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Building Capacity in Teacher Preparation with Practitioner Inquiry: A Self-Study of Teacher Educators' Clinical Feedback Practices

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Building Capacity in Teacher Preparation with Practitioner Inquiry: A Self-Study of Teacher Educators' Clinical Feedback Practices

Abstract

This collaborative self-study of teacher educators' feedback practices argues for an intentional process for teacher educators to develop an inquiry stance toward our own teaching. Data sources include formative observation forms, evaluations, observation notes, debriefings, surveys, researcher journals, and layered memos. Findings define influences and shared patterns of practice. Our professional learning from this self-study built our capacity as teacher educators by informing our development of an inquiry feedback cycle rooted in representations, approximations, and decomposition of practice (Grossman et al., 2009) to intentionally model and scaffold the development of an inquiry stance toward practice in our teacher candidates.

Cochran-Smith and Lytle (1993) introduced the concept of an “inquiry stance” as a professional orientation that teachers could leverage to not only withstand, but thrive, in an often-tumultuous climate of ongoing educational reform. They defined inquiry stance as “the position teachers and others who work together in inquiry communities take toward knowledge and its relationships to practice” (p. 288). Inquiry stance as a tool is particularly powerful because the orientation fosters educators’ ongoing professional learning across their career trajectories (Cochran-Smith & Lytle, 1993; 2001; 2009; Crocco, Faithfull, & Schwartz, 2003). Wolkenhauer and Hooser (2017) argue that developing an inquiry stance in teacher candidates (TCs) is essential to supporting them as new teachers because inquiry can be used as a “tool” to build teachers’ flexibility, advocacy, leadership, and professional identity (pp. 9-10). As teacher educators, we asked - How could we build our own capacity to model an inquiry stance for our TCs? We explored that question by engaging in professional inquiry.

Often, without a clear pedagogy of teacher education (Cochran-Smith, 2003), new teacher educators are left to rely on preparing teachers in the same ways they taught their K-12 students (Cuenca, 2010). Given the meaningful differences in the instructional context and needs of post-secondary and K-12 students, teacher educators need to build capacity to adapt their teaching practice to higher education (Neumann, 2014). Moreover, increasing attention to the performance of teacher preparation programs and teacher quality is generating a heightened need for research into the professional learning of teacher educators to build capacity to teach postsecondary students in teacher preparation programs (Williams, 2014). Meta-analyses on faculty learning for postsecondary teaching

call for more qualitative research that utilizes a plethora of data sources (Levinson-Rose & Menges, 1981; Steinert et al., 2006; Stes, Min-Leliveld, Gijbels, & Van Petegem, 2010); more robust descriptive language of practice to serve as a foundation for future inquiry (Stes et al., 2010); and a more holistic examination of professional learning efforts to better understand the potential of specific practices (Amundsen & Wilson, 2012).

As teacher educators and full-time faculty, we took up these calls in this collaborative self-study. In particular, we saw this self-study as an opportunity to develop our own inquiry stances and to build capacity to foster that professional habit in our TCs. We utilized a collaborative self-study approach to our practitioner inquiry to illustrate how the experience taught us about our own practice, to inform our theorizing about teacher preparation, and to allow us to more systematically model what it looks like to take an inquiry stance toward teaching and learning. We also strived to contribute a rich, holistic description of a case of faculty learning about teaching that focuses on a promising teaching framework, drawing on a theory from the more developed field of K-12 teacher education (Amundsen & Wilson, 2012; Neumann, 2014).

Our self-study focused on giving TCs feedback during their clinical field experience, since research suggests that feedback is a particularly powerful teaching practice (Hattie & Timperley, 2007) and field supervision is a fruitful context to engage in practitioner inquiry (Zeichner, 2010). As teacher educators, we view feedback as a critical mechanism that bridges TCs' learning in university coursework and their classroom placements, answering over two decades of scholarship and policy calling for teacher educators to ground teacher preparation in instructional practice (Ball & Cohen, 1999; Conway & Munthe, 2015; Jensen, Klette, & Hammerness, 2017; Zeichner, 2012). Mindful of this need, we engaged in self-study to examine our own clinical feedback practices to:

...transcend the practicalities (and limitations) of discrete teaching skills and tools gained from previous teaching experience; and develop ways of thinking about and approaching teaching and learning that promote the application of a professional repertoire to a vast array of dilemmas, most of which cannot possibly be anticipated beforehand (Goodwin & Kosnik, 2013, p. 337).

