedback and create a more inclusive environment where students and faculty function cohesively, both academically and professionally.

Potential Barriers to Implementing Change

Two potential barriers to the suggested policies could be funding for the electronic feedback training module and pushback from TED faculty, clinical supervisors, and teacher candidates for the immediate feedback policy. The timeline for the development of the electronic feedback training modules could also be a barrier for approval. TED leadership and TED faculty may furthermore see the immediate feedback and uploading of teacher candidate feedback as an unnecessary policy change.

Potential Solutions to Barriers

There are solutions to the cost of creating the electronic feedback training modules and potential pushback for immediate feedback. If technology employees at the site study university can create the electronic feedback training module in house and not outsource the project, the expense for this policy should not incur a substantial cost. To address the second barrier of pushback about the immediate feedback and feedback electronic upload policy I would share all findings with TED leadership outlining how

most clinical supervisors provide immediate feedback. I would point out that clinical

supervisors and teacher candidates prefer this method of receiving feedback after each

observation.

Proposal for Implementation with Timeline:

The policy suggestions would be implemented over a 4-month time period

beginning with the slides presentation I would conduct in front of TED leadership. The

goal would be to have the new policies including the revamped feedback forms, Google

surveys, teacher candidate reflections, and the electronic feedback training modules

certification policies all complete before the K-12 school year begins, and a new group of

teacher candidates enters student teaching. Table 2 indicates the timeline for

implementing the suggested policies.

Table 2

Proposal for Implementation and Timetable

Policy to be Implemented	Month of Implementation
Google survey form sent to TED faculty, clinical supervisors, and teacher candidates	Month One
Firs bi-annual meeting to address Google survey findings	Month Two
Begin creation of electronic feedback training modules	Month Two
Create teacher candidate reflection form	Month Three
Develop immediate feedback submission for electronic courses	Month Three
Create new feedback forms for MT and seminar instructor evaluation and align with TPE	Month Three
All suggested policies active	Month Four

The updated policies would begin in Month One and attain full completion by the end of

month four. This will allow time for the new forms, Google surveys, and the electronic

feedback training modules certification policies to be completed over the three months of

summer break. With each member of the TED leadership having an essential and specific

role, all materials should be implemented and ready for the following academic school

year. Each member of the TED leadership team has a specific role with substantial time

to implement it before the next arrival of teacher candidates in either early spring or fall.

Taking into consideration that TED faculty identified teacher candidate feedback as a

problem in 2016 and 2019, the findings within my study reflected specific gaps in the

feedback process, it is essential that TED leadership forge ahead with these policies

efficiently so the gap in feedback for teacher candidates can be solved.

Roles and Responsibilities

This project will require specific roles and responsibilities for the updated policies

to be implemented. Each member of TED leadership will play an essential role in

ensuring the success of the project. The following roles will be designated for each

member of TED leadership: (a) dean of education will host and manage the bi-annual

meetings to decide on solutions to issues mentioned in the Google survey; (b) associate

dean of education will create the Google survey form; (c) TED chair and SPED chair will

oversee the teacher candidate feedback reflection policy and policy for immediate

electronic feedback, and (d) statewide clinical practice coordinator will create simplified

feedback forms for both MTs and seminar instructors, and work with the technology

department in creating the video feedback training certification program. Table 3

highlights the role of each TED leadership member so the project can be successful once

implemented.

Table 3

Roles and Responsibilities of TED Leadership

Participant	Roles and Responsibility
Dean of education	Bi-annual meetings to review the surveys and address solutions to common problems
Associate dean of education	Creation of the Google survey form that will be distributed to TED faculty, clinical supervisors, and teacher candidates
TED chair	Teacher candidate reflection policy and materials; immediate observation feedback and electronic submission of feedback to teacher candidates
SPED TED chair	SPED Teacher candidate reflection policy and materials; immediate observation feedback and electronic submission of feedback to SPED teacher candidates
Statewide clinical practice coordinator	Simplified MT and seminar instructor feedback form; video feedback training certification program

Project Evaluation Plan

An outcomes-based evaluation plan will be used to evaluate the project. In the next section I include justification for the evaluation process of the project, goals for the evaluation, and a description of the key stakeholders. Projects that use an outcomes-based approach are best described as having expected outcomes that include learning new skills, attitudes, professional abilities, and a better understanding of content (Hammami, 2020).

Justification for Outcomes-Based Evaluation

An outcomes-based evaluation is suitable because the approach is authentic to

real-world applications, requires organized supervision, and faculty participation to

achieve the project goals (Iqbal et al., 2020). An outcomes-based evaluation is

appropriate considering that the study was originally intended to address a perceived

issue of teacher candidate feedback which TED leadership has already identified. All the

suggested policies are based upon problems that have been proven to exist within the

study findings and may be solved through collaborating with other TED faculty to ensure

the new policies are implemented. Each member of the TED leadership has been

designated a specific role and responsibilities, and everyone within TED leadership is

aware of their specific duties required to prepare materials and policies for launch in

August 2021. Policies in teacher education should mirror best practices shaped by TED

faculty to support both TED employees and those entering K-12 teaching (Paolucci &

Jennings, 2017). By having TED leadership collaborate and improve the process for

teacher candidate feedback, the results may enhance the field experience component for

teacher candidates and help to produce better K-12 teachers.

The goals of this project are to address the themes of inclusion, professionalism

and accountability through new policies intended to enhance the social and academic

environment of TED faculty, clinical supervisors, and teacher candidates, pinpoint and

find solutions to problems within the TED program and offer training policies and

reflection policies to improve teacher candidate feedback. According to Vijayalakshmi et

al. (2013), an outcomes-based approach focuses on the measurement of outcomes which

may involve the development of new skills, knowledge, and attitudes. The goals of the project are for positive outcomes reflecting the issues discovered in the findings and solved through policies that align with the themes. An outcomes-based evaluation can be helpful in measuring the outcomes of the project's suggested recommendations.

Goals of an Outcomes-Based Evaluation

Each suggested policy is based upon the six themes identified from study findings. There are a total of six suggested policies that solve the identified issues. I explain the outcomes of the policy recommendations using SMART goals specific goals that are specific, measurable, attainable, results-oriented, and time-bound (O'Neill, 2020). The SMART goals use five steps to ensure policies are effective. The first policy step is to be specific. The project includes six specific policies that address each one of the six identified themes from the study findings. The presentation to TED leadership details how each policy recommendation can address and solve the findings from the study. A simple checklist of the policies can be used for TED leadership to ensure that each policy is discussed and approved by the president of the university. The checklist would include the specific details within the policy proposals for when each policy would be implemented, who is responsible for each policy, along with the progress and completion of all policy proposals. The second step is to create a measurable policy goal. The Google surveys will offer feedback as to issues such as support, problems, and solutions. The surveys are sent out bi-annually for TED leadership to learn about academic and social issues at the university. Data from Google surveys will be transferred into charts through the Google survey forms and this data can be immediately

forwarded to all members of TED leadership for consideration. The third step is for the

policy changes to be attainable. The policies aim to enhance the feedback process of

teacher feedback through basic policy reform including teacher candidate reflection,

immediate feedback, and offering support for clinical supervisors struggling with

technology. The university has a technology team that could create the electronic video

module for feedback certification within a few weeks and TED leadership could approve

of the policy change as the module is being created. The fourth step is for the new

policies to be results-oriented. Results will be evaluated by TED leadership within bi-

annual meetings to discuss survey results from TED faculty, clinical supervisors, and

teacher candidates. The results will be analyzed for themes and categories, and solutions

will be derived from the data and can then be implemented into newer policies by TED

leadership to support the university. The fifth step is for policies to be time-bound. The

policies are designed to be implemented within four months. TED leadership should

begin the process of implementing these policy changes immediately after the last

academic school year of teacher candidates has completed their field experience

component, and the new policies will be in place for next round of teacher candidates in

the following semester of the academic school year.

Project Implications

There were six themes identified within the study as problems that could be

solved through the creation of updated policy suggestions. The policy recommendations

would help in creating positive social change to develop quality classroom teachers that

teach within diverse classroom environments and support the needs of a diverse student

populations. The policy recommendations would be beneficial to the university under study, but also other higher education institutions offering teacher education.

The first policy addresses inclusion of the master teacher to provide a simplified teacher candidate evaluation form. The second policy addresses inclusion of the seminar instructor to offer teacher candidates additional evaluation about their field experience performance. The third policy addresses the use of Google surveys to learn about the academic and social environment at the university. The fourth policy addresses the questioning of whether teacher candidates read their evaluations by writing a reflection about the feedback received from clinical supervisors. The fifth policy addresses feedback not being written in a timely manner by ensuring immediate feedback of evaluation by clinical supervisors. The sixth policy addresses generational gaps and technology use through feedback protocols and training videos that ensure clinical supervisors are able to use the system software to provide feedback as required. The solutions may help in creating an improved and more professional atmosphere amongst TED faculty, clinical supervisors, and teacher candidates at the university. All policies align with the themes identified within the study and allow for teacher candidates to have accurate, quality feedback, a theme that was identified by TED faculty as a problem.

Social Change Implications at the University

The social changes outlined in this study align with the original intention of understanding the perceived problem of teacher candidates not receiving quality feedback and with the themes identified within the findings of the study that address specific issues that correspond with teacher candidate feedback. The interviews provided data indicating

six specific themes within the findings. The policy recommendations will help to ensure

TED programs offer strategies and support, so teacher candidates are prepared to meet

the needs of today's K-12 diverse student population.

Importance of the Project to Local Stakeholders

This project could benefit stakeholders associated with the university by offering

policies that may positively enact change throughout all regional campuses. The study

began by identifying a problem at the university that, according to TED faculty, clinical

supervisors were not providing quality feedback to teacher candidates during their field

experience. The purpose of this qualitative study was to understand the perceptions and

experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback

process. The findings from the study indicated that there were six specific themes

pinpointing specific issues within the feedback process.

