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A Transcendental Phenomenological Study of Supervision in Teacher Preparation in Saudi Arabia

Shahad Babaeer
University of South Florida

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A Transcendental Phenomenological Study of Supervision
in Teacher Preparation in Saudi Arabia

by

Shahad Babaeer

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction
with a concentration in Elementary Education
Department of Teaching and Learning
College of Education
University of South Florida

Major Professor: Jennifer Jacobs, Ph.D.
Rebecca Burns, Ph.D.
Sara Flory, Ph.D.
Cheryl Ellerbrock, Ph.D.

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TABLE OF CONTENTS

List of Tables	v
List of Figures	vi
Abstract	vii
Chapter 1 Introduction	1
Rationale and Purpose of the Study	4
Research Questions and Design	6
Theoretical Framework	6
Significance of the Study	8
Definition of Terms	9
Limitations of the Study	10
Dissertation Organization	11
Summary	11
Chapter 2 Review of the Literature	12
A Brief History of Supervision	12
Defining Supervision	16
Enactment of Supervision	19
Task: Targeted Assistance	20
Practice: Provide instant feedback	21
Practice: Fostering critical reflection	22
Task: Individual Support	24
Practice: Provide challenge and support	24
Practice: Provide emotional support	24
Task: Collaboration and Communication	25
Practice: Developing quality placements	25
Practice: Maintaining triad relationships	26
Practice: Creating learner-centered preservice teachers’ communities	26
Task: Curriculum Support	27
Practice: Fostering theory and practice connection	27
Practice: Strengthening curriculum planning	28
Supervisory Considerations	29
Supervision in the Context of Professional Development Schools	29
Taking Supervisory Stance Into Consideration	32
Relationship building approach	32
Professional thinking approach	33
Critical friend approach	33

Culturally responsive approach.....	33
Social justice approach	34
Preservice Teachers as Adult Learners	35
Summary	35
 Chapter 3 Methodology	 37
Research Questions and Purpose of the Study.....	37
Research Paradigm.....	38
Research Design.....	38
Phenomenological Approach	39
Context of the Study	41
The Geographic and Cultural Context	42
Higher education in Saudi Arabia.....	42
Women’s education in Saudi Arabia	43
Participants.....	44
Sampling	44
Recruitment.....	45
Data Collection	46
Interview One: Education Background and History	47
Interview Two: Details of the Lived Experiences of Supervisors	47
Interview Three: Meaning Making and Members Checking	48
Data Analysis	50
Step 1: Horizontalization	51
Step 2: Reduction and Elimination	51
Step 3: Clustering and Thematizing the Invariant Constituents	53
Step 4: Final Identification of Invariant Constituents and Themes by Application.....	53
Step 5: Individual Textural Description	54
Step 6: Individual Structural Description	54
Step 7: Textural-structural description.....	54
Step 8: Composite Descriptions.....	55
Ethical Considerations	55
Role and Background of the Researcher.....	56
Trustworthiness.....	58
Member Checking Strategy	58
Bracketing.....	59
Critical Friends.....	59
Summary	59
 Chapter 4 Findings.....	 61
Results of Moustakas’ (1994) Modification of Van Kaam’s Method of Data Analysis	61
Participant #1 Hind	63
Supervision as Guidance.....	63
Supervision and Adult Learner	64
Creating a Context for Supervision	66

Feedback in Supervision	66
Participant #2 Sara	69
Supervision as Evaluation.....	69
The Complexity of Supervision	70
The relationship-Building Approach	72
Communication in Supervision	72
Participant #3 Afnan	74
Supervision as a Learning Process.....	74
Influence of Context on Beliefs about Supervision	75
Professionalism and Competence	76
Curriculum Support in Supervision	77
Participant #4 Mona	79
Supervision as Improvement Tool.....	79
Challenges Regarding Supervision	81
The Relationship-Building Approach	83
The Essence of the Experiences.....	84
Centralizing The Role of Past Experiences in Current Conceptualizations of Supervision	87
Accentuating The Function of Supervision As Promoting Preservice Teachers’ Learning, Growth, and Improvement.....	88
Stressing the Need to Create a Context for Supervision.....	89
Acknowledgment of the Complexity of Supervision.....	90
Essence of supervision.....	91
Summary	91
 Chapter 5 Discussion, Implications, and Recommendations.....	 92
Discussion of Core Themes	92
Centralizing the Role of Past Experiences in Current Conceptualizations of Supervision	92
Stressing the Need to Create a Context for Supervision	93
Accentuating the Function of Supervision as Promoting Preservice Teachers’ Learning, Growth, and Improvement	95
Acknowledging the Complexity of Supervision.....	96
Implications	97
Implications for University Supervision.....	97
Implications Related to the Learning of Supervision	97
Implications Related to the Enactment of supervision	100
Implications Related to a Model of Supervision.....	102
Limitations	105
Recommendations for Future Research	105
Conclusion	106
 References.....	 108
 Appendix A: Letter to the Director of Curriculum and Instruction Department at the College of Education to Seeking Permission for Research.....	 117

Appendix B: A Letter to Recruit Participants for the Research Study	118
Appendix C: Participant Consent Form	119
Appendix D: Interview Protocol for All Interviews	119
Appendix E: Interview Questions for Interview One	120
Appendix F: Interview Questions for Interview Two.....	122
Appendix G: Interview Questions for Interview Three	124
Appendix H: IRB	125

LIST OF TABLES

Table 1:	Teacher Preparation Program in Saudi Arabia	3
Table 2:	Summary of the Essential Features of Supervision	14
Table 3:	Supervision vs Evaluation Checklist	20
Table 4:	Hybrid Educator vs Traditional Student Teaching Supervisor	31
Table 5:	The Four Phases of Interview Protocol Framework	49
Table 6:	Sample Table for Documenting Meaningful Statements and Quotes for All Participants Across All Three Interviews	52
Table 7:	Sample Table for Documenting the Reduction and Elimination Process for All Participants Across all Three Interviews.....	52
Table 8:	Sample Table to Document the Core Themes	53
Table 9:	Themes for each Participant	62
Table10:	Themes Across Participants	85

LIST OF FIGURES

Figure 1: Visual Interpretation of Basic Phenomenological Concepts	7
Figure 2: The Steps of Data Analysis.....	51
Figure 3: An Integrated Framework of University Supervisors Ongoing Professional Learning	99
Figure 4: A Recommended Framework of Preservice Teachers Supervision in Saudi Arabia	104