Investigating our practice of giving feedback to TCs contributes to the understanding of skilled teacher education by investigating a central practice and its enactment in the field (Pinnegar & Hamilton, 2009). We asked,

- What do we, as teacher educators, learn about our own feedback and feedback practices after analysis of our own feedback, that of our peers, and our teacher candidates' perceptions of our feedback?

- How does participation in this collaborative self-study build our capacity as teacher educators to model and engage candidates in taking an inquiry stance toward practice?

Theoretical Framework

This self-study is framed by the mission to develop and maintain an inquiry stance within a community of practice by taking a critical lens toward our opportunities to teach practice through the clinical feedback cycle to our TCs.

Inquiry Stance in Communities of Practice

Exploring the connections between classroom teaching and teacher education practices is a complex endeavor (Martin & Dismuke, 2018; Cochran-Smith et al., 2016; Davis & Sumara, 2006; Grossman et al., 2009). Teacher education programs that emphasize an inquiry stance toward teaching and teacher education provide spaces for teacher educators to unpack complexity by making “problematic their own knowledge and practice as well as knowledge and practice of others and thus stand in a different relationship to knowledge and action” (Cochran-Smith & Lytle, 2009, p. 614). We agree with Hamilton (2009) that, while individual reflection is beneficial, learning in small groups may enhance the social construction of teaching knowledge, resulting in more substantial change in practice. We adopted Wenger, McDermott, and Snyder’s (2002) definition of a community of practice: a group of people “who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (p. 4). Investigating complexities of clinical experiences together provides opportunities for “both individuals and the collective to develop new and shared understandings” (Martin, Snow, & Torrez, 2011, p. 300), advancing our faculty learning goals.

Teaching Practice Utilizing Representations, Decomposition, and Approximations

We explored the theory that teacher education programs could improve the teaching of instructional practice if we provide scaffolding through representations, decomposition, and approximations of practice (Grossman et al., 2009). Representations of practice deal explicitly with the problem of familiarity by making less familiar and more challenging components of the work visible (Grossman et al., 2009). Thus, the selection of representations for clinical teacher education is a significant one since those representations will shape novice awareness of the landscape of practice and foster a nuanced view of practice. The decomposition of practice “involves breaking down practice into its constituent parts for the purposes of teaching and learning” (Grossman et al., 2009, p. 2056).

Through the decomposition of larger, complex components of practice into smaller, more manageable parts, teacher educators can help novices better manage the complexity of practice. Approximations of practice provide novices with the opportunity to practice in front of an expert (e.g., teacher educators). These first enactments of practice are understood as carefully constructed opportunities for novices to practice components of teaching, in their decomposed or recomposed forms, in contexts that vary in their degree of authenticity (Grossman et al.).

Grossman et al. (2009) argue that the integration of representations, decomposition, and approximations of practice are critical in teacher education to support TCs in becoming well-started beginning teachers. In our clinical context, we considered what this integration might look like in debriefing conferences between supervisors and TCs. In other words, how might those conferences change if we deliberately attended to the integration of representations and decompositions of practice to examine the teaching just observed and then considering the feedback informing TCs' future approximations of practice? We decided as a community of practitioners to begin our inquiry into our feedback practices by examining our extant practices using Grossman and colleagues' teaching of practice as one of our lenses to guide our analysis of our collaborative self-study inquiry data.

Modes of Inquiry

Taking an inquiry stance toward our own feedback practices, we engaged in a collaborative self-study (Merriam, 1998; Pinnegar & Hamilton, 2009, Hamilton, 2009) to uncover and learn from the patterns that exist in our feedback practice. Research has documented self-study as an effective mode of practitioner inquiry to illuminate what is, generate collaborative knowledge development, and improve teaching practices (Louie, Drevdahl, Purdy, & Stackman, 2003). The study was guided by a collaborative, hierarchical approach to our reflection (Nelson & Sadler, 2013; Valli, 1997). Samaras and Freese (2006) explain that taking a collaborative self-study approach “encourages reflection beyond the self” and leads to “different perspectives, probing question, opportunities for clarification, and alternate explanations” (p. 58). Reflection on feedback data from multiple sources and lenses progressed through five hierarchical levels: technical, reflection-in and on-action, deliberative, personalistic, and critical (Nelson & Sadler, 2013). We engaged in this research with the goal of improving our own practice, learning from and with one another as a community of practice, and building capacity in ourselves and our program for continuous improvement (LaBoskey, 2007; Hamilton 2009; Bullough & Pinnegar, 2007).