The goals of the suggested policy may be helpful in enhancing the TED program

across all regional campuses associated with the university. School districts and master

teachers will benefit from policies that incorporate evaluations from master teachers. The

seminar instructor will play a more important role with teacher candidate feedback to

offer additional professional suggestions to the teacher candidates in their class. Google

survey forms allow for TED leadership to learn about academic and social problems. Bi-

annual meetings address solutions to results from Google surveys and allow for future

policy changes for problems as they are identified. Teacher candidates will have a better

understanding of their teaching performance and become better teachers by writing

reflections about the feedback received from clinical supervisors. TED leadership will no

longer be concerned about teacher candidate feedback being delayed or not submitted

with the policy for immediate review and electronic submission of teacher candidate

feedback. Clinical supervisors will be proficient in the use of technology and electronic

submission because of the electronic feedback module for certification protocol. The

stakeholders that would be benefited by these policy recommendations include potential

donors, TED leadership, clinical supervisors, teacher candidates, MTs, and school

districts.

Section 4: Reflections and Conclusions

In the following section, I include details about the strengths and limitations of the capstone project. I also explain how this project has shaped me as a professional educator. I include further discussions about alternative approaches and scholarship project development and evaluations along with information about leadership and change. I reflect on the importance of the work and describe implications, applications, and directions for future research. This is followed by a conclusion.

Project Strengths and Limitations

In this section, I explain strengths of this project after assessing project deliverables. I ensured the project had policies that reflected integral academic research.

Project Strengths

Suggested solutions involve consistent feedback, reflection, and additional professional feedback for teacher candidates. This includes an improved working environment between TED faculty and clinical supervisors along with technology support. Furthermore, the project allows for TED leadership to constantly learn about academic and social problems within the TED program and find solutions to identified problems, and this may enhance attrition and credential completion rates at the university under study.

Consistent Feedback and Inclusion of Professionals

Findings from the study indicated that clinical supervisors had difficulty uploading feedback, and it was sometimes minimal. Teacher candidates preferred to learn their evaluation immediately after being observed by their clinical supervisors. Having an

immediate meeting after observation ensures clear communication between teacher

candidates and clinical supervisors. Reviewing each of the TPE requirements on the

observation form allows for teacher candidates to also ask how they could enhance their

teaching performance while the clinical supervisor is present. By electronically signing

that each TPE has been reviewed, clinical supervisors, teacher candidates, and TED

faculty can be assured that the teacher candidate has received all feedback from their

clinical supervisor. Furthermore, teacher candidates would then receive evaluations from

the MT and seminar instructor. This policy will further reinforce suggestions and

strategies from other professionals to further guide the teacher candidate in becoming a

quality teacher. Any institution offering teacher education could also follow these

policies for consistent feedback and allow for teacher candidates to receive feedback

from clinical supervisors, MTs, and seminar instructors.

Improved Professionalism

Clinical supervisors and TED faculty reported resentment and anger towards

each other due to feedback training. TED faculty participants mentioned that training

caused anger and conflict, and clinical supervisors noted that training was taken as a

personal threat. Google surveys can be used to address personal and academic problems

within any TED program and allow for solutions to be created and implemented. Through

ongoing investigations into the quality of TED programs, leadership can adjust policies,

materials, and protocols to support all individuals associated with the credential program.

All institutions offering TED programs can use this approach so they are constantly

learning and developing new polices and protocols for enhancing their programs.

Furthermore, all TED programs should be able to integrate teacher candidate reflections into any student teaching course.

Continued Attrition and Positive Reputation through Accountability

Suggested policies involving clinical supervisor training certification via video modules may also have limitations. The intention is for clinical supervisors to be proficient in terms of their use of technology so they can offer teacher candidates quality feedback and upload reports to teacher candidates' electronic course. Immediate feedback may receive pushback from clinical supervisors who want to write detailed responses and reflect on performances of teacher candidates under observation. Furthermore, clinical supervisors in TED programs may be resentful about having to prove their understanding of technology by receiving a certificate of training completion. Clinical supervisors are often retired professionals who may be insulted by additional training and specific protocols when they prefer their own methods. Finally, technology may be too costly or complicated for some departments to implement.

Project Limitations

After reviewing project deliverables, certain limitations became evident. In this section, I address limitations of this project involving achieving outcomes. Limitations involve noncompliance in terms of improved feedback via reflection, immediate review, and inclusion of the MT and seminar instructor. There are also limitations in terms of policies addressing professionalism and how Google surveys and meetings still may not be effective within TED programs. Finally, limitations concerning continued attrition and

positive reputation as well as addressing accountability needs are also addressed in this section.

Consistent Feedback and Inclusion of Professionals

Policy goals are for clinical supervisors to follow specific protocols for feedback to guide teacher candidates and MT and seminar instructor to also evaluate teacher candidates. Clinical supervisors from TED programs, however, may not follow these policies and choose to provide feedback orally or use their own forms. Clinical supervisors could still leave after observations and upload their feedback without meetings and review. Another policy that may not be followed is further MT and seminar instructor feedback, since they are professionals familiar with teacher candidates. MTs cannot always be relied on in terms of offering quality guidance, and they may be too busy to offer their feedback to teacher candidates in their classroom. Many tenured teachers said that they know their content well enough to not be concerned about incorporating teaching strategies to guide students (Patton et al., 2008); therefore, MTs may not be aware of best practices within K-12 classrooms. Furthermore, only about one third of tenured teachers said they can handle the addition of a student teacher to their workload, and therefore not all quality teachers are willing to work with teacher candidates (Wepner et al., 2005). Seminar instructors who are already offering advice and guidance for teacher candidates in their seminar class may also be reluctant to take on more work by reviewing teacher candidate videos, considering each video would take up several minutes of class time.

Improved Professionalism

Google surveys are a simple and effective means to identify problems within institutions. However, with any survey, there will always be people who choose to not respond. TED leadership may not be capable of assessing results or offering viable solutions. Biannual meetings may encroach on other tasks that members of TED leadership may already be doing, and some members of TED leadership may not be able to attend meetings or will be hesitant to add more work. Teacher candidate reflections may also have limitations based upon how busy teacher candidates are. Teacher candidates can often be overwhelmed by new responsibilities during their field experience (Wepner et al., 2005).

Continued Attrition and Positive Reputation through Accountability

The suggested policies for clinical supervisor training certification through video modules may also have limitations. The intention for the policies is for clinical supervisors to be proficient in their use of technology so they can offer teacher candidates quality feedback and upload the report to the teacher candidate's electronic course. The immediate feedback may receive pushback from clinical supervisors who will want to take their time to write detailed responses and reflect on the performance of the teacher candidate under observation. Furthermore, clinical supervisors in any TED program may be resentful about having to prove their understanding of technology by receiving a certificate of training completion. Clinical supervisors are often retired professionals who may be insulted by additional training and specific protocols when they prefer to offer their own methods of providing feedback. Finally, the technology for feedback certification via the video module may be an undertaking too costly or complicated for

some technology departments to implement, and if enough clinical supervisors refuse to participate in the certification for electronic feedback module, TED staff may lack enough staff to observe teacher candidates and may therefore overrule the certification policy.

Recommendations for Alternative Approaches

The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. The project focused on policy suggestions that can enhance the issues identified within the process from the findings. The inclusion of the MT and seminar instructor could be a useful policy to add evaluations from mentors who know the teacher candidate better than the clinical supervisor. The survey and bi-annual meetings could be useful changes in addressing professionalism within the study findings. The immediate feedback and training policies could be helpful in addressing the findings of accountability. Other study approaches were also considered to create policy changes to address teacher candidate feedback.

The first alternative method to address the problem differently would be to include MTs as an outside-of-study-site participant pool. Interviewing the MTs would allow me to gather perspectives from MTs about their interactions with teacher candidates and clinical supervisors. This approach would be useful in understanding the classroom interactions and observations the MT has with the clinical supervisor. The MT perspectives could provide insight into the frequency of observations, interactions between clinical supervisor and teacher candidates, and also offer details about

communication between the clinical supervisor and the MT. The findings from this study could be useful in finding solutions for how the MT and clinical supervisor interact and offer suggestions so that teacher candidates can be better supported during their field experience.

A second alternative approach would be to interview seminar instructors about their perspectives of teacher candidates. The seminar instructor guides the teacher candidates during their field experience and provides strategies and support as they are teaching in a K-12 classroom. The perspective of the seminar instructor would be useful in understanding the attitudes, motivation, and planning abilities of the teacher candidates, and would furthermore offer insight into how teacher candidates view their experience in the classroom. Including the seminar instructor in interviews would also gather data about whether teacher candidates use the strategies the seminar instructor and clinical services suggest within the feedback they provide. This approach could identify the guidance and experience that the seminar instructor provides and offer solutions to how the seminar class can be changed to benefit teacher candidates.

A third suggested alternative approach to this study would be to use a phenomenological approach where I would focus on sentiments and emotions of TED faculty and clinical supervisors within the TED program at the university under study to reveal and understand participants' perceptions of why they engage in certain routines and actions (see Risca et al., 2018). Using this approach, my focus would target how teacher candidates, clinical supervisors, and TED faculty support each other to guide teacher candidates for their field experience component. The feedback training was

frequently identified as a negative experience by clinical supervisor participants and TED faculty participants, and this study approach could be useful in better understanding the emotional responses to the feedback training. This approach could also identify emotions as to how teacher candidates feel supported by their clinical supervisor considering that teacher candidate participants identified the master teacher and seminar instructor as most helpful during their field experience component. The study would help to identify solutions from the responses so that future feedback training would be planned without such negative reactions from TED faculty and clinical supervisors.

Scholarship, Project Development and Evaluation, and Leadership and Change

In the following sections I identify how my doctoral study has taken me from student to practicing scholar. I also discuss my growth in understanding project development. Finally, I offer details about the development of my leadership skills which I can continue to use as I encourage social change within teacher education.

Scholarship

When I began my journey as a doctoral student, I was not that familiar with quantitative research or APA format. Being an English major and an English teacher for 25 years, I have always added lots of details, adjectives, creativity, and opinion to my writing, so this journey was an entirely different experience for me. During the day, I would teach MLA format to students; in the afternoons and evenings, I would change to APA format and try to focus on being more research-specific. Over the last six years at Walden University, I have done far more research than I ever would have thought possible. It has taken time to change my writing from creative to dry, but I now

understand the need for unbiased research and the importance of explaining perspectives using clear and specific language. One of my favorite quotes these days is, "You don't know this," a statement often used by my primary chair who guided me through most of this study. I now say this when others are generalizing because, without research and facts, people can only assume. They do not really know.