ABSTRACT

Teaching is a challenging and complex profession. Teacher preparation programs are facing wide criticism. Several organizations have called for the reform of teacher preparation programs to meet the requirements of the 21st-century world (AACTE, 2018; NCATE, 2010). The purpose of this phenomenological study (Husserl, 1970; Moustakas, 1996) is to gain an in-depth understanding of the lived experiences of Saudi Arabian university supervisors regarding supervision in teacher preparation and how these experiences have shaped their conceptualization of supervision. The study utilized purposeful and homogenous sampling strategies. Data collection included three semi-structured individual interviews per participant. The study relied on traditional phenomenological analysis methods of bracketing, horizontalization, clustering into themes, textural descriptions, structural descriptions, and textural-structural synthesis (Moustakas, 1994). The findings of this study showed that the essence of supervision for Saudi Arabian preservice teacher supervision is a complex function requiring experienced and well-trained university supervisors. Saudi Arabian preservice teacher supervision must focus on professional growth and learning, and on creating a context for learning built on relationships. This study had implications for university supervision. These implications are related to the learning of supervision, the enactment of supervision, and the model for supervision.

CHAPTER 1: INTRODUCTION

In our ever-evolving 21st century society, teaching has become increasingly more difficult and complex. Despite generous government spending, indicators suggest that the quality of education in Saudi Arabia is less than expected, evidenced by the low results of students on international tests (Hanushek & Woessmann, 2007). One of the most critical factors behind this decline in the quality of education in Saudi Arabia is weak teacher preparation as indicated by the low proportion of teachers passing the teacher qualification test provided by the National Center for Measurement. There is a strong relationship between teacher quality and teacher preparation (Darling-Hammond, 2003). To have high-quality teachers, educators need to work together to create quality models of teacher preparation programs that include high-quality coursework, more opportunities for clinical experience, and well-supervised experiences (Darling-Hammond, 2003; 2006).

In Saudi Arabia, teacher preparation programs began in 1926 and have continued to develop (Al-Esa, 2010; Al-Ghamdi, 2010). The research indicates that the first teacher preparation programs in Saudi Arabia consisted of three years and were open only to men. In the 1960s, teacher preparation programs for women were established. At that time, the government developed a new, two-year teacher preparation program, for students who completed secondary education. Up to this point, there were no Colleges of Education in Saudi Arabia. When the Colleges of Education were established in the 1990s, students were able to enroll in teacher preparation programs to receive a bachelor's degree in education. During these four-year programs, preservice teachers were required to complete the coursework on the university

campus and apply their learning during a field experience. Upon graduation, they could decide to teach in the classroom or work at the university. Currently, 24 out of 28 universities in Saudi Arabia offer teacher preparation programs (Al-Esa, 2010; Al-Ghamdi, 2010; Ministry of Education, 2019). The goals of reforming teacher preparation in Saudi Arabia are (1) to increase the number of Saudi teachers prepared to work in public education and (2) to improve Saudi preservice teacher preparation, thereby improving the quality of in-service teachers (Al-Zahrani, 2011).

One impetus for the focus on educational improvement was *Saudi Vision 2030*. The major goal of this national initiative was to reduce dependence on oil and revolutionize the country by transforming the education, medical, and tourism sectors. Related to educational development, *Saudi Vision 2030* (2009) focused on the following goals:

1. Closing the gap between the output of the higher education and job market requirement.
2. Developing the education system.
3. Helping students make suitable career decisions.
4. Requalifying and facilitating the transition between different educational pathways.
5. Developing modern educational curricula.
6. Developing children's characters and talents.

In addition, the Saudi Ministry of Education has called for the reform of teacher preparation programs, moving away from centering on traditional subject areas to centering on the stages of public education (See Table 1). These three main tracks of teacher preparation are now (a) early childhood education, (b) elementary education, and (c) secondary education (Ministry of Education, 2018).

Table 1. Teacher Preparation Program in Saudi Arabia

Traditional Teacher Preparation Program	Modern Teacher Preparation Program
Early childhood education	Early childhood education
Math education	Elementary education
Science education	Secondary education
English education	Special education
Arabic education	Gifted education
Physics education	School counseling
Chemistry education	Physical education
History education	Art education
Physical education	Home economics education
Home economics education	
Special education	
Computer science education	

Similarly, in the United States, several organizations have called for reforming and improving teacher preparation programs to meet the requirements of the 21st-century world. In 2010, the National Council for Accreditation of Teacher Education (NCATE)—now known as the Council for the Accreditation of Educator Preparation (CAEP)—called for the restructuring of teacher preparation programs to integrate more clinical practice to help preservice teachers engage in more effective learning opportunities through strong partnerships between the university and P-12 schools. Additionally, in 2018, the Clinical Practice Commission of the American Association for College of Teacher Education (AACTE) called for increased

partnerships between the universities and P-12 schools. With this increased focus on teacher preparation; specifically, clinical experiences; comes an increased emphasis on the supervision of preservice teachers. Supervisors play an essential role in supporting preservice teachers' learning in clinical experiences (Al joranah, 2014; Khader, 2011). As teacher preparation programs strive to prepare high-quality teachers by elevating and centering the clinical experiences (AACTE, 2018; NCATE, 2010), the supervision of preservice teachers also becomes central to this goal.

Rationale and Purpose of the Study

Supervision is a broad topic with a long history, which has resulted in various transformations to arrive at its current conceptualization (Marzano, Frontier, & Livingston, 2011; Nolan & Hoover, 2010; Sullivan, 2004). Historically, the literature on supervision concerned in-service teachers, but later transitioned to also include preservice teachers. The literature demonstrates how supervision can differ from institution to institution or from country to country. Some countries rely on a traditional model of supervision defined as an instrument to control teachers (Glickman, Gordon, & Ross-Gordon, 2010) while other countries moved to a more humanistic model of supervision, defined as a function concerned with promoting teacher growth. This shift has led to an improvement in teaching performance and greater student learning. (Nolan & Hoover, 2010). However, scholars concur on the lack of clarity about the purpose, definition, function, and role of supervision in teacher preparation programs. There is often no unified definition of supervision.

A lack of understanding about supervision can lead to many challenges in preparing preservice teachers. The literature shows a deficit in empirical data for understanding supervision. According to Badiali (2008), the field of supervision is unable to provide clear or

unified answers for “how supervision is defined, what functions it includes, what supervisors envision to be their role, what research informs the field, how supervisors are selected and prepared, and how supervision is actually taught” (p. 1). Some educators still believe that supervision and evaluation are the same professional functions (Glanz & Neville, 1997). However, Nolan and Hoover (2010) stated that teacher supervision is focused on “promoting teacher growth, leading to improvement in teaching performance and greater student learning” (p. 5), while teacher evaluation is “designed to make a comprehensive judgment about teacher performance” (p. 5). Also, some educators do not distinguish between supervision as a function and the supervisor as a role (Glickman, Gordon, & Ross-Gordon, 2014).