Context

The state within which we enacted this self-study has adopted the Danielson Framework for Teaching (FFT; Danielson, 2013) for all educators in the state, pre-service through in-service. Understanding of this framework as a developmental approach to instructional supervision and evaluation shapes, to differing degrees, the feedback TCs receive. Additionally, several evidence-based instructional “core practices” have been agreed upon by this teacher education program as a set of “high-leverage practices that cut across grade levels and subject matter” (Grossman, Hammerness, & McDonald, 2009, p. 5). At our institution, these core practices included “high yield strategies”, such as summarizing and non-linguistic representations (Marzano, Pickering & Pollock, 2001), and qualities of engagement, such as clearly modeled expectations and student choice (Antonetti & Garver, 2015). Formative observation forms are used to assess TCs four times a semester during classroom observations on the FFT components and core practices to ensure all TCs receive formative feedback on their practice. Professional Year Assessments (PYAs) are aligned with the FFT and used to evaluate TCs’ progress in the middle and at the end of the semester. Those who engage in TC supervision in the university and state where this study takes place must be trained and certified in the FFT with their first year. We believe this helps us create a shared language for discussing instruction and goal setting.

Participants

Participants include three university-based supervisors, five TCs in their Professional Year, and their school-based mentor teachers. Supervisors worked in triads with TCs and mentors in three different school settings. In this self-study, the three teacher educators serve as both researchers and participants. Teacher educator roles included teaching a variety of education methods courses and acting as supervisors for multiple elementary (K-8) TCs during their yearlong clinical field experiences (professional year) in partnership schools with high numbers of students receiving support due to their status as English Language Learners (ELLs), refugees, or living in poverty. The TCs in this study were all women in their early 20s. One of the five TCs identifies as Latina and the other four as White. Mentor teachers all had more than five years of teaching experience and were nominated by their principals to serve as mentors.

Jordan is a third-year clinical assistant professor who obtained her FFT certification three years ago and is in her fifth year of supervision. Jordan’s TC, Kelsey and her mentor teacher, consented to participate in this study. Aliza is a new tenure-track assistant professor and at the beginning of this study had not yet completed her FFT training. Aliza’s TCs, Piper and Cordelia, participated with

her as did their mentor teachers. Adelaide, also a tenure-track assistant professor had passed her FFT certification and was in her second year of clinical supervision. Her TCs, Ruby and Keren and their mentors participated. We supported TCs and mentor teachers through seminars in addition to conducting weekly observations.

Data Sources and Analysis

To inform our inquiry, we collected eight formative observation forms (four per semester), four PYAs (two per semester), and all written observation memos across the 2016-2017 school year for each TC. We audio-recorded and paid a professional to transcribe verbatim our debriefing conferences after the observations and the PYA triad debriefing conversations. Additional data sources included a TC survey on their perceptions of our feedback, three researcher surveys, researcher journals kept throughout data analysis, and two rounds of layered memos. All surveys were conducted through Qualtrics, an electronic survey application. Data analysis progressed through the five hierarchical stages of reflection (Nelson & Sadler, 2013) and unfolded in three sequential stages; pre-analysis, during coding analysis, and post coding analysis. Figure 1 outlines the sequence of the data analysis.