Through this study, I was able to identify an issue within the institution where I have worked as a part-time adjunct for 12 years. I was able to obtain IRB permission from Walden University and my own institution and interview a total of 15 participants. I have learned how to listen and not interrupt conversations because of the study interviews. I have learned the value of pausing to see if further comments will be added. I have also learned how to find themes within a study and outline them in detail. Using these skills, I look forward to exciting new horizons where I can engage in future research projects to enhance the profession of teaching.

Project Development

Once complete, this project will have consumed over five years of my life, not including my first two years taking classes at Walden University. At first, I struggled with the prospectus; part of this was basic APA format and not writing specifically. Initially, I hoped to write a program review about new courses that my institution was offering and attempt an evaluation project. This was discouraged by my first chair; however, who wanted me to focus on an actual problem as opposed to program development. Talking to two TED lead faculty members, I asked what a specific problem was within the TED program. I was told that clinical supervisors are not writing decent

feedback to guide teacher candidates and, from there, my study began. I talked to many other TED faculty and past teacher candidates who confirmed that feedback had been insufficient and moved forward to a literature review on the subject of teacher candidate feedback.

After I passed my oral conference and attained IRB approval, the remainder of the study was enjoyable. I learned a lot from my interviews and discovered that there was a lot more anger, resentment, and distrust between TED faculty and clinical supervisors than I had been unaware of. The project allowed me to be creative by analyzing data and finding solutions to problems. With these skills, I look forward to engaging in further research studies with inspiring ideas to guide those going into teaching.

Change

This study has changed the way that I teach both high school and teacher education classes. At the high school level, I have always taught my students how to write literary analysis papers and, yet, knowing that many of these students will move forward to study engineering, science, and psychology, I questioned why I was so insistent on analyzing fiction. I changed the focus of a junior year research paper from fiction and literary analysis to any relevant American issue, as long as the topic was a problem and if there was relevant research about it. I taught my junior year students how to conduct a literature review and use quality academic databases to prove their points.

I have also improved my skills in the field of teacher education. I teach students who are in their last two classes at the university before gaining the title of "teacher candidate." The research skills that I have developed are useful for providing strategies

and plans for students going into the teaching profession. Also, this study has permitted me to dive into the phenomenon of teacher candidate feedback, so I can offer useful skills about passing the TPE exams. I can also offer advice on how to be a quality teacher if a clinical supervisor, MT, or seminar instructor are not effective.

Leadership

In the future, my goal is to work within a university TED program in a leadership position where I can enact positive change. I know that I am a passionate and inspiring teacher to my high school students and an effective professor to students going into teaching, and I look forward to enhancing teacher education wherever my future lands. All teachers can offer creative, engaging plans to K-12 students. This will be possible by having professionals guide teacher candidates to use effective strategies during their field experience. I have seen too many adolescents fail because of indifferent, stubborn K-12 teachers who did not care about them personally, failed to offer strategies to support them, and would not change their planning to support students. As a future TED leader, I plan to ensure that every person associated with a TED program will be competent, caring, and inspirational. As a leader I can follow Everett M. Rogers' Diffusion of Innovation wherein my goal would be to become an agent of change instead of just ensuring that people under my leadership adhere to regular protocols (see Scott et al., 2018). As a leader I hope to enact positive change by ensuring any TED program supports its teacher candidates with engaging activities for K-12 students for today's diverse classroom, competent classroom management strategies, and awareness of creating positive connections between teacher and student.

The days of any K-12 teacher expecting simply to lecture, and have students fill out a worksheet and take a test on Friday should end. That process is dull, complacent, and does not inspire any young child to engage with new content. As a TED leader, I can offer ideas and strategies to ensure that K-12 teaching will be creative, inspiring, and caring. Teaching is one of the most important jobs in the world; it sets future generations up for success. I intend to be that leader who will enact positive change.

Reflection on Importance of the Work

The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. My study began with identifying a problem within the TED program in which I am an adjunct professor at the time of this study. TED lead faculty indicated that there was a perceived issue with clinical supervisors' feedback using the evaluation instrument to provide teacher candidates with input regarding classroom-based field experience performance. After interviewing three different participant groups consisting of five TED faculty, five clinical supervisors, and five teacher candidates, I was able to identify codes and themes. Once the themes were identified, I was able to make policy recommendations to address the problems identified within the study findings.

TED faculty were originally concerned about the evaluation instrument not being used to provide adequate feedback to teacher candidates. The policies that I suggest here ensure that feedback is reviewed immediately and submitted electronically after each observation, and that clinical supervisors have a video module to guide the process for submitting electronic feedback to teacher candidates through certification. Study findings

further indicated that the MT and seminar instructor did not play significant roles within

the TED program, but teacher candidates often stated that they received the best feedback

from these individuals, compared with their clinical supervisor. Therefore, the inclusion

of the MT and seminar instructor into the teacher candidate evaluation process will

provide critically important guidance to those seeking a K-12 credential. Any institution

with a TED program could also use these suggestions if their policies did not include a

role for the MT and seminar instructor.

This project addresses one particular TED program's identified issues, but other

TED programs could implement its recommendations for facilitating clear, consistent

feedback from clinical supervisors and other professionals. The project may also offer a

useful strategy for identifying problems within a TED program, developing solutions, and

providing support where needed. Clear policies for following protocols and simplifying

procedures mean that faculty and students have little incentive to use their own methods

when the policies are simple and straightforward.

Implications, Applications, and Directions for Future Research

In this project I offer evidence-based policy changes to enhance teacher education

feedback. These policies may enhance the social and academic environment at the

university under study and encourage a positive working atmosphere for students and

employees. In the following section I describe project implications, applications and

directions for future research.

Implications

Teacher observations and feedback remain as the most important components for enhancing the practice and outcomes for K-12 students because they offer specific guidelines for improving instruction (Johnson et al., 2021). Study findings indicated that there were issues with inclusion, professionalism, and accountability that factored into the process for teacher candidate feedback. The changes that I have proposed to the feedback process will result in improved support for teacher candidates and clinical supervisors, and guide TED leadership to find solutions to academic and social issues within the program at the site study university. The implications as stated above present solutions that may guide future TED leadership and ensure that clinical supervisors provide quality feedback, and that teacher candidates receive the guidance they need to become to competent K-12 teachers.

Student teachers can be taught how to make effective choices and strategies to affect positive behavior, improve learner outcomes, and meet specific student needs within the classroom (Schnitzler et al., 2020). Study findings indicated that teacher candidates were not reviewing feedback, and clinical supervisors were not following protocols to provide quality feedback. The suggested solutions can be beneficial for teacher candidates who will enter the teaching profession knowing they have been guided with best practices to be effective in any K-12 classroom.

Applications

TED faculty originally indicated that clinical supervisors were not providing quality feedback to teacher candidates. Findings from the study indicated there were six

themes that needed addressing within the TED program to solve the issues identified. The stakeholders associated with the site study university can benefit from applying the suggested policies. Other higher education institutions can also apply these policies to better prepare teacher candidates, ensure that clinical supervisors have the support needed to write quality feedback, and confirm that TED leadership is aware of academic and social issues to find solutions. Higher education institutions offering TED programs must have clear expectations, ongoing communication, and methods to ensure policies are successful (Foran & Mee, 2019).

Directions for Future Research

Study findings indicated that improvements could be made to the feedback process used to evaluate teacher candidates. Policy recommendations were developed to address the gaps in practice identified in the codes and themes. The inclusion of the MT and seminar instructor were suggested for enhanced feedback and advice from other professionals. Future research should examine whether the inclusion of the MT and seminar instructor was useful to the teacher candidate. A Google survey could be emailed to teacher candidates at the completion of their field experience with feedback from the MTs and seminar instructors. These surveys could continue to be useful for ongoing research, and TED leadership could adjust questions to address novel issues as they arise. TED leadership could also consider hiring an outside consultant to address academic and social problems if the Google surveys receive inadequate responses, or if the TED leadership team needs additional guidance in finding solutions. Finally, TED leadership can view the analytics of the electronic courses that teacher candidates enroll in, and the

course can be examined for requirements and protocols being followed. A future

qualitative study could be used to examine the logistics of each course, including teacher

candidate assessments and clinical supervisor feedback submissions.

Conclusion

K-12 students learn best from teachers who have been trained in best practices,

effective strategies, and deliberate activities from professionals in the field of teaching

(Egmir & Ocak, 2020). It is imperative that teacher candidates are offered advice from

outstanding professionals so they can create engaging plans and ensure that all students

are supported. All TED programs must have clear expectations that all employees and

students are treated with respect and that teacher candidates are prepared to make a

positive impact in their classrooms.

My journey as a scholar practitioner began with identifying a problem within a

TED program. An extensive literature review indicated that teacher candidate feedback

was important but neglected by many higher education institutions. Solutions through

policy updates were suggested as part of my capstone project. Identifying problems and

learning how to use coding to uncover themes and create solutions has helped me to

develop insights as a future leader in teacher education.

I have learned a lot about the field of education from the literature reviews

conducted. The research indicated the need for teacher candidates to be guided

effectively, and, more importantly, for the TED program leaders to ensure that policies

that have been discussed are put into practice (Barnes & Cross, 2020). The policies

suggested can improve the feedback process to evaluate teacher candidates. Most people

recall the positive and negative teachers that they have encountered in their lives. It is imperative that TED programs prepare teacher candidates to be successful; a quality TED program that teaches student teachers to engage in effective strategies and offers clear expectations for teaching excellence can have a substantial impact on K-12 students' learning (Tamir, 2020).

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Appendix A: The Project

Tim Calver

Doctoral Candidate, Walden University

Dear Administration,

I am presenting my study to you as an opportunity for social change and academic enhancement. The title of my topic is *Faculty, Clinical Supervisors, and Teacher Candidate Perceptions and Experiences of Teacher Candidate Feedback*. The goal is to create positive change around the topic of teacher candidate feedback. Findings from my study identified specific problems at the study site university that can be solved with updated policy recommendations. I would like to thank those associated with the study site university for the supportive help and guidance in developing this policy recommendation report.

The policy recommendations are based upon findings within this qualitative study to improve identified issues within teacher candidate feedback, and offer scholarly literature-reviewed solutions to the problems. I am available to present the findings and solutions identified within the study and demonstrate how the policies can enhance the teacher candidate feedback process, while still maintain the mission, integrity, and values within the study site university.

I look forward to presenting my policy recommendations to all involved within the teacher education program.