Similarly, there was a lack of empirical research articles in supervision in Saudi Arabia. Most Saudi Arabian studies reflect the perspective of preservice teachers; the voices of university supervisors are missing. Additionally, no unified definition of supervision exists and the role of the supervisor remains unclear (Wsauce & Al joranah, 2014). With Saudi Arabia’s emphasis on the reform of teacher preparation within Saudi Vision 2030 and the key function that supervision plays in teacher preparation, a better understanding of the current state of supervision in Saudi Arabia is needed.

The purpose of this study is to increase the understanding of the lived experiences of Saudi Arabian university supervisors and how these experiences have shaped their conceptualization of supervision. The overall goal of this study is to capture the essence of supervision of preservice teachers from the university supervisors’ in-depth perspectives.

Research Questions and Design

The research approach adopted for this study is guided by an interpretive paradigm. The interpretive paradigm focuses on how humans understand the world through their experiences

(Creswell, 2007). Since this study relies on understanding the university supervisors' experiences, knowledge, and perspectives, a phenomenological approach is the most appropriate choice (Alse, 2017; Creswell, 2007; 2013; Moustakas, 1994). Lived experiences is a term used in phenomenological studies to emphasize the importance of participants' experiences as human beings (Moustakas, 1996). The following research questions guided this study:

1. How do Saudi Arabian preservice university supervisors make meaning of their lived experiences with supervision?

2. To what extent does the cultural context, influence their lived experiences as supervisors in connection to supervision?

3. What is the essence of supervision for Saudi Arabian preservice teacher supervisors?

Participants included four Saudi Arabian veteran university supervisors. Primary data was collected through a series of three in-depth, semi-structured interviews (Cohen, et al., 2008; Seidman, 2013). Moustakas's (1994) modification of van Kaam's method of phenomenological data analysis has been used to analyze the data.

Theoretical Framework

To understand the lived experiences of Saudi Arabian university supervisors regarding supervision in teacher preparation, Husserl's transcendental phenomenology framework was adopted for this study (Moustakas, 1996). Husserl (1859-1938)—considered the father of phenomenology—created this concept to get to the pure essence of experience (Creswell, 2013; Moustakas, 1994). According to Moustakas (1994), “a transcendental phenomenology is a scientific study of the appearance of things, of phenomena just as we see them and as they appear to us in consciousness” (p. 49).

The word phenomenon comes from Greek, meaning to show itself, to appear, to bring to light (Moustakas, 1994). The concepts (phenomena) in Figure 1 seem complex (intentionality, noema, and noesis) and many researchers often overlook the phenomenological approach because of the lack of familiarity with Husserl’s terminology.

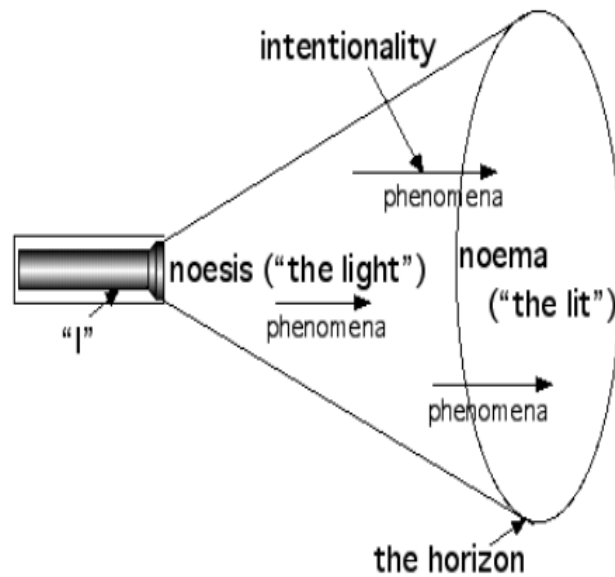


Figure 1. Visual interpretation of basic phenomenological concepts. Adapted from “Qualitative Methods: Part One,” by C. G. Boeree (2018) via Shippensburg University’s online portal. Copyright 2018 by C. George Boeree.

A transcendental phenomenological study, however, focuses on textural descriptions, structural descriptions, and the essence of the phenomenon (Creswell, 2013; Moustakas, 1994). Husserl’s ideas on transcendental phenomenology require researchers to be open-minded when looking at the phenomena under investigation (Moustakas, 1994). In a transcendental phenomenological study, researchers are required to intentionally bracket and suspend their biases to get to the true essence of the phenomena (Moustakas, 1994). Bracketing— also called

the epoché—is an important concept in a transcendental phenomenological study. Epoché is a Greek word meaning “to stay away from or abstain” (Moustakas, 1994, p. 85). Epoché helps the researchers perceive and receive the pure essence of experience without judgments (Moustakas, 1994).

In the study of human experience, these terms make more sense and have greater value when understood (Moustakas, 1994). The flashlight in Figure 1 represents the researcher providing clarity to see things truly. Intentionality is the main concept of Husserl’s phenomenology. Husserl defined intentionality as the fundamental property of consciousness (Moustakas, 1994). Intentionality, then, is the researcher’s awareness (McIntyre & Smith, 1989), which includes noesis and noema. Noema is that which is experienced. Noesis is the way in which it is experienced. There is a strong relationship between noesis and noema. These two concepts refer to meaning and cannot be separated (Moustakas, 1994). Horizon is the experience of presence that the researcher is observing and everything has a horizon when observed. Any phenomena reflect this present experience (Moustakas, 1994; Peoples, 2017). The theory of transcendental phenomenology requires the researcher to make every attempt to get to the essence of phenomena as experience.

Significance of the Study

Moustakas (1994) stated that a researcher’s “personal history brings the core of the problem into focus” (p. 104). Personally, my previous experiences as a novice university supervisor, influenced my interest in this topic. Initially, searching the literature regarding supervision in teacher preparation in Saudi Arabia showed a lack of empirical research in the area of supervision, and that the voice of university supervisors was missing. This phenomenological study can contribute to the literature by adding to the body of work on

supervision in teacher preparation. The research outcomes may inform the future practice of university supervisors, policymakers, and researchers. The findings of this study aim to enable educators to better understand the supervision of preservice teachers from the university supervisors' perspectives.

Definition of Terms

The following specific terminology is used throughout this study:

Bracketing: Bracketing is the process in which the researcher sets aside prejudgments to understand the experiences of the participants in the study (Moustakas, 1996).