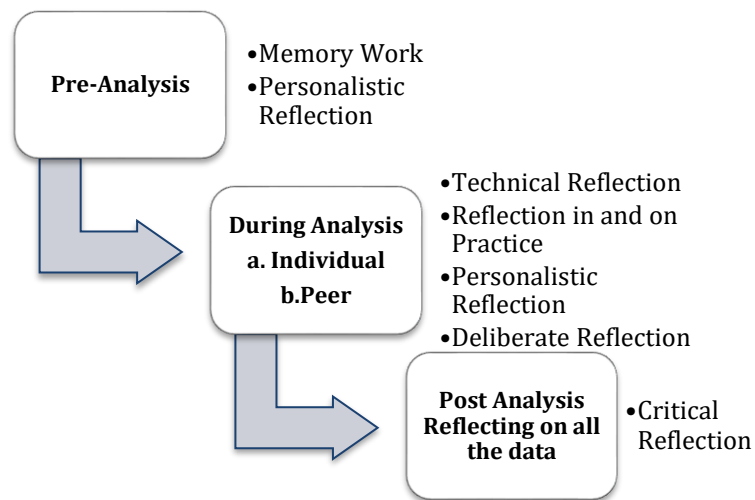


Figure 1. Data Analysis Sequence

Pre-analysis. Before interacting with any data, we engaged in memory work, a methodological approach in self-study used to represent autobiographical inquiry (Samaras & Freese, 2006) by completing Survey One. This survey first

prompted us to recall an instance of meaningful feedback we provided to TCs and document the interactions. The next prompt elicited wonderings, predictions, and fears regarding the examination of our own feedback data. After completing the memory work survey, each of us created personalistic narrative journal entries documenting our anticipation about what we might see in the data.

During analysis. We engaged in qualitative cyclical coding (Saldaña, 2016) of our own feedback data sources where we first read and identified initial emerging codes in the transcripts. These codes were aligned with the research questions and our experiences. Next, we “chunked” the codes into themes to identify primary trends across documents, highlighting key characteristics of individual feedback patterns and experiences, and writing memos, journal entries regarding critical and reflective noticings. Finally, we completed Survey Two, which prompted us to identify evidence of our own feedback patterns. In this phase, we first engaged in technical reflection by coding data for feedback that reflected our application of the FFT and core practices. We moved to reflection in and on practices as we noticed how our feedback was adapted to our individual TCs and contexts and personalistic reflection searching for our own patterns and connections to our past experiences.

We then discussed our individual memos to agree upon procedures for reading one another’s transcripts, memos, and personal journals. We discussed what it means to be a “critical friend” (Hamilton, 2009), tending to trustworthiness, integrity, and potential difference in our analysis. For example, Aliza said in our meeting, “Remember when you read mine that I am new to this.” This helped us established boundaries in our feedback to one another. We agreed on a sampling of each other’s data to review and provide wonderings and comments in a layered response format. For example, to begin, Adelaide read Jordan’s data and memos, she created comments and questions about the memos in a separate column on the page. Next, Aliza read Jordan’s initial data and memo’s along with Jordan’s comments and then added on her thoughts in a third column extending or layering on new perspectives. At this point, we engaged in deliberate reflection, considering and critiquing the practice of our peers. Additionally, one of us conducted frequency counts of types of goals set per observation in alignment with the FFT and a comparative analysis of the percentage of words spoken during debriefings to create qualitative and quantitative linkages (Miles, Huberman, & Saldaña, 2014).

Post Analysis. After reading the feedback and memos from our peers as well as the TC surveys and quantitative analysis, we created response memos on each source and completed Survey Three. We reflect on our TC’s and critical

friends' perceptions of our feedback practice to confirm, extend, and challenge ourselves and to set goals for future practice. We engaged in collaborative conversations to identify themes that extended across our practice. We analyzed the themes more deeply as they related to our research questions.

Description of Findings

The analysis of the data had a profound impact on our understandings of our feedback practices. First, the data acted as mirror to help us identify influences and shared patterns of practice. Second, we could step back from our practice and examine the broader influences on our work. Third, we identified shared problems of practice that show promise for generating actionable change.

Looking in the Mirror

Influences. Coming face-to-face with our own feedback practices made more visible the influences of our previous experiences, training, and attitudes about teaching. Individual patterns emerged that both validated and raised new questions. Aliza recognized the influences of her work with her dissertation chair and her personal research agenda: "I tend to focus a lot on high-leverage practices. I was trained to look at teaching in the manner" (RS 2). Jordan has been influenced by her experience and training with the FFT. "I do try and tie my feedback to the framework and I almost always give scores, so they can see incremental improvement even if it is just on a few components" (RS 3). Her memos record multiple examples of feedback tied to the FFT and Core Practices.