Sincerely,

Tim Calver

Policy Recommendations Report

Detailed Policy Recommendations for Teacher Candidate Feedback

By

Timothy J. M. Calver

Executive Summary

The purpose of this policy recommendation report is to address problems identified within this study regarding teacher candidate feedback at the university under study. The suggested policies are recommendations that were created to help solve identified issues and enhance the feedback training process for teacher candidates while supporting clinical supervisors who observe and write the feedback for teacher candidates and furthermore, offer solutions for teacher education leaders to correct ongoing problems.

Lead faculty in the TED program at the study site university stated they were concerned about the quality of feedback provided to teacher candidates who are assessed by clinical supervisors during their field-based experiences. The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. There is a need for TED programs to ensure future teachers are prepared to deliver quality education to K-12 students, but the training process among institutions offering teacher education often lacks consistency and is unclear (Florian & Camedda, 2020).

There were a total of 15 interviews from three equal participant groups consisting of five teacher education faculty, five clinical supervisors, and five teacher candidates. The interviews led to study findings indicating six themes of: inclusion, professionalism, and accountability. The suggested policies created were as follows: (a) inclusion of master teacher for feedback; (b) inclusion of seminar instructor for feedback; (c) teacher candidate professionalism within feedback; (d) addressing professionalism in the

academic and social environment; (e) feedback accountability for teacher candidates; and (f) need for accountable clinical supervisor support.

Introduction

This project was based upon study findings about the phenomenon of teacher candidate feedback. I interviewed a total of 15 participants, including five TED faculty participants, five clinical supervisor participants, and five teacher candidate participants to gather data about their perspectives of the teacher candidate feedback process at the university under study. Based upon study findings, I designed six policy recommendations that aligned with the codes and themes identified within the data analysis. This study may enhance positive social change by providing policy recommendations that enhance the process for evaluation of teacher candidates.

Rationale

The purpose of this policy recommendation paper is to support teacher candidate feedback by providing solutions to problems identified within my study. The suggested policies include strategies and ideas grounded within scholarly literature. The conceptual framework used within the study during the interviews was Argyris' (1977) theory of single-loop and double-loop learning wherein the research uncovered basic errors during the single-loop learning stage, but honest perspectives are revealed identifying the root of the problem during the double-loop learning stage that uncover truths. For creation of the recommended policies, the theory of communities of practice conceptual framework developed by Wenger-Trayner (2015) was used as a basis for positive leadership change. Solutions using this framework can result in improved imagination and creativity when

communities consisting of experts and peers from different disciplines work together (Goglio-Primard et al., 2020).

In this policy recommendation paper, I have provided specific details about the rationale behind each policy, alignment of the genre and problem, goals and immediate impact of the project, and how each policy, including specific roles for those involved, will be implemented. The suggested recommendations will enhance the feedback of teacher candidates, offer support to clinical supervisors, and provide methods for teacher education leaders to identify and fix problems within the teacher education program.

Project Focus

This policy recommendation paper has the potential to create positive social change within the teacher education program at the site study university. The project maintains alignment with the mission and core values of the university under study while remaining within realistic financial barriers so as not to incur excessive cost. Findings within the study indicated that participants identified inclusion of the master teacher and seminar instructor as issues, professionalism issues within the feedback training and teacher candidate review of feedback, and accountability issues stemming from generational gaps and technology. The policy recommendations may provide permanent solutions and offer strategies for ongoing improvement to enhance teacher candidate feedback within the TED program. The intention behind the policy recommendations is to correct a gap in practice regarding: (a) inclusion of the master teacher and seminar instructor, (b) professionalism strategies for TED leadership to identify and solve problems using Google surveys, and (c) accountability strategies to fix the process for

teacher candidate evaluation through immediate electronic feedback with a feedback certification process for clinical supervisors to be knowledgeable in preparing and submitting quality feedback to teacher candidates.

Within this project genre of policy reform, I provide details about the perspectives of TED faculty, clinical supervisors, and teacher candidate participants with study findings and offer solutions to the gaps in practice identified through policy recommendations. The policy recommendations address problems identified within each theme and will result in creating positive social change for the teacher education program at the site study university. TED leadership all play specific roles within these policy recommendations including: (a) dean of education to oversee the bi-annual meetings, (b) assistant dean of education to compose the Google survey questions, (c) TED department chair and SPED department chair to oversee teacher candidate reflections and immediate electronic feedback submission, and (d) statewide clinical practice coordinator to create simplified master teacher and seminar instructor evaluation rubric along with development of the video feedback training certification program.

Major Evidence from Literature and Research

The literature review reflected there is a global need for educational reform to prepare teachers for the K-12 classroom (Buabeng et al., 2020; Rasheed-Karim, 2020). The literature review reflected a need for increased transparency, policies to improve transparency, policies to identify errors within a TED organization, policies to support novice teachers, policies to assess teacher candidates, and policies to include a wider range of professionals within teacher education. The secondary literature review aligned

with the need for professional reform within teacher education, which also related to the

capstone project that focused on policy recommendations.

Need for Transparency Amongst Leaders within Teacher Education

Iswara, and Jati (2020) recommended that higher education institutions update

policies based upon information from former students who have recently completed their

program. Higher education institutions that value the insight, opinions, and perspectives

of the entire TED community are essential components in creating a successful program

(Powers, 2019). Civera et al. (2020) noted argued that policies that ensure transparency

and identification of errors within a higher education institution can ensure that program

changes can be addressed and solved. Lyudmila, et al. (2020) stated there was a need for

higher education institutions to monitor the positive and negative aspects within a

program, identify any inconsistencies and update policies based upon findings.

Identifying Errors within Teacher Education Policy

Peng (2020) noted that TED faculty can enhance a TED program positively when

they can showcase new technology and procedures through technology training and even

pass along this knowledge to other educators. Furthermore, TED programs must ensure

that teacher candidates are ready to enter the profession of teaching, and this is best

demonstrated by proving they are willing to adapt and try new strategies while having a

positive outlook for how they can best support their K-12 students (Dwyer et al., 2020).

Policies in teacher education must include how to identify issues such as excessive

students in classrooms, meeting the diverse needs of students, and teacher shortages are

occurring so changes to TED programs and K-12 schools can be implemented (Gacoin &

British Columbia Teachers' Federation, 2020). There is a need for teacher education programs to recognize weaknesses in the alignment of standards to ensure teacher competency through creating new policies (Tekir & Akar, 2019).

Supporting Novice Teachers Through Teacher Education Policy

Nichols (2020) stated the need for continual support of teacher candidates after they have received their credential and become licensed, employed K-12 teachers and being connected with professionals should be a part of the teacher candidate field experience. Malm (2020) concluded that TED faculty often base professional development on intrinsic motivation, meaning they are often expected to perform excessive duties by their higher education institution, suggesting policies are needed to engage in activities such as research and academic thinking to help faculty members develop into better teacher educators. Wake and Bunn (2016) suggested there is a need for teacher candidates and teacher education faculty to engage in purposeful and productive learning communities with teaching professionals because the group activities allow for improved communication, engagement, and offering input to improve teaching performance.

TED faculty and other teacher education employees can develop policies to promote examples of responsibility, ethics, reflection, and professionalism to help teacher candidate develop quality plans and reflective practices (Hossein & Parviz, 2018). According to Leafgren (2018), learning professionalism goes beyond just conforming to certain expectations, but must include policies that allow teacher educators and teacher candidates to reflect on their performance, engage in deep inquiry, ask critical questions,

and adapt to circumstances to serve K-12 children in the best manner possible. A study

conducted by Leech et al. (2019) concluded that American society views teacher

education faculty with a higher level of status than K-12 teachers, and there is a need for

society to shift their perspective in seeing K-12 teachers as social equals to higher

education faculty through professional behavior. According to Tekir and Akar (2019)

there is a need for TED programs to add policies that ensure teacher candidate

competency in lesson plan design.

Creating Assessment Policies to Align with Teacher Candidate Evaluation

TED faculty and MTs often have their own methods, content, and assessments

which differ substantially, and there is a need for these two groups to work together to

ensure policies align between TED faculty and other professionals (Darling-Hammond,

2020). TED programs should include policies that offer a diverse educational experience,

and inclusion is an essential component that can influence teaching dispositions in a

positive manner (La Porte, 2020). Darling-Hammond (2020) stated there is a need for

TED faculty, K-12 schoolteachers and administrators to share their beliefs and practices

amongst each other and share this information with teacher candidates to prepare them to

meet current day standards for teaching. Darling-Hammond (2020) further stated that

teaching hospitals pair school faculty with university partners and offer clinical settings

that are of high quality where future teachers develop skills from a professional

community. A study conducted by Wake and Bunn (2016) argued that policies are

needed for teacher candidates to engage in specific self-reflection and reflect on their

teaching performance throughout their teacher education studies.

Including a Broader Range of Professionals to Support Teacher Candidates

Pugach et al. (2020) concluded that a successful teacher education program always includes polices to support a teaching experts and educators who share their experiences to meet the learning needs of today's K-12 students. Lambert and Penney (2020) stated that TED faculty members involved with teacher candidate classes and observation should be actively included in policies and decisions regarding the institution's teacher education program. Higher education institutions offering TED programs need to change their policies where teacher candidates, TED faculty, and MTs work together to create a quality and realistic field experience (Orsdemir & Yildirim, 2020).

Problems within Teacher Education Policy

Mayer (2021) argued that teacher education policies were first focused on teacher training, then as a learning problem, and then as a political issue. The focus on politics has affected teacher education and policies need to be implemented for the political issues that impact K-12 students. According to Cuenca (2019), certain states such as Missouri have focused on including four policies for teacher candidates to be assessed, and these include disposition, pedagogy knowledge, appropriate assessment, and ensuring curriculum matches with state standards for certification. Florian and Camedda (2020) stated that TED policies between institutional programs are often inconsistent and unclear. Gillespie and Fairbairn (2020) argued that American teacher educators often failed to adapt to new policy changes in which they were not personally involved.

Rasheed-Karim (2020) opined that most TED programs fail to implement policies that enhance the wellbeing of teachers and prevent teacher burnout.