Coursework: Coursework is the curriculum that preservice teachers complete to earn their degree.

Epoché: Epoché is defined as setting aside all preconceived ideas to see phenomena through the eyes of the participants.

Field experience: Field experience is the context where preservice teachers engage in clinical practice within a school. This study uses the term, preservice teachers, because it is the most common term in Saudi Arabia

Lived experiences: Lived experiences is a term used in phenomenological studies to emphasize the importance of participant experience as a human being (Moustakas, 1996).

Life world: Life world is a concept used in philosophy and some social sciences, meaning the world "as lived" prior to reflective representation or analysis (Husserl, 1970).

Mentor teacher: A mentor teacher is a teacher who is the school-based teacher educator for preservice teachers in field experience (AACTE, 2018).

Phenomena: Phenomena are concepts being examined by the researcher in a phenomenological study (Moustakas, 1996).

Phenomenological study: A phenomenological study is an approach to research whose purpose is to describe the meaning of experiences of a phenomenon for individuals (Moustakas, 1996).

Preservice teachers: Preservice teachers are individuals who are being educated to become teachers, recently referred to as teacher candidates or student teachers. However, this study uses the term, preservice teachers, because it is the most common term in Saudi Arabia.

Teacher preparation program: A teacher preparation program is designed to prepare students to become qualified teachers.

Teacher supervision: Teacher supervision is a function concerned with promoting teacher growth, leading to an improvement in teaching performance and greater student learning. (Nolan & Hoover, 2010).

University supervisor: A university supervisor is the individual who supervises preservice teachers and their work, and represents the university during teacher candidates' internship in K-12 schools (Steadman & Brown, 2011).

Limitations of the Study

There are several limitations in this phenomenological study. The first limitation concerns language differences. Both the researcher and the participants speak Arabic. The interview guides in this study are translated into the Arabic language, which is the participants' first language. All the interviews are recorded in Arabic. Also, transcripts are in Arabic, then subsequently translated into English. The language differences are considered a limitation because meaning may get lost in the translation process. In addition, translation of quotations and concepts is challenging because the same word can have a different meaning in a different language. Additionally, ensuring pure bracketing in a phenomenological study can be difficult.

Researchers need to make sure to set aside their biases and judgment when interpreting the data, as judgments may influence data analysis.

Dissertation Organization

This dissertation proposal will be organized into five chapters. Chapter 1 provides a brief background on the topic, the purpose of the study, research questions, significance of the study, the context of the study, the theoretical and conceptual framework, and limitations of the study. Chapter 2 includes a comprehensive review of the literature. Chapter 3 provides an overview of the research methods for this study, including a description of the research design. Chapter 4 provides the findings of the main themes and essence of supervision for Saudi Arabian preservice teacher supervisors. Chapter 5 includes a discussion of the core themes and presents the limitations of the study followed by the implications and recommendations for future research and practice.

Summary

The purpose of this chapter was to familiarize the reader with the context in which this study took place. The purpose of this phenomenological study was to gain an in-depth understanding of the lived experiences of university supervisors in teacher preparation in Saudi Arabia and to understand how these experiences have shaped their conceptualization of the essence of supervision. This chapter offered an overview of the topic and described the rationale for this study. Additionally, this chapter identified important terminology that will be used throughout this research to orient the reader to these concepts. The chapter ended with a summary of the limitations of the study.

CHAPTER 2:

REVIEW OF THE LITERATURE

This chapter presents the existing literature in the area of supervision and it explores significant published articles identified by specific criteria. I selected the key search terms to help find the information that I needed to address my research topic. I found the search terms to be widely diverse, however, I chose *supervision, university supervisor, student teachers, preservice teacher, teacher candidate, teacher preparation, clinical practice, supervisor role, and supervisor responsibility*, as key search terms. Then I chose ERIC, Education source, and Google Scholar as research tools because they are the most relevant databases. Within these databases, I reviewed academic peer-reviewed journal articles, as well as books, in order to retrieve and include relevant information to guide this study. There are articles written in both English and Arabic in order to understand supervision in teacher preparation in two different contexts (Saudi Arabia and the United States). This chapter includes a brief history of supervision, definitions of supervision, explanations of the enactment of supervision, and supervisory considerations.

A Brief History of Supervision

The literature shows that supervision in the United States is a broad topic with a long history beginning in the early eighteenth century (Sullivan, 2004; Sullivan & Glanz 2005), during which, supervision went through different transformations to reach where it is now (Nolan & Hoover, 2010). The events and ideas of the past have shaped the conceptualization of supervision over time (Sullivan, 2004). The roots of Western Europe supervision, the education system in the United States, and social developments, played an important role in influencing

American supervision. Glanz (1994) stated that “the history of supervision is marked by seven models: inspection, efficiency, democratic, scientific, leadership, clinical, and changing concept” (p.8). Goldhammer, Anderson, and Krajewski (1993) provided a summary table to illustrate the important features of supervision starting from 1850 to 1990.

Table 2: Summary of the Essential Features of Supervision.

The Years	The Features
1850-1920	Scientific Management
1920-1930	Democratic Interaction Approach
1930-1955	Cooperative Supervision
1955-1965	Supervision as Curriculum Development
1965-1970	Impact of Clinical Supervision Ideas
1970- 1985	Group Dynamics/Peer Emphasis
1985-1990s	Coaching/Instructional Supervision

Adapted from Goldhammer, Anderson, and Krajewski (1993, p. 7).

As seen in Table 2, supervision has evolved through the years. In the late eighteenth century, supervision in The United States focused on inspection and monitoring, not on improving educational practice (Sullivan, 2009). The inspector’s role was to see how teachers implemented their teaching practice in the classroom and to ensure they followed the rules and requirements (Sullivan & Glanz, 2005). In the late eighteenth century, supervision was enacted by the school superintendent to oversee school effectiveness (Glanz,1991). In the early twentieth century, the school principal started to engage in the role of supervisor. At that time, supervisors were not required to have formal training to enact supervision (Sullivan, 2004).

In some cases, supervision in the United States has moved away from inspection to a more humanistic model of supervision (Glickman, Gordon, & Ross-Gordon, 2001). Some examples of these models include clinical supervision, developmental supervision, and dialogical supervision. Clinical supervision is a cooperative model of supervision often used to help teachers improve their teaching and is framed by the supervisor (Sergionanni & Starratt, 2002; Zepeda, 2006). Typically, clinical supervision follows a cycle which consists of a Pre-observation conference, classroom observation, data analysis and strategy, and post-conference (Nolan & Hoover, 2011).