Adelaide responded to Jordan's memos with honest talk about Core Practices, "I'm so impressed that you attended to the core practices -- it just wasn't meaningful for me" (R3 memo). Instead, Adelaide, who is steeped in a social justice framework, refers to one repeating pattern or "Pet Peeve" (R2 memo) in her feedback, not included in the core practices at this time. She found that she was consistently providing calibrating feedback to one TC when she failed to pre-teach vocabulary or provide any background knowledge to culturally and linguistically diverse students in the class. Calibrating feedback is usable information that points to a specific gap between expectations for proficient practice and the TC's current practice used to frame goal setting (Danielson, 2013). This creates a space for the TC and the supervisor to leverage a "representation" of the proficient practice to use a target for goal setting and then to inform the "decomposition of the teaching practice" to illustrate the gap between current and proficient representations of that practice (Grossman et al., 2009). Adelaide's critical friends noticed that she often minimized the expertise she brings to her work, calling her attention to equitable practices with ELLs a

“little thing” (R2 memo). Jordan plays the critical friend: “You minimize your own feedback and said- ‘oh it is just a little thing’. It is a big thing because it is an equity issue” (R2 memo). This conversation surfaced one way the local socio-political context had impacted Adelaide’s perception of her feedback to TCs when concerned about equity.

Shared Patterns. A shared pattern identified by each of us was prompting TC reflection with inquiry questions. These prompting questions asked candidates to move beyond descriptive reflection that identifies what went well and what did not, to reflection on specific parts the teaching episode that are critical, transformative, and linked to high expectations for student learning and for social change (Cochran-Smith & Lytle, 2001). For example, we might ask, “I am wondering how you made this content relevant to your students today?” This type of inquiry question asks candidates to question the authority of their own teaching and planning in order to create a new more powerful approximations of practice that push back against their own apprentice of observation. (Darling-Hammond, 2006; Ball and Cohen, 1999).

Adelaide wrote, “I always like to start with having them reflect ... This strikes me as a more powerful and accessible way to give feedback. It puts the TC and me in the moment of instruction” (RS2). Jordan’s practice shows a similar pattern, “I always like the candidate to reflect first. This is intentional. Trying to get them to feel it and develop an inner reflection and inquiry stance. This is a practice I want to help them develop” (R3 memo). Aliza also uses inquiry questioning in her feedback, but later in her process, she opens with a statement of what she notices first. She explains:

I think I would be more comfortable with opening in this way (letting them reflect first) when I have more confidence in a TC’s capacity to reflect and notice. For TCs who are struggling, I usually frame the conversation for us. It’s interesting to think about what might happen if I took this approach instead (R2 memo).

While we all value engaging TCs in reflection using inquiry questions, our enacting of the practice differs in meaningful ways, informed by our own philosophical stances within a shared framework and context.

Seeing the Bigger Picture

After stepping outside ourselves and looking across datasets, we confirmed overlapping skilled patterns present in our feedback. These patterns formed a feedback cycle that utilized representations, decomposition, and approximations of practice. We all took the lead role at times in modeling the decomposition of our TCs’ novice enactments of practice and then provided

suggestions for new representations through multiple examples or models situated in the classroom context of what our TC could do next time. Aliza had a great deal of expertise and skill in the area of decomposition and “naming” or “renaming” components of larger practices. For example, Aliza worked with Cordelia on the practice of modeling the introduction of new manipulatives in a mathematics lesson. She took Cordelia step-by-step through the techniques that comprise the larger practice: introduction to, explanation of, and practice with the manipulative. Then, she built on that with Cordelia by having her recompose and approximate the practice using role-play, so she could give the TC feedback. Adelaide drew on rich examples of models of new representations. For instance, Adelaide and Keren set a goal for managing transition times, but Keren had difficulty understanding that goal in practice. Adelaide offered specific representations of the practice, demonstrating managing transitions through the use of a smartboard file of music countbacks and timers. This provided Keren with concrete practical tools to enact in her next lesson. Jordan commented on Adelaide’s technique:

You are really great at setting a goal and then providing explicit examples of how to accomplish the goal. You don't just say do it, you say- let me give you some examples of how you could make that happen. (R1 L. Memo)

Reading these examples in one another’s data extended collective knowledge and informed our understanding of practice, in general, and our own choices, in particular. Aliza modeled and helped Piper to problematize and take an inquiry stance toward her understanding of a teaching episode in which the Piper interpreted and named a kindergarten student’s lack of attention to her lesson as “defiant”. Aliza recognized that the TC was interpreting the behavior without seeing how her teaching moves shaped her interaction with the student. Aliza reported being concerned in particular about the TC’s assessment because the student identified as Black and the TC as White, and she was familiar with the research on how White teachers’ internal bias towards Black boys can be unconsciously enacted through practice. To help Piper develop her practice and build awareness of how teaching shapes interactions, Aliza proposed they engage in a thought experiment in order to model the thinking process involved in taking inquiry stance: “So, it could be that the interpretation you walked away with, because you see him a lot, is true, or it could be that what he’s doing is sending a different message, but we don’t know how to interpret it yet” (Obs 1Db transcript). They recalled out loud what they knew about the student, who was new to the country. Utilizing a think aloud technique, Aliza modeled how a developing understanding of English and school culture could explain the student’s behavior in class. Next, she asked the TC to reinterpret the behavior she

saw, reflecting on the FFT Domain 3c: Engaging Students in Learning (Danielson, 2013) and proposing changes to her teaching to address the student's needs, creating access to instruction. The TC suggested, "I definitely should have held the book up and made sure that everyone could see it because he could not see it. He made a point like, 'I can't see it you know', and that's why he was...sitting out; that's why he was getting in someone else's square and making that an issue for that person, because he couldn't see it." Through Aliza's careful scaffolding Piper was able to take a critical stance toward her own predispositions and make suggestions for more equitable practices in the future. Jordan commented on Aliza's enactment of decomposition:

You are giving her evidence and examples. You are really helping her decompose the complexities of teaching again. It is not black and white and you are helping her break it down and consider multiple ways of looking at a situation. This develops decisional capital and self-regulation (R1 memo).

We discovered ourselves using our feedback to fill the gaps between the conceptual tools learned in methods courses and Professional Year seminars and the enactment of practical tools needed in the classroom.

Change Initiatives: Action for More Powerful Practice

Looking in the mirror and then at the bigger picture prompted the identification of a shared problem of practice that resulted in a collective change agenda. A quantitative analysis of the percentage of words we spoke during debriefings with our TCs identified an (im)balance of supervisor versus TC speech in observation debriefings (Table 1), causing all three of us to become concerned about finding a way to provide more time for TCs' voices. The finding that we often spoke much more than our TCs was particularly troublesome as it stands in direct opposition to our goal of developing an inquiry stance in our candidates. Jordan was surprised when faced with the data. "Talk less! I thought we would talk less as the semester went on, but I'm not sure that we did. Are we giving our TCs enough space to be heard and to ask their own inquiry questions?" While there was evidence that we modeled an inquiry stance in our questioning and feedback, there was little evidence of a gradual release of responsibility allowing our candidates to take the lead.

Table 1.

Percentage of Words Spoken in a Feedback Session by Supervisor

	OBS 1		OBS 2 & PYA		OBS 4 & PYA		Averages	
	L	TC	L	TC	L	TC	L	TC
Aliza Cordelia	70%	30%	80%	20%	63%	37%	71%	29%
Aliza Piper	64%	36%	*NA	*NA	*NA	*NA	64%	36%
Aliza Auxiliary	84%	16%	83%	17%	80%	20%	82%	18%
Aliza AVERAGE							72%	28%
Adelaide Keren	70%	30%	*NA	*NA	69%	31%	70%	30%
Adelaide Ruby	79%	21%	*NA	*NA	75%	25%	77%	23%
Adelaide AVERAGE							74%	26%
Jordan Kelsey	71%	29%	68%	32%	*NA	*NA	70%	30%
Jordan Auxiliary	68%	32%	67%	33%	*X	*X	68%	32%
Jordan Average							69%	31%

Note *NA Debriefs with mentor teachers were removed from this analysis. Only debriefings including just the supervisor and TC were included for accurate comparisons. * X Aliza and Jordan completed five auxiliary observations of another supervisor's TC.