Resources Required

TED leadership at the university under study consist of the **d**ean of **e**ducation, **a**ssistant **d**ean of **e**ducation, TED department chair, SPED department chair, and statewide clinical practice coordinator. I would ask for a three-day conference to introduce and answer questions about the policies on day one, organize a meeting on the second day to designate responsibilities and address needed resources, and pitch the proposed suggestions to the **p**resident of the university on day three for approval to move ahead. A slide presentation of the project deliverable that would address issues identified within the study, including the themes of inclusion, professionalism, and accountability will be presented to TED leadership. The presentation would highlight the benefits of updating TED feedback policies to address the findings from the study. TED leadership would be responsible for approving any new policies and ensuring that the suggestions align with the mission and values of the university. TED leadership would then assign the specific roles suggested for each member to implement these strategies. Once TED leadership has discussed any implications or concerns, the final step for approval is to present these policy suggestions to the **p**resident of the university for final approval. With the **p**resident of the university's approval, these suggestions would first be incorporated into the handbook that is updated annually by the **d**ean and **a**ssociate **d**ean, and then the policy recommendations would be assigned to members of TED leadership.

Existing Supports

The dean of education oversees all new policies, organizes TED leadership meetings, and can check on progress of the suggested policies and follow the timeline that is outlined in this section. The dean of education also consults with the president of the university to provide updates along with any conflicts and monetary needs with suggested policies and timeline progress. The president of the university will coordinate with the finance department for funds needed to ensure the technology department is included in all policy proposals and ensure that an approximate cost of policy changes is within budget constraints. The associate dean of education oversees the TED leadership teams to provide support for policies and writes the policy updates and communicates with all TED leadership. The associate dean communicates with secretarial staff in the development of physical and electronic paperwork to implement the suggested policies. The TED chair and SPED chair organize the function and flow of all electronic courses and update all materials pertaining to teacher candidate needs. The TED chair and SPED chair can communicate with the technology department members to add new components to the electronic courses including the teacher candidate reflections and the updated policy for immediate feedback. The statewide clinical practice coordinator could communicate with members of the state Board of Education to ensure the training modules for certification and simplified master teacher and seminar instructor feedback forms meet state requirements for TPE. The statewide clinical practice coordinator could also communicate directly with the TED chair and SPED chair to ensure that electronic updates can be uploaded to the electronic courses for TED faculty members, clinical supervisors, and teacher candidates.

TED leadership could contribute to the suggested policies and use the resources stated above to enhance the TED program and ensure alignment of policy and coursework at the university under study in regard to teacher candidate feedback. The project originated because of the findings indicating that inclusion, professionalism, and accountability were areas that needed to be enhanced to improve teacher candidate feedback and create a more inclusive environment where students and faculty function cohesively, both academically and professionally.

Potential Barriers to Implementing Change

Two potential barriers to the suggested policies could be funding for the electronic feedback training module and pushback from TED faculty, clinical supervisors, and teacher candidates for the immediate feedback policy. The timeline for the development of the electronic feedback training modules could also be a barrier for approval. TED leadership and TED faculty may furthermore see the immediate feedback and uploading of teacher candidate feedback as an unnecessary policy change.

Potential Solutions to Barriers

There are solutions to the cost of creating the electronic feedback training modules and potential pushback for immediate feedback. If technology employees at the site study university can create the electronic feedback training module in house and not outsource the project, the expense for this policy should not incur a substantial cost. The university under study remains a non-profit institution and can use the tax-exempt status as a means of defraying costs (ProPublica, 2018). This means that all technology and training will be tax deferred, a fact that would be mentioned in the slides presented to

TED leadership. Another consideration for the electronic feedback training modules is the amount of time required to create the module. The technology department at the site study university has created many informational videos so adjusting the electronic courses for immediate feedback and demonstrating the process should not be time consuming and could take no longer than a month to design.

To address the second barrier of pushback about the immediate feedback and feedback electronic upload policy I would share all findings with TED leadership outlining how most clinical supervisors provide immediate feedback after teacher candidate observation. I would point out that clinical supervisors and teacher candidates prefer this method of receiving feedback after each observation. The slides would also outline findings from the study indicating that clinical supervisors often did not follow correct protocols for uploading feedback. The slides would also reiterate that when I began my study in 2016, TED faculty stated that there was a problem with teacher candidate feedback. The interviews offered perspectives about the feedback process indicating there were specific problems with the feedback process, and these policies recommendations address the specific areas identified within study findings and should therefore be effective in creating positive social change for teacher candidate feedback.

Proposal for Implementation with Timeline:

The policy suggestions would be implemented over a 4-month time period beginning with the slides presentation I would conduct in front of TED leadership. The goal would be to have the new policies including the revamped feedback forms, Google surveys, teacher candidate reflections, and the electronic feedback training modules

certification policies all complete before the K-12 school year begins, and a new group of

teacher candidates enters student teaching. Considering teacher candidates usually

complete their field experience before the end of the academic school year in June, the

goal would be to begin sending out the Google surveys to all three groups of TED

faculty, clinical supervisors, and teacher candidates before the completion of the teacher

candidates' student teaching to begin collecting data about the academic and social

environment at the site study university. Table 1 indicates the timeline for implementing

the suggested policies.

Table 1

Proposal for Implementation and Timetable

Policy to be Implemented	Month of Implementation
Google survey form sent to TED faculty, clinical supervisors, and teacher candidates	Month One
Firs bi-annual meeting to address Google survey findings	Month Two
Begin creation of electronic feedback training modules	Month Two
Create teacher candidate reflection form	Month Three
Develop immediate feedback submission for electronic courses	Month Three
Create new feedback forms for MT and seminar instructor evaluation and align with TPE	Month Three
All suggested policies active	Month Four

The updated policies would begin in month one and attain full completion by the end of

month four. This will allow time for the new forms, Google surveys, and the electronic

feedback training modules certification policies to be completed over the three months of summer break. With each member of the TED leadership having an essential and specific role, all materials should be implemented and ready for the following academic school year. Each member of the TED leadership team has a specific role with substantial time to implement it before the next arrival of teacher candidates in either early spring or fall. Taking into consideration that TED faculty identified teacher candidate feedback as a problem in 2016 and 2019, the findings within my study reflected specific gaps in the feedback process, it is essential that TED leadership forge ahead with these policies efficiently so the gap in feedback for teacher candidates can be solved.

Roles and Responsibilities

This project will require specific roles and responsibilities for the updated policies to be implemented. Each member of TED leadership will play an essential role in ensuring the success of the project. The following roles will be designated for each member of TED leadership: (a) dean of education will host and manage the bi-annual meetings to decide on solutions to issues mentioned in the Google survey; (b) associate dean of education will create the Google survey form; (c) TED and SPED TED chairs will oversee the teacher candidate feedback reflection policy and policy for immediate electronic feedback, and (d) statewide clinical practice coordinator will create simplified feedback forms for both MTs and seminar instructors, and work with the technology department in creating the video feedback training certification program. Table 2 highlights the role of each TED leadership member so the project can be successful once implemented.

Table 2

Roles and Responsibilities of TED Leadership

Participant	Roles and Responsibility
Dean of education	Bi-annual meetings to review the surveys and address solutions to common problems
Associate dean of education	Creation of the Google survey form that will be distributed to TED faculty, clinical supervisors, and teacher candidates
TED chair	Teacher candidate reflection policy and materials; immediate observation feedback and electronic submission of feedback to teacher candidates
SPED TED chair	SPED Teacher candidate reflection policy and materials; immediate observation feedback and electronic submission of feedback to SPED teacher candidates
Statewide clinical practice coordinator	Simplified master teacher and seminar instructor feedback form; video feedback training certification program

Dean of Education

The dean of education is responsible for overseeing the entire TED program and reporting progress and problems to the president of the university under study. The dean designates specific lead and full-time TED faculty to facilitate trainings to enhance the TED program and addresses problems that arise within the TED program. The dean of education would designate a specific policy update to each member of the lead TED faculty which would include emails about the specific policy and materials needed and

checking on the progress of each lead TED faculty for progress. The dean of education would secure a specific date after the completion of the Google survey forms for all TED leadership to attend the bi-annual meetings. The dean of education would facilitate the meeting to assess results of the survey and decide on next steps based on issues identified by TED faculty, clinical supervisors, and teacher candidates.

Associate Dean of Education

The Associate dean of education would be responsible for creating the Google survey form. The associate dean of education communicates with the dean of education and the TED chair and SPED chair and would email to ask about issues that have been identified at the university. With this information, the associate dean of education would create questions for the Google survey form and email the questions in advance to the dean of education for approval. The associate dean of education would consult with secretarial employees to secure email lists of all TED faculty, clinical supervisors, and teacher candidates that were associated with the site study university's TED program at the completion of each student teaching cycle, in January or June of each year, the Google survey form would be sent via email to those on the email list. The associate dean of education would send a reminder out to complete the Google survey form one week after the first email was originally sent. Within two weeks of the Google survey being emailed, the associate dean would review all the data and statistics that identified problems within the TED program and then prepare a report summarizing the data. This summary would be sent to the dean of education to review and prepare for the bi-annual meeting with all TED leadership members.

Teacher Education Department Chair

The TED chair will be responsible for implementing new policy regarding immediate feedback and electronic submission of the feedback forms that clinical supervisors provide to teacher candidates, as well as the teacher candidate reflection form. The TED chair and SPED chair shall also work collaboratively to ensure that all State of California Department of Education protocols and educational laws are followed for clinical supervisors offering teacher candidate feedback. The TED chair and SPED chair will redesign the protocol for teacher candidate feedback to require immediate meetings between clinical supervisors and teacher candidates after each observation. Both the TED chair and SPED chair will create an email addressed to all clinical supervisors notifying them of the updated policy that would take effect at the beginning of the next teacher candidate field experience cycle. The TED chair and SPED chair will create a checklist to address whether each TPE had been met or still needed to be met by teacher candidates. Once the review was completed, the updated feedback checklist and feedback form will require the electronic signatures of both the clinical supervisor and the teacher candidate to be submitted at the end of their observation and feedback review.

Special Education Department Chair

The SPED chair will work directly with the TED chair on the immediate feedback electronic submission policy and the teacher candidate reflection form. The TED chair and the SPED chair will work collaboratively on the teacher candidate reflection form. The SPED chair will include the specific TPE for special education which differ from regular TPE in addressing regulations for teaching in a SPED classroom.