Developmental supervision is a model of supervision that considers teachers' needs by viewing support on a continuum moving teachers to be more independent in their learning. Supervisors who employ developmental supervision have a collegial relationship with teachers (Glickman et al., 2014). Dialogical supervision is a model of supervision that focuses on improving teacher practices through face-to-face communication and interaction (Glanz & Horenstein, 2000). The supervisor in this model helps teachers to “develop an inquiry-driven, problem posing, problem solving approach to their practice that also develops deeper respect for others” (Abt-Perkins, Hauschildt, & Dale 2000, p.46).

Similarly, in Saudi Arabia, supervision has evolved over the last two decades (Khader, 2011). In 1958, supervision was previously known as inspection. At that time, the inspector focused on finding the weaknesses of the teachers often through a surprise visit (Dulaimi, 2016). In the past, the goal of supervision was to criticize and judge the preservice teachers' performance and catch errors (Dulaimi, 2016). In 1967, the name of “inspector” changed to “director” and the focus was on establishing a robust relationship with the teachers (Al Shehri, 2014; Dulaimi, 2016; Sahary, 2017). The last change occurred in 1999, and the “director”

became the “educational supervisor” (Al Shehri, 2014; Dulaimi, 2016; Sahary, 2017). Despite the fact that the name has changed, many supervisors still believe in the idea of inspection and the role of the inspector (Jacobs, Babaeer, & Alrouqi, 2019).

Supervision Across Different Countries

Internationally, supervision is conceptualized differently across countries. The literature demonstrates how supervision differs from institution to institution or from country to country. Some countries rely on a traditional model of supervision which is defined as an instrument to control teachers (Glickman, Gordon, & Ross-Gordon, 2010) while other countries moved to a humanistic and collegial model of supervision with the focus on promoting teacher growth, improvement in teaching performance, and greater student learning. (Nolan & Hoover, 2010). Many European and African countries still use the term “inspector” while other countries prefer the term “supervisor” instead of “inspector” (De Grauwe, 2007).

Supervision in Australia, as is the case in other countries around the world, went through different transformations. The term mentoring become commonly used in teacher preparation programs instead of supervision (Ambrosetti & Dekkers, 2010). Supervision focuses on overseeing and directing student teachers’ teaching practice to promote effective teaching, while mentoring focuses on building multiple relationships to connect mentors, preservice teachers and cooperating teachers (Ambrosetti & Dekkers, 2010; Long,1997). The literature shows that the role of supervisor and mentor are similar. However, the mentor role is broader (Long,1997). Looking at the supervision in other countries such as Iraq, Jordan, and England, the literature illustrated that the conceptualization of supervision in Iraq has changed over time. In 1922, the supervision function was known as an investigation. The most apparent feature of education in Iraq is its rigid policies or strictness, thus, the relationship between supervisor and teachers is

stern, and fear and dread of the supervisor is the most important aspect of this relationship. Instructors live in fear of a surprise visit by the supervisor. The supervisor role focused not on developing teachers' teaching practice, instead, the focus was on how well teachers implement the instructions. Over time, supervision in Iraq has developed and the name has changed from investigation to supervision. The purpose of supervision is to transform this relationship and support teachers in developing their professional and personal skills (Alarif 1993, as cited in Dulaimi, 2016).

The literature shows that supervision of preservice teachers remains an understudied topic in England. Supervision of preservice teachers is considered a complex function and the role of supervisor is more complex than is generally known. According to Stones (2002), "A commonly held conception of the role of a supervisor as someone whose sole function is to go into schools to observe student teachers and make suggestions about their teaching, is fundamentally questioned". The literature shows how the supervisor's role needs to be re-conceptualized as a cooperative process rather than that of an overseer judging preservice teachers' teaching practices. Since supervisors engage in a high level of supervisory tasks, they need to be skillful and knowledgeable to be able to support preservice teachers' development (Stones, 2002).

Defining Supervision

There is no unified definition of supervision. Across all of the existing articles, it was clear that there is not necessarily agreement about the purpose, definition, and function of supervision. Supervision has been given various definitions because its meaning is different for each individual (Glanz,1991). There are many terms for supervision that are used interchangeably, such as *peer supervision*, *cognitive coaching*, *instructional supervision*, and

supervisory leadership (Beach & Reinhartz, 2000). Some educators conceptualize supervision as clinical supervision only. Others conceptualize supervision as professional development, curriculum development, and action research (Gordon, 2016). In preservice teacher education, Burns, Jacobs, and Yendol-Hoppey (2016) engaged in a qualitative meta-synthesis that resulted in defining preservice teacher supervision. They describe preservice teacher supervision as complex and requiring a balance between the tasks and routines of practice (Burns, Jacobs, & Yendol-Hoppey, 2016). Definitions of supervision include:

- “An organizational function concerned with promoting teacher growth, leading to improvement in teaching performance and greater student learning. Supervision is not concerned with making global judgments concerning the teacher’s competence and performance” (Nolan & Hoover, 2011, p. 6).
- “Engaging in such functions as observing teaching and providing helpful comments, helping teachers to reflect on their practice, teaching a demonstration lesson, suggesting items teachers might include in their portfolios, disaggregating test score data, and conducting formal evaluations of teaching as required by district or state policy” (Sergiovanni & Starratt, 2007, p. 5).
- “Assistance for the enhancement of teaching and learning” (Glickman, Gordon & Ross-Gordon, 2013, p. 9).
- “The enactment of multiple tasks and practices aimed at supporting preservice teachers learning in clinical contexts” (Burns, Jacobs, & Yendol-hoppey, 2016, p.11).

Defining supervision also involves distinguishing between supervisor as a role and supervision as a function. The *function* of supervision refers to the act of helping teachers to enhance teaching and learning while the *role* of supervisor refers to the person who implements

the functions of supervision (Glickman, et al., 2014). A variety of educators, in addition to a formally designated supervisor, can engage in supervision. Supervisors can include: mentors, school principals, retired teachers, instructional coaches, and teacher leaders (Burns & Badiali, 2015; Glickman, et al., 2014).

Within the literature as well as in practice, there is confusion about the difference between supervision and evaluation. Some educators still believe that supervision and evaluation are the same professional functions (Glanz & Neville, 1997). However, supervision and evaluation are very different functions. According to Nolan and Hoover (2010), teacher supervision is focused on “promoting teacher growth, leading to improvement in teaching performance and greater student learning” while teacher evaluation is “designed to make a comprehensive judgment about teacher performance” (p.5). The purpose of supervision is to foster teacher learning for greater student achievement. On the other hand, the purpose of evaluation is to ensure minimal competence for teaching practices. Nolan and Hoover (2010) provided seven dimensions differentiating supervision and evaluation: (a) purpose, (b) rationale, (c) relationship, (d) scope, (e) data focus, (f) expertise, and (g) perspective. In 2015, Burns and Badiali added an eighth dimension—(h) degree of action.