We all wrestled with different models to create space for more TC voice. Aliza commented, "I think the turns of talk have to do with the compressed amount of time we have with them. I wonder if we are better off with fewer observations and longer, more developed debrief conversations" (R1 memo). She continues to unpack this problem: "I think we are identifying an important tension between frequency and time/depth/quality" (R1 memo).

Scholarly Significance

This self-study of feedback practices offered teacher educators "explicit opportunities to grapple with and discuss issues of practice with others in the

community, enhancing potential for integration and expansion of knowledge” (Martin et al., 2011 p. 300). As we increased our own capacity for change through taking an inquiry stance to our own practice, we identified and formalized a shared feedback cycle rooted in inquiry that we can use to increase our capacity to model an inquiry stance for our TCs in a much more intentional way. Figure 2 below provides a conceptual model of the shared inquiry feedback cycle we designed to scaffold and facilitate our candidate’s inquiry stance toward practice. The cycle begins with early observations where we noticed our candidates approximating practices they had seen modeled in their methods courses. We propose building on those early enactments by engaging in the joint decomposition of these enactments modeled by the supervisor posing inquiry questions and jointly deciding on a clear goal for refinement. Next, we suggest that the TC take responsibility for constructing and enacting revised approximations of their practice followed by another round of joint decomposition lead by the TC in order to provide space for our TC to question and probe their own practice.

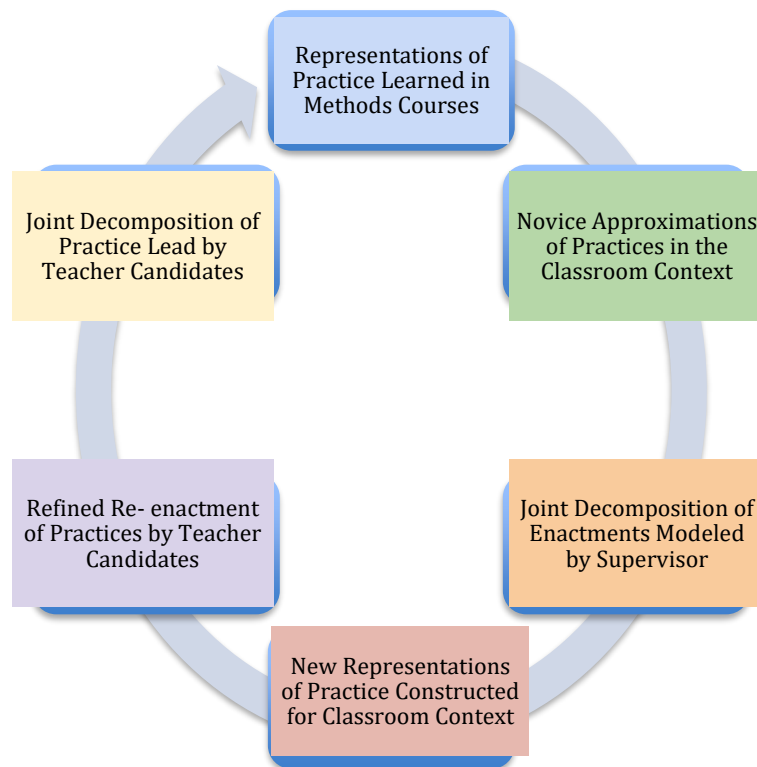


Figure 2. Shared Inquiry Feedback Cycle

We propose that our adoption of this feedback model holds promise for increasing TCs' assumption of responsibility for the inquiry process. We set formalized goals for improving our own feedback which included intentionally creating a plan for the release of scaffolding in debriefings that will shift the responsibility of question posing, decomposition, and reflection in feedback debriefings from the more expert members of the triad (university supervisor and mentor teacher) to the more peripheral member (TC).

We discovered that feedback is more than “telling.” It is a space for supervisors and TCs to reflect on approximations of practice and to use inquiry to decompose, refine, and recompose, practice together. We suggest that teacher educators need to undergo rigorous inquiry experiences, investigating our own practice, to build capacity to create opportunities for this shared inquiry stance toward practice in future generations of teachers.

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