Statewide Clinical Practice Coordinator

The statewide clinical practice coordinator oversees placing teacher candidates for their field experience component and creating the evaluation rubric to evaluate teacher candidates. The statewide clinical practice coordinator has worked with the state of California Department of Education advisory board to align the observation form for teacher candidates with the TPE. The statewide clinical practice coordinator would revise the clinical supervisor evaluation form by shortening and simplifying the form for both the MT and seminar instructor while still ensuring the TPE were incorporated into the form. The statewide clinical practice coordinator is also responsible for all training sessions for clinical supervisors to support teacher candidates. The statewide clinical practice coordinator is knowledgeable about the process and protocols for clinical supervisors writing and uploading feedback for teacher candidates. The statewide clinical practice coordinator would work with the technology team to develop the training module videos so clinical supervisors can successfully complete the electronic feedback certification module.

Project Evaluation Plan

An outcomes-based evaluation plan will be used to evaluate the project. Within this policy recommendation paper, I include justification for the evaluation process of the project, goals for the evaluation, and a description of the key stakeholders. Projects that use an outcomes-based approach are best described as having expected outcomes that include learning new skills, attitudes, professional abilities, and a better understanding of content (Hammami, 2020).

Project Goals

Each suggested policy is based upon themes identified in the study that can be enhanced through policy recommendations. There are a total of six suggested policies that have a specific policy change to solve the identified issues. The suggested policies under the theme of inclusion are for outcomes wherein (a) master teachers and seminar instructors provide feedback to teacher candidates based upon findings indicating that teacher candidates felt most connected academically and personally with these people. The suggested policies under the theme of inclusion are for outcomes such as (b) Google surveys and (c) TED leadership meetings to identify social and academic weaknesses within the TED program, and for outcomes wherein (d) teacher candidates reflect on their written feedback. The suggested policy under the theme of accountability is for an outcome where (e) clinical supervisors can receive the guidance needed to use technology to upload feedback, and (f) for immediate feedback to always be provided to teacher candidates as was indicated as a preference in study findings.

Justification for Outcomes-Based Evaluation

An outcomes-based evaluation is suitable for the policy recommendations because the approach is authentic to real-world applications and requires organized supervision from faculty to achieve the project goals (Iqbal et al., 2020). An outcomes-based evaluation is appropriate considering that the study was originally intended to address a perceived issue of teacher candidate feedback which TED leadership has already identified. All the suggested policies are based upon problems that have been proven to exist within the study findings and may be solved through collaborating with

other TED faculty to ensure the new policies are implemented. Each member of the TED

leadership has been designated a specific role and responsibilities, and everyone within

TED leadership is aware of their specific duties required to prepare materials and policies

for launch in August 2021. Policies in teacher education should mirror best practices

shaped by TED faculty to support both TED employees and those entering K-12 teaching

(Paolucci & Jennings, 2017). By having TED leadership collaborate and improve the

process for teacher candidate feedback, the results may enhance the field experience

component for teacher candidates and help to produce better quality K-12 teachers.

The goals of this project are to address the themes of inclusion, professionalism,

and accountability through new policies intended to enhance the social and academic

environment of TED faculty, clinical supervisors, and teacher candidates, pinpoint and

find solutions to problems within the TED program and offer training policies, and

reflection policies to improve teacher candidate feedback. According to Vijayalakshmi et

al. (2013), an outcomes-based approach focuses on the measurement of outcomes which

may involve the development of new skills, knowledge, and attitudes. The goals of the

project are for positive outcomes reflecting the issues discovered in the findings and

solved through policies that align with the themes. An outcomes-based evaluation can be

helpful in measuring the outcomes of the project's suggested recommendations.

Goals of an Outcomes-Based Evaluation

Each suggested policy is based upon the six themes identified from study findings.

There are a total of six suggested policies that solve the identified issues. I explain the

outcomes of the policy recommendations using SMART goals specific goals that are

specific, measurable, attainable, results-oriented, and time-bound (O'Neill, 2020). The

SMART goals will be measured as follows:

- Specific- the project includes six specific policies that address each one of the six

  identified themes from the study findings. The presentation to TED leadership

  details how each policy recommendation can address and solve the findings from

  the study. A simple checklist of the policies can be used for TED leadership to

  ensure that each policy is discussed and approved by the president of the

  university. The checklist would include the specific details within the policy

  proposals for when each policy would be implemented, who is responsible for

  each policy, along with the progress and completion of all policy proposals.

- Measurable- the Google surveys will offer feedback as to issues such as support,

  problems, and solutions. The surveys are sent out bi-annually for TED leadership

  to learn about academic and social issues at the university. Data from Google

  surveys will be transferred into charts through the Google survey forms and this

  data can be immediately forwarded to all members of TED leadership for

  consideration.

- Attainable-the policies aim to enhance the feedback process of teacher feedback

  through basic policy reform including teacher candidate reflection, immediate

  feedback, and offering support for clinical supervisors struggling with technology.

  The university has a technology team that could create the electronic video

  module for feedback certification within a few weeks and TED leadership could

  approve of the policy change as the module is being created.

- Results-oriented- results will be evaluated by TED leadership within bi-annual meetings to discuss survey results from TED faculty, clinical supervisors, and teacher candidates. The results will be analyzed for themes and categories, and solutions will be derived from the data and can then be implemented into newer policies by TED leadership to support the university.

- Time-bound- the policies are designed to be implemented within four months. TED leadership should begin the process of implementing these policy changes immediately after the last academic school year of teacher candidates has completed their field experience component, and the new policies will be in place for next round of teacher candidates in the following semester of the academic school year.

Table 3 indicates alignment between policy, theme, and the outcomes for the project.

Table 3

Project Goals and Alignment with Themes

Themes Identified in the Study	Goals	Suggested Policies Teacher Candidate Initials
Theme 1	Goal One: Include the master teacher for teacher candidate evaluation	Master teacher assessment feedback policy
Theme 2	Goal Two: Include the seminar instructor for teacher candidate evaluation	Seminar instructor assessment feedback policy
Theme 3	Goal Three: ensure TC review their feedback through reflection	Teacher candidate reflection policy
Theme 4	Goal Four: Address the toxic workforce environment described by TED faculty and CS in the interviews and find solutions, and	Academic and social survey policy Bi-annual meeting policy
Theme 5	Goal Five: Implement policies for immediate feedback and submission of TC feedback to address the issue of teacher TC and CS preferring feedback after meetings and ensure feedback is uploaded	Immediate feedback and electronic submission policy
Theme 6	Goal Six: Provide training to address the issue of clinical supervisors not following technology protocols	Technology training certificate for feedback submission policy

Master Teacher Assessment Feedback Policy

The outcome-based goal of the master teacher assessment feedback policy is for teacher candidates to receive observations and feedback from the master teacher with whom they work concurrently during the field experience component. The master teacher can offer professional modeling and guidance during a teacher candidate's field experience (Kolman et al., 2017). Findings from the study indicated that teacher candidates receive quality advice and oral feedback from their master teacher, but the master teacher does not provide written feedback to teacher candidates in the university's TED credential program. Teacher candidate participants within the study often referred to their master teacher as the most helpful guide during their student teaching. Neither TED faculty participants nor clinical supervisors mentioned the role of the master teacher. Therefore, the data reflected that the master teacher was not included within the reflection and by including them in the feedback process the outcome would be improved feedback and inclusion of additional professionals.

Seminar Instructor Assessment Feedback Policy

The outcomes-based goal of the seminar instructor assessment feedback policy is to provide additional support, guidance, and feedback from an additional professional who knows the teacher candidate on a personal and academic level. Darling-Hammond (2020) noted that teacher candidates need guidance from many different levels of professionals when learning about the career of teaching. Study findings from teacher candidate participants indicated that the seminar instructor was helpful in offering guidance and support for teacher candidates. Study findings did not include comments about the importance of the seminar instructor for guidance. By including the seminar

instructor's feedback, the teacher candidate would receive feedback based upon videos during the seminar class. Teacher candidates often learn best strategies from recording videos of themselves teaching that can be shared with others for improving their classroom teaching skills (Hager, 2018). The outcome would help to solve the problem of a lack of inclusion indicated in the study findings and provide teacher candidates with additional suggestions for improving their teaching performance before becoming a credentialed K-12 teacher.

Academic and Social Google Survey Policy

The intended outcome of the academic and social Google survey policy is for TED leadership to gather data about the attitudes and academics within the site study university's TED program from TED faculty, clinical supervisors, and teacher candidates. Findings from the study indicated that clinical supervisor participants and TED faculty participants were resentful about the feedback training process lacking professionalism, and furthermore, that certain protocols were not followed for providing feedback to teacher candidates. Teacher candidate participants also reported concerns about the guidance and use of technology by their clinical supervisors after being observed. The Google survey policy to understand academic and social would provide an opportunity for TED leadership to learn about specific concerns from each group and analyze data to identify outstanding issues and find solutions to the concerns identified within the study.

Bi-Annual Meeting Policy

The intended outcome of the bi-annual meeting policy is for TED leadership to meet twice a year to address findings from the academic and social Google survey policy and consider solutions to any outstanding concerns identified within the Google surveys. Advocates of an outcomes-based evaluation state that this method is effective in making decisions and helping to guide students and employees in a more efficient manner (Hammami, 2020). Findings in the study identified that TED faculty created a toxic environment when offering feedback training to clinical supervisors. Clinical supervisors stated they were offended by the lack of professionalism by TED faculty when they attended the feedback training. TED faculty stated they were only aware of the negative social environment when they received emails from clinical supervisors indicating frustration, hurt and anger due to the feedback training. Teacher candidate participants identified those guided them the most during their field experience along with issues and problems they encountered with their clinical supervisor. These details would be identified within the Google surveys. The outcomes of the bi-annual meetings would address any social or academic issues identified with the surveys and seek to find solutions to problems. This new policy would result in always addressing specific social and academic problems within the TED program and enhance the social climate at the university.

Teacher Candidate Reflection Policy

The outcome of the teacher candidate reflection policy is for teacher candidates to review and reflect upon the feedback they receive from their clinical supervisor. Findings in the study from TED faculty participants and clinical supervisor participants indicated

that teacher candidates may not be reviewing their feedback and there is no repercussion for not reading feedback provided from the clinical supervisor. The teacher candidate reflection policy would ensure that teacher candidates reviewed their feedback and offer a reflection using specific references to the feedback provided by their clinical supervisor.