As seen in Table 3, supervision and evaluation are both important functions that play an essential role in improving teaching (Marshall, 2013; Nolan & Hoover 2010), however, they are indeed two different functions (Nolan & Hoover, 2010). Even though they are different functions, often the same person has to engage in both functions. This is definitely the case in preservice teacher supervision, because the university supervisor must engage in evaluation and supervision (Nolan & Hoover, 2010). It is important for university supervisors to have practical

and theoretical knowledge about supervision to avoid conflating the functions of supervision and evaluation (Burns & Badiali, 2015).

Table 3. Supervision vs Evaluation Checklist

Dimension	Supervision	Evaluation
(1) Purpose	Foster Growth	Ensure minimum competence
(2) Rationale	Illuminate complexity of teaching	Protect children from harm
(3) Scope	Focused	Comprehensive
(4) Relationship	Collegial	Hierarchical
(5) Data Focus	Individualized	Standardized
(6) Expertise	Shared, recognizing each participant has knowledge to contribute	Situated with the evaluator as knowledgeable other
(7) Perspective	Risk taking	Best performance
(8) Degree of Action	Done <i>with</i> ; both active participants	Done <i>to</i> ; evaluator is actor whereas evaluatee is recipient

Note: Adapted from Burns and Badiali (2015).

Enactment of Supervision

The focus of this phenomenological study centered on preservice supervision within a preservice teacher preparation program. Therefore, this literature search involved emphasizing the enactment of preservice teacher supervision, specifically. Burns et al. (2016) define preservice teacher supervision as, “The enactment of multiple tasks and practices aimed at supporting preservice teachers’ learning in clinical contexts” (p. 11). To organize the information in this section of the literature review, I selected a conceptual framework for the enactment of preservice teacher supervision created by Burns, Jacobs, and Yendol-Hoppey, (2016). I utilized

this framework as an organizational tool to help frame the search and discussion of enactment. The authors identify five tasks and twelve practices of preservice teacher supervision. These tasks are: (1) targeted assistance, (2) individual support, (3) collaboration and community, (4) curriculum support, and (5) research for innovation. I modified the framework somewhat. For example, I did not include research for innovation.

Task: Targeted Assistance

One task, associated with the enactment of preservice teacher supervision, is targeted assistance. “Targeted assistance refers to the supervisory practices that focus on aspects of a preservice teacher’s teaching practice” (Burns, et al. 2016, p. 6). Providing instructional feedback and fostering critical reflection are practices that are part of enacting targeted assistance.

Practice: Provide instructional feedback. Providing instructional feedback is a practice that supports the task of targeted assistance (Jacobs, Hogarty & Burns, 2017; Koehler,1984). Many studies have documented the importance of feedback in influencing preservice teachers’ performance (Barton, Fuller, Schnitz 2016; Hattie & Timperely, 2007; Rock, et al. 2009; Scheeler et al. 2006; Scheeler, & Lee, 2002). “Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative” (Hattie & Timperley 2007, p. 81). Many studies have documented the importance of feedback in influencing preservice teachers’ performance (Barton, Fuller, Schnitz 2016; Rock, et al. 2009; Scheeler et al. 2006; Scheeler, & Lee, 2002). The literature shows that feedback can take different forms including immediate (Rock, et al. 2009; Scheeler et al.2006) and deferred (Barton et al. 2016). Additionally, other scholars have mentioned both oral and written feedback (Pourmandnia, & Behfrouz, 2014). Supervisors typically provide feedback during a cycle of

supervision (Beach & Reinhartz, 2000; Serviovanni & Starratt, 2007). According to Nolan and Hoover (2011) the cycle of supervision include:

1. Establishing readiness
2. Pre-conference
3. Cycle evaluation
4. Post-conference analysis
5. Analysis and strategy
6. Observation

According to (Glickman et al., 2014), to engage in developmental supervision there are different supervisory approaches to provide feedback. These approaches include:

- Nondirective approach - the supervisor facilitates the teacher's thinking in developing a self- plan.
- Collaborative approach - both supervisor and teacher share information and possible practices as equals in arriving at the mutual plan.
- Directive informational approach - the supervisor provides the focus and the parameters of possible action, and the teacher is asked to choose from the supervisor's suggestions.
- Directive control approach - the supervisor tells the teacher what is to be done.

Currently, integrating technology into supervision has become a common method for providing feedback. There are several tools supervisors can use to provide feedback for preservice teachers (i.e. videotape, email, bug-in-ear, etc.). Bug-in-ear technology is an example of a tool that helps supervisors provide immediate feedback. Several pieces of research indicate that bug-in-ear is a powerful tool for improving preservice teachers' practice (Rock, et al 2009; Scheeler, & Lee, 2002; Scheeler et al.2006). Email is an example of a tool that assists

supervisors in providing deferred feedback. Many supervisors offer deferred feedback through email after attending a live observation or watching a video of a preservice teachers' practice. Barton et al. (2016) found that providing feedback through email played an essential role in supporting preservice teachers' practice and behaviors. McLeod, Kim, and Resua (2019) found that using email and video feedback was effective in increasing suggested practice.

Practice: Fostering critical reflection. Critical reflection is another practice within the task of targeted assistance. Dewey defined reflection as “an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends” (1933, p. 6). A major part of learning through supervision relies on critical reflection (Carroll, 2009a). Howard (2003) defines critical reflection as, “a personal and challenging look at one’s identity as an individual person and as an active professional” (p.201). Critical reflection encourages preservice teachers to challenge their teaching practice to enhance their growth and success (Shandomo, 2010). According to Shandomo (2010), “the primary benefit of reflective practice for teacher candidates is a deep understanding of their teaching styles and an ability to define how they will grow toward greater effectiveness as teachers” (p.112). University supervisors are responsible for providing opportunities to foster and facilitate preservice teachers' critical reflection. Often supervisors need to guide preservice teachers through the process of reflection because critical reflection is a complex process that can be challenging for preservice teachers (Bates, Ramirez & Drits 2009; Sewall, 2009). Carroll (2010) outlined several questions that supervisors and student teachers can use during the dialogue to promote critical reflection which include:

- What voices need to be heard?
- What words need to be spoken?

- What truth needs to be acknowledged? What connections need to be made?
- What assumptions need to be challenged? What beliefs need to be reviewed?
- What emotions need to be expressed? What actions need to be taken?
- What relationships need to be named? What secrets need to be uncovered?
- What strengths need to be seen?
- What limitations need to be articulated?
- What victories need to be celebrated?
- What losses need to be grieved?
- What mental maps need to surface?
- What is the shift that needs to be enabled?
- What fears am I not facing? (p.16).

Routines of practice for supervisors to promote critical reflection include: posing questions, reflective journaling, connecting new learning with prior experiences, goal setting for identified weaknesses or strengths, and creating a growth portfolio are multiple examples of how student teachers practice critical reflection (Shandomo, 2010).

Task: Individual Support

Individual support “comprises the practices associated with supporting preservice teachers with the psychological and emotional demands of learning to teach” (Burns, et al. 2016, p.7). Practices connected to this task include providing challenge and support, as well as emotional support.

Practice: Providing challenge and support. Supporting preservice teachers in clinical/field experiences is critical for preservice teachers to succeed (NCATE, 2010). Results of a survey about identifying tasks and practices that were a part of supervisors’ responsibilities

showed that (53.1%, n = 60) respondents agreed that supervisors are responsible for providing challenge and support for preservice teachers (Jacobs, Hogarty & Burns, 2017). Tang (2003) examined seven preservice teachers in Hong Kong to understand the challenge and support that promoted growth in the field experience. The findings showed that balancing challenge and support to enhance student teachers' learning is not an easy practice. University supervisors must find methods to mix challenge and support appropriately. A study by Zimpher, DeVoss, and Nott (1980) found that when the supervisor sets high expectations, the student teachers achieved those high expectations. When the supervisor set low expectations, the preservice teachers met those low expectations (Zimpher, DeVoss, & Nott, 1980). These findings illustrate the importance of challenging student teachers to improve their teaching practice.

Practice: Emotional support. Another practice under the task of individual support is providing emotional support. Preservice teachers often go through a stressful time during student teaching placements because they may be insecure in their abilities and are unsure about school procedures. The university supervisor plays a critical role in helping preservice teachers to overcome their fears, so they can learn how to teach (Butler & Cuenca, 2012; Edwards, & Gordon, 2006). Communication, trust, and building relationships are some ways that university supervisors use to support preservice teachers emotionally (Stanulis & Russell, 2000).

Task: Collaboration and Community

The task of collaboration and community “consists of practices that support cultivating the learning environment through establishing, building, maintaining, and renewing relationships for preservice teachers' development” (Burns, et al. 2016, p.10). The practices to foster collaboration include developing quality placements, maintaining the triad relationship, and creating learner-centered preservice teacher communities.

Practice: Developing quality placements. One supervisor practice, within the task of collaboration and community, is to develop and provide quality placements for preservice teachers. University supervisors play a critical role in making successful placements (Koerner, Rust, & Baumgartner, 2002; Koemer & Rust, 2000; Russell, 2017). Workshops about mentoring are an example of how university supervisors and cooperating teachers can work together to develop quality placements for preservice teachers. A mentor training workshop allows university supervisors and cooperating teachers to bridge the gap between school and university, discuss how they can assist the preservice teachers, identify areas of challenge and concern, and learn how to provide appropriate feedback for preservice teachers (Paulsen, DaFonte, & Barton-Arwood, 2015). One characteristic of a quality placement is a safe environment for preservice teachers where they can learn, practice, make mistakes, try new strategies, and build a positive relationship (Torrez & Krebs, 2012).

Practice: Maintaining triad relationship. An additional practice relates to supervisors maintaining the triad relationship. The literature stated that the university supervisor acts as a mediator between the two sides: the university and the PK-12 schools. Part of this work is to build a strong triad relationship. This triad relationship provides meaningful learning opportunities for preservice teachers such as making connections between the theory and practice (Clifford, Macy, Albi, Bricker Rahn, 2005; Cuenca, 2013; Jacobs, Hogarty & Burns, 2017; Steadman & Brown, 2011). Additionally, the university supervisor enhances communication between preservice teachers and cooperating teachers (Zimpher, DeVoss, & Nott ,1980). In the field experience, the cooperating teacher and university supervisor share responsibility for preservice teachers' learning and development (Slick, 1998). Several studies indicate the significance of the supervisor in the triad relationship (Slick, 1998; Yusko, 2004). Maintaining

triad relationships among the cooperating teacher, university supervisor, and preservice teachers is important for preservice teachers' learning because learning cooperatively provides a richer and more interesting experience than learning alone. Additionally, all of the three members can provide professional development for one another (Bullough & Draper, 2004; Veal & Rikard, 1998). However, supervisors need to have skills to be able to maintain triad relationships (Yusko, 2004).

Practice: Creating learner-centered preservice teacher communities. Research tells us that creating a collaborative learning community for preservice teachers has a great impact on their teaching practice (Cuenca, Schmeichel, Butler, Dinkelman, & Nichols, 2011; Ngyuen, 2009). In learner-centered communities, preservice teachers work together, solve problems, and take responsibility for their learning to improve instruction. Supervisors also engage in discussion and dialogue with preservice teachers in these communities (Paris and Gespass, 2001) and organize and structure the group into learning communities (Yusko, 2004). Singer and Zeni (2004) found that creating an online conversation community allows preservice teachers to interact with peers and university supervisors by telling stories, sharing advice, and replaying their classroom experience. Also, “through their online narratives, student teachers talk their way into a teaching identity, examine the balance between theory and practice, and frame their teaching philosophies” (Singer & Zeni, 2004, p.41).

Task: Curriculum Support

The task of curriculum support “refers to facilitating preservice teachers learning by supporting the negotiation of a teacher preparation curriculum that reflects a shared understanding of meaningful, relevant and coherent PreK-12 curriculum” (Burns, et al. 2016,

p.10). The practices include fostering theory and practice connection, and strengthening curriculum planning,

Practice: Fostering theory and practice connection. Theory and practice are two important elements in teacher preparation programs, and they play important roles in preparing preservice teachers. However, the relationship between theory and practice is complex. The gap between theory and practice in teacher education programs can be a challenging issue (Bullock, 2012; Cheng, Cheng, & Tang, 2010). Since connecting theory and practice is a challenging process, university supervisors must consider political and social implications when fostering theory and practice connections (Clayton, Smith, & Dymont, 2014). According to Glatthorn (2006) “Melding theory and the reality of school curriculum together is an important step in the educational planning process. Not all curriculum theories translate smoothly into real-world practice” (p.73). Many teacher preparation programs try to strengthen the connection between theory and practice through supervision (Goodnough, Falkenberg, & MacDonald, 2016; Russell, 2017).