Immediate Feedback and Electronic Submission Policy

The outcome of the immediate feedback and electronic submission policy is for clinical supervisors to review their feedback of teacher candidates immediately after each of field experience observation. Findings in the study indicated that both clinical supervisor participants and teacher candidate participants preferred to review their feedback immediately after the teacher candidate field-based experience. The immediate feedback and electronic submission policy would ensure that clinical supervisors reviewed the field experience feedback with teacher candidates. By having teacher candidates and clinical supervisors initial each section of the feedback evaluation that aligns with TPE by using an electronic signature form, TED leadership can be ensured that feedback has been reviewed and submitted to the teacher candidate electronic course.

Technology Training Certificate for Electronic Feedback Module

The intended outcome for the technology training certificate for electronic feedback module is to ensure that clinical supervisors are proficient in using the technology required to upload teacher candidate feedback for review. Findings from the study indicated that clinical supervisors struggled with the electronic forms and protocols for uploading teacher candidate feedback. The technology training certificate for electronic feedback module would ensure that clinical supervisors understand the correct

procedures to submit their electronic responses for teacher candidates. The feedback

certification video module would allow clinical supervisors to pause, review, and rewind

the video for clearer understanding. Once the clinical supervisors pass the components

within the video indicating they understand the process for electronic format submission

an electronic certificate confirms the training has been completed and the clinical

supervisor is permitted to continue evaluating teacher candidates.

Measurement of Outcomes-Based Evaluation

The goals behind this project are outcome-based. An outcomes-based approach

focuses on the measurement of outcomes which may involve the development of new

skills, knowledge, and attitudes (Vijayalakshmi et al., 2013). The goals of the project are

for positive outcomes reflecting that the issues discovered in the findings will be solved

through policies that align with the themes. An outcomes-based evaluation can be helpful

in measuring the outcomes of the project's suggested recommendations.

To measure the success of the outcomes-based approach, the best assessment

method is through triangulation (Hammami, 2020). The Google surveys would include

perspectives from TED faculty, clinical supervisors, and teacher candidates about the

academic and social environment, and TED leadership would be able to triangulate this

data to collect data and organize results. The outcomes would be measured using

primarily an indirect approach. Indirect measures that include data from surveys and

direct methods are mostly through test scores (Hammami 2020). The indirect measures

could be accounted for through the social and academic Google surveys by comparing

data from when the new policies are implemented to collecting newer data and comparing if specific weaknesses have been addressed.

TED leadership could collect data about the teacher candidate reflections and clinical supervisors could provide evidence of feedback understanding from teacher candidates to TED faculty and TED leadership via email along with data from the Google surveys. The immediate feedback and submission of electronic feedback could be measured by the Google surveys to learn about the academic and social environment at the university. The direct methods can be measured by viewing the scores of the teacher candidate TPA scores from each incoming TED credential class. The suggested policies will help to address the problems indicated in the study findings, and as a result, more teacher candidates should pass and improve their scores on the TPA, and furthermore, any academic and social weaknesses at the university can be addressed and solved through the recommended policies. The goals of this project will be measured by the Google survey data collected from TED faculty, clinical supervisors, and teacher candidates, and TPA scores of teacher candidates.

Project Implications

There were six themes identified within the study as problems that could be solved through the creation of updated policy suggestions. The policy recommendations would help in creating positive social change to develop quality classroom teachers that teach within diverse classroom environments and support the needs of a diverse student populations. The policy recommendations would be beneficial to the university under study, but also other higher education institutions offering teacher education.

The first policy may be beneficial in addressing theme 1's inclusion of master teacher for feedback, and theme 2's inclusion of seminar instructor for feedback. Teacher candidate participants stated that their master teacher and seminar instructor often provided the best guidance as they went through their field experience component to earn their K-12 credential. Theme 3's teacher candidate professionalism within feedback will address the problem of TED faculty members and clinical supervisors being unaware if teacher candidates review their feedback by having teacher candidates write reflections about the feedback received from clinical supervisors. Theme 4's addresses professionalism in the academic and social environment through the policy recommendations of surveys to learn about the environment at the university. Lead TED faculty may create solutions to identified issues within the surveys based upon the results. The solutions may help in creating an improved and more professional atmosphere amongst TED faculty, clinical supervisors, and teacher candidates at the university. Theme 5's feedback accountability for teacher candidates addresses the preference for immediate feedback from clinical supervisors to teacher candidates. The suggested policies will ensure feedback is always reviewed by both the clinical supervisor and the teacher candidate and reduce the issue of clinical supervisors supplying feedback that does not follow protocol. Theme 6's need for accountable clinical supervisor support addresses the issue of clinical supervisors struggling with generational gaps and technology use through feedback protocols and training videos that ensure clinical supervisors are able to use the system software to provide feedback as required. All policies align with the themes identified within the study and will allow for teacher

candidates to have accurate, quality feedback, a theme that was identified by TED faculty as a problem. Furthermore, the suggested policies may help to enhance teacher candidate feedback, the initial perceived problem identified by TED faculty as an issue at the university.

Social Change Implications at the University

The social changes outlined in this study align with the original intention of understanding the perceived problem of teacher candidates not receiving quality feedback and with the codes and themes identified within the findings of the study that address specific issues that correspond with teacher candidate feedback. The interviews provided data indicating six specific themes accountability within the findings. The policy recommendations will help to ensure TED programs offer strategies and support, so teacher candidates are prepared to meet the needs of today's K-12 diverse student population.

Implications for Theme 1: Inclusion of Master Teacher for Feedback

Theme 1 policy recommendation is to include the master teacher based upon study findings from teacher candidate participants who stated the master teacher offered the best guidance and support during their field experience. The implication of the outcomes within the theme of inclusion is that teacher candidates will be better supported by other teachers and teacher education professionals within the field, and for the master teacher and seminar instructor to play a larger role within the university.

Implications for Theme 2: Inclusion of Seminar Instructor for Feedback

Theme 2 policy recommendation is for the seminar instructor to have a more active role in the feedback proves of teacher candidates. The implication is that teacher candidate participants often referred to the seminar instructor as offering additional helpful guidance as they were engaged in their field experience.

Implications for Theme 3: Teacher Candidate Professionalism within Feedback

The teacher candidate reflection policy was crafted as a policy suggestion to address the findings in the study that there was no accountability for teacher candidates to review the feedback provided to them by their clinical supervisor. The implication behind this policy is that teacher candidates will review their feedback and write a reflection about their evaluation based upon comments from their clinical supervisor. Findings indicated that teacher candidates may not read or care about the feedback they receive from clinical supervisors, and this policy may help to ensure feedback has been reviewed by becoming a requirement to pass the field experience component.

Implications for Theme 4: Addressing Professionalism in the Academic and Social Environment

The suggested policies that align with theme 4 are for Google surveys to learn about the academic and social atmosphere of the university, bi-annual meetings to address the findings and create solutions, and for teacher candidates to reflect on their feedback from clinical supervisors. The implication of the Google surveys is for TED leadership to understand the academic and social atmosphere within the TED program at the university. Google surveys allow for real-time summaries of the data and for those conducting the research to view specific percentages in a clear graph form for easy

presentation of survey findings (Yamanaka & Shoji, 2019). Findings within the study indicated that TED faculty and clinical supervisors viewed the approach to the feedback training and protocols for using technology to provide feedback to teacher candidates as lacking professionalism. The implication of this survey is for TED leadership to learn about the professional dispositions of TED faculty, clinical supervisors, and teacher candidates through the responses in the surveys and address academic and social problems that TED leadership may be unaware of and find solutions during the bi-annual meetings. By addressing dispositional problems as they arise. TED leadership will be able to enact swift actions to find solutions to issues identified within the Google surveys.

Implications for Theme 5: Feedback Accountability for Teacher Candidates

The suggested policies that align with the theme of accountability is for immediate and electronic submission of feedback between clinical supervisor and teacher candidate, and a certification training module for electronic feedback. The implication of the immediate feedback between teacher candidate and clinical supervisors indicated that teacher candidates may not review their feedback, therefore having immediate informal meetings with the clinical supervisor following field experience observations would ensure the feedback was reviewed and submitted. The electronic method of checking-off TPE alignment and suggestions within the feedback would serve as proof that the feedback form was reviewed by both parties and submitted.

Implications for Theme 6: Need for Accountable Clinical Supervisor Support

The implication of the certification module for electronic feedback would ensure clinical supervisors were competent in submitting electronic feedback to teacher candidates and that the feedback has been discussed and reviewed by both teacher candidates and clinical supervisors. Findings in the study indicated that clinical supervisors often struggled with the use of technology to upload feedback to teacher candidates, and that protocols for writing feedback were often not followed.

The certification training module for electronic feedback is a policy suggestion to ensure all clinical supervisors were competent in following the protocols for submitting feedback to the teacher candidate's electronic course. Certification videos have become a popular means of allowing users to access the module on their own time, allows for best practices via modeling, and the videos can align with specific needs of any organization to certify members as proof of successful completion (Vidyard, 2020). Findings from the study indicated that clinical supervisors often struggled with the use of technology in uploading feedback to teacher candidate's electronic courses. This policy would allow clinical supervisors to follow the certification training module for electronic feedback and review the process any time by reviewing the policy and furthermore, the policy ensures that teacher candidates are only placed with clinical supervisors who have completed the certification training module for electronic feedback and are therefore able to execute the correct protocols and procedures to provide feedback.

Project Impact to the Setting and Problem

There were three areas identified within the study as problems that could be solved through the creation of updated policy recommendations. Theme 1 impacts the

university by having the master teacher guide the teacher candidate through a simple evaluation form filled out by the master teacher. Theme 2 impacts the university by having the seminar instructor watch videos of the teacher candidate in the classroom and completing a simple evaluation form similar to the master teacher. Teacher candidate participants all stated that their master teacher and seminar instructor often provided the best guidance as they went through their field experience component to earn their K-12 credential. The third theme addresses teacher candidates ignoring feedback received from clinical supervisors. The fourth theme addresses the academic and social environment at the university through the policy recommendation of surveys to learn about the environment at the site study university, and lead TED faculty may create solutions to identified issues within the surveys based upon Google survey results. The fifth theme addresses the problem of clinical supervisors and teacher candidates not following feedback protocols by ensuring immediate feedback and electronic submission of feedback immediately after teacher candidate observation. The sixth theme addresses feedback protocols and training videos that ensure clinical supervisors can use the university system software to provide feedback as required.

The suggested policies will ensure feedback is always reviewed by both the clinical supervisor and the teacher candidate and reduce the issue of clinical supervisors supplying feedback that does not follow protocol. All policies align with the themes identified within the study and will allow for teacher candidates to have accurate, quality feedback, a theme that was identified by TED faculty as a problem.

Impact of the Project to Local Stakeholders

This project will benefit stakeholders associated with the site study university by offering policies that may positively enact change throughout all regional campuses. The study began by identifying a problem at the university. The goals of the suggested policy may be helpful in enhancing the TED program across all regional campuses associated with the site study university. The suggested policy goals under the theme of inclusion are for the master teacher and seminar instructor to also provide feedback to teacher candidates as part of their field experience. The suggested policy goals under the theme of professionalism are to implement Google survey forms to learn about the academic and social environment about the school, bi-annual meetings to address solutions, and a policy for teacher candidates to write reflections on their feedback. The suggested policy goals under the theme of accountability are for immediate review and electronic submission of teacher candidate feedback, and completion of clinical supervisor electronic feedback module for certification of technology protocols for feedback.

Potential Donors

The suggested policies will persuade donors and philanthropist to donate or continue donating money to the university under study. In 2019, a local philanthropist donated $350 million to the site study university's TED program for the purpose of teaching K-12 children compassion and kindness (Robbins, 2019). The donating philanthropist recognized the integrity and potential of the TED program and learned that the university under study had a quality academic reputation with a focus on helping working people attain degrees. Maintaining an integral academic reputation is essential in

ensuring that donors and philanthropists continue aiding the TED program for financial support.

TED Leadership Impact

TED leadership and TED faculty associated with the site study university originally pinpointed to teacher candidate feedback at the university as a perceived problem. Akin to how the reputation within the TED program could be tarnished, accreditation could also be at risk for issues within the program. The site study university did achieve a secondary accreditation in 2014 and losing this accreditation would be harmful to the future of the TED program at the university. The goals within this project are for TED faculty to identify academic and social issues within the site study university's TED program through the Google surveys. TED leadership would meet bi-annually to address solutions to the shortcomings identified within the Google surveys. By addressing current issues from each cyclical round of teacher candidates, TED leadership can be aware and solve problems as they are identified, and this should create an improved academic and social environment within the TED program. Furthermore, individuals associated with the accreditation process will interview teacher candidates about their experience within the TED program. Teacher candidates who have been supported by TED faculty and clinical supervisors are more likely to provide a positive review of their experience within the TED program.

Clinical Supervisors' Impact

The outcomes of the suggested policies for clinical supervisors are to allow for immediate review and electronic submission of teacher candidate feedback, and to

provide a certification module for electronic feedback submission. With the new policies in place, clinical supervisors will have to complete their entire written feedback while visiting the teacher candidate. Having the written feedback upon completion of the teacher candidate review satisfies concerns from TED faculty who indicated that clinical supervisors may not offer quality feedback and follow the correct protocols for writing or submitting the feedback. By reviewing the feedback with the teacher candidate, the clinical supervisor will justify their evaluation points and explain to the teacher candidate what TPE measures were met and still needed consideration. By electronically initialing the new observation form and having the teacher candidate electronically sign the feedback form, TED faculty have proof that clinical supervisors and teacher candidates have reviewed each step of the TPE expectations within the feedback evaluation form, and verification the form has been submitted so teacher candidates can write their reflections of their feedback.

Teacher Candidates' Impact

The outcomes of the goal for teacher candidates are for inclusion of the master teacher and seminar instructor for evaluation, and reflection of the feedback obtained from clinical supervisors. Findings in the study indicated that teacher candidates valued the guidance from their master teacher and seminar instructor more than the clinical supervisor's feedback. Furthermore, teacher candidate participants noted that they preferred additional feedback and guidance so they could learn effective teaching strategies from professionals. Inclusion of the master teacher and seminar instructor would satisfy the needs for teacher candidate support while also allowing the master

teacher and seminar instructor to play a significant role within the TED program and the teacher candidate's requirements to earn a K-12 teaching credential. The suggested policy for teacher candidate reflection would ensure that all teacher candidates are continually evaluating their strengths and weaknesses during their field experience and the outcome is for them to be better prepared for today's K-12 classrooms.

Master Teachers

The outcomes of the goal for inclusion would benefit master teachers through the addition of simplified teacher candidate observations. The master teacher's perspective of the teacher candidate's performance is often not included within a TED program's courses (Lee, 2020), and this policy recommendation would add the master teacher perspective and also assure the master teacher that clinical supervisors are competent in offering and uploading feedback electronically.

Local School Districts

Local school districts where teacher candidates are placed will benefit from the policy recommendations by having master teachers engaged and cooperating with the university's TED program, knowledgeable clinical supervisors who are competent with feedback and technology, and furthermore local districts would benefit from having teacher candidates hail from an organization wherein the academic and academic and social atmosphere are constantly being evaluated for improvement.

Importance of the Project to Other TED institutions

This project has potential to positively affect the academic and social atmosphere within the TED program at the site study university and offer teacher candidates better

support, guidance, and feedback as they work towards their K-12 credential. The project

also can be used by other institutions offering TED credential programs to enhance

teacher candidate feedback. The solutions offered within the project will guide the study

site university's TED program in future enrollment of K-12 teachers and offer guidance

to other institutions offering TED programs.

Potential Students

One positive potential outcome of this project is for potential students interested

in a TED program to read positive reviews about the site study university's credential

program. The goals within this project are to enhance the process for teacher candidate

feedback. Whether during or after completion of the TED credential program, students

associated with the site study university's TED program may post comments or discuss

their experiences with community members. Negative reviews on social media may result

in a lower attrition rate within the TED program and damage the reputation of a

university's reputation. Students should review a university's ratings that they are

considering, and that those in charge of universities should also review ratings that have

been posted to address any shortcomings (Peslak, 2019). Positive reviews may result in

added attrition and academic reputation at the site study university to attract future

students.

Other TED Programs

Faculty within outside TED programs may consider the value of this study in

guiding their own institution using the suggested policies. Other TED programs may also

consider inclusion of additional professionals for teacher candidates, electronic surveys to

solve identified issues, and training modules to ensure all staff can fulfill job requirements to guide future teachers. It is important staff and policymakers consider all variables about observational feedback through inclusion of all leadership when making policy decisions (Johnson et al., 2021). The policies if enacted will help to enhance teacher candidate feedback, but implementation of the goals is the key to success.

Those involved with teacher education often focus on the need for enhancing their professional development and policies, but leaders do not always engage in following through to improve the values within a TED program (Czerniawski et al., 2018). Many newer teachers complain about not receiving substantial feedback during their field experience and remain unsure if they are implementing the right teaching strategies and behavior in their K-12 classrooms (Hager, 2018). New teachers often enter the K-12 classroom unprepared for the demands of teaching because their TED programs did not prepare them for the reality of the profession (Painter, 2018). Higher quality teachers can have a direct impact on their K-12 students' grades, behavior, and attendance (Shao, 2018).

The suggested policy recommendations will be effective in guiding all TED programs so additional professionals are included, the institution offers academic and social integrity, and employees, adjuncts, and students can all be held accountable and receive the support needed to ensure all teacher candidates are better prepared to be effective K-12 teachers.

Summary of the Recommendation Report

In this policy recommendation paper, I address policy changes that will offer solutions to the findings identified within the study. Three equal groups of TED faculty, clinical supervisors, and teacher candidate participants engaged in interviews that identified six themes pertaining to teacher candidate feedback. Solutions included (a) new policies to include the master teacher; (b) inclusion of the seminar instructor as part of the feedback process; (c) solutions for TED leadership to send out Google surveys to learn about academic and social issues within the TED program and identify solutions to the problems; (d) a teacher candidate reflection policy so teacher candidates review and comment on their feedback; (e) electronic feedback submission following teacher candidate observation; and (f) a technology training certification for clinical supervisors to understand the electronic feedback submission process.

Conclusion

The purpose of this qualitative study was to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process. The policy recommendations within this study were based upon scholarly research and findings from interviews that identified the themes of inclusion, professionalism, and accountability. The policy recommendations will offer positive social change within the realm of teacher candidate feedback. The above suggested policies can be presented to TED leadership for immediate consideration and implementation to enhance the teacher candidate feedback process.

Appendix B: Interview Protocols for Participants

Remarks to Participants (paraphrased)

Hello, my name is Tim Calver. I am working on a Doctor of Education degree in Higher Education Leadership through Walden University. I am conducting a research study on perspectives and experiences of the feedback process used to evaluate teacher candidates.

1. The study results may be used to develop a project to enhance the evaluation process of teacher candidates. This plan is a requirement for part of my doctoral study.

2. The purpose of this qualitative study is to understand the perceptions and experiences of teacher candidates, clinical supervisors, and TED faculty of the feedback process.

As part of this study, you have already received a consent form to participate in the study and have agreed to participate in the study by stating "I consent" within an email reply, however below I elaborate about certain points.

   a. At any time you may excuse yourself from the interview for any reason.

   b. You are free to withdraw from this study at any time.

   c. Your name or any identifying characteristics will not be included or mentioned in any of my notes, conversations, or publications related to the study.

d. With your permission, I would like to record our interview today if you are comfortable proceeding.

e. I am more than happy to send you a copy of your interview transcript and I may call or email you to further or clarify on any other aspects from the interview or topics related to the research.

f. Do you have any questions I can answer for you in advance?

3. I will try to keep the interview to approximately one hour. Are you ready to begin?

4. [Start recording.]

5. Association/demographic questions:

a. What is your association with ▮▮▮▮ University?

b. Years of service/association. How many years have you been associated with ▮▮▮▮ University?

6. I am looking for your perceptions and experiences about the process used to evaluate teacher candidates.

a. First, what has been your perception of materials the university has created or provided to you as part of teacher candidate evaluation? I want to know your perceptions about the types of materials provided, along with videos supplied, handouts, and training for the evaluation rubric.

b. Second, I want to learn your perceptions and experiences about the evaluations provided to teacher candidates, their effectiveness,

attention to detail, alignment with TPEs, addressing all six elements of the TPEs within the writing, timeliness and any other factors you would like to include about the feedback process used for evaluations.

7. Do you have any areas that you'd like to discuss but that we haven't yet touched upon?

8. Do you have any questions at this point in our conversation?

Thank you so much for your time and efforts throughout our discussion. I may contact you to verify your perspectives and statements.