Supervisors implement multiple methods, such as student-centered and active pedagogical approaches, to support preservice teachers in making theory and practice connections (Goodnough, Falkenberg, & MacDonald, 2016). Another study by Clayton, Smith, and Dymont (2014) found that supervisors can help preservice teachers understand the theory–practice relationships by: (1) promoting self-awareness, (2) guiding reflection, (3) sharing experience by using reflexive dialogue, and (4) fostering of a strong, safe community of learners. Research shows that it is important for colleges and universities, as well as schools and communities, to work together to lessen the theory to practice gap in order to achieve their mission in the education of teachers (Zeichner, 2010). The NCATE Blue Ribbon Panel Report

(2010) called for increasing a clinically based approach to teacher education to give preservice teachers the chance to integrate theory with practice. Integrating theory with practice helps preservice teachers to develop their teaching skills.

Practice: Strengthening curriculum planning. Another practice under the task of curriculum support is strengthening curriculum planning. A national survey of supervision found that (54.5%, n = 61) of respondents strongly agreed that supervisors support curriculum and instructional planning (Jacobs, Hogarty & Burns, 2017). Curriculum support includes: supporting preservice teachers in developing a strong written lesson plan, providing feedback on a lesson plan, modifying instructional materials, and selecting learning objectives (Cuenca, 2013; Kolman, 2018; Steadman & Brown, 2011).

In order to implement these tasks of preservice teacher supervision, supervisors need to be knowledgeable and skillful. Supervisors must have fundamental skills to be able to apply certain supervisory tasks and support teacher learning. These skills include knowledge, interpersonal skills, technical skills (Glickman et al. 2004), and pedagogical skills (Burns & Badiali, 2016). *Knowledge* includes theories of adult learning, teacher development, and learning community (Burns, 2012; Glickman et al., 2010). *Interpersonal skills* include communicating with others and building positive relationships. *Technical skills* include observing, planning, assessing and evaluating instructional improvement (Glickman et al., 2010). *Pedagogical skills* include noticing, ignoring, intervening, pointing, unpacking, and processing (Burns & Badiali, 2016).

Supervisory Considerations

Supervision is a complex function and the role of the university supervisor is becoming more challenging. Some of the considerations that add to this complexity are the context for supervision, supervisory stance and preservice teachers as adult learners.

Supervision in the Context of Professional Development Schools

In the last two decades, the popularity of Professional Development Schools (PDS) has grown in the United States to include more than 1,000 school-university partnerships (NAPDS, 2008). Darling-Hammond (1998 as cited in NAPDS, 2008) described PDSs as spaces where the prospective teacher and mentor teacher learning are (1) experimental, (2) grounded in teacher questions, (3) collaborative, (4) connected to and derived from teachers' work with their students, and (5) sustained, intensive, and connected to other aspects of school change. The majority of teacher preparation programs in the United States maintain a partnership with P-12 schools (Jacobs, et al., 2017). According to NCATE (2010), The PDSs are “innovation instructions formed through partnerships between the professional education program and P-12 school” (p.2). According to The National Association for Professional Development Schools (NAPDS), to be categorized as a PDS, the context must align with the following nine essentials.

The NAPDS “Nine Essentials”

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
3. Ongoing and reciprocal professional development for all participants guided by need;

4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P–12 faculty informal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structures.

There is no doubt that the nine essentials serve as tools to guide all PDS schools across different contexts.

With a shift toward professional development schools in teacher preparation, the terminology and the role of university supervisors have changed. One example is the greater inclusion of boundary spanners who engage in supervision (Burns & Baker, 2016; Nolan, Badiali, Bauer, & McDonough, 2007). Burns and Baker (2016) found that there is no unified definition for boundary spanners or hybrid educators. As can be seen in Table 4, hybrid educators play a similar role to that of university supervisors. However, hybrid educators are often more embedded and engaged in the school context (Nolan et al., 2007).

Table 4. Hybrid Educator vs Traditional Student Teaching Supervisor.

Hybrid (Professional Development Associate)	Traditional Supervisor
In the classroom every day	In the classroom once a week (or less)
Knows the children in the classroom well	Students are less well known
Familiar with the culture of the school	Must learn the school culture
Works closely with mentor	Works with cooperating teacher less frequently
Co-teaches with mentor and/or intern	Fewer opportunities for co-teaching
Supports inquiry with mentor and intern	Fewer opportunities for inquiry participation
Co-teaches methods courses	May or may not teach methods courses
Plans with other PDAs	May plan with other supervisors
PDA's form a cohort	May work more independently
<u>Influences the direction the PDS takes</u>	<u>Impact on university programs varies</u>

Note: Adapted from Nolan, Badiali, Bauer, and McDonough (2007).

Being a supervisor in a PDS context is challenging because supervisors must be involved in multiple supervisory takes (Burns & Yendol-Hoppey, 2015; Burns, Jacobs, & Yendol-Hoppey, 2016).

Taking Supervisory Stance into Consideration

The supervisory stance adds more complexity to supervision. A supervisor's stance influences his or her enactment of supervision and can have a strong impact on preservice teachers' learning (Bates, Drits, & Ramirez, 2011). "A *stance* is a supervisor's professional knowledge, perspective, and conceptualization about how student teachers learn to teach in the classroom context. Stances include such issues as how learners learn, what effective classroom

instruction looks like, and how to prepare teachers to meet the needs of diverse learners” (Bates, Drita, & Ramirez, 2011, p.70). Jacobs and Casciola, (2016) described how the supervisor’s lens or stance can influence the supervisory knowledge and skills, and his approach to supervision. Several approaches to supervision that are connected to stance include: relationship-building approach, professional thinking approach, critical friend approach, culturally responsive approach, and social justice approach.

Relationship-building approach. A relationship-building approach to supervision focuses on building strong relationships and developing trust between the supervisor and teachers to enhance teacher learning (Bates, Drita, & Ramirez, 2011; Burns, 2012). The supervisor in this approach plays different roles such as coach, mentor, and evaluator. In this model, the supervisor helps preservice teachers to become more active by encouraging them to reflect on their practices. Through this relationship, the supervisor will be able to identify preservice teachers’ individual needs (Bullock, 2012; Bates, Drita, & Ramirez, 2011). Bullock (2012) stated that “The relationship between a teacher educator and a teacher candidate can send a powerful message to candidates about the importance of developing relationships with their students” (p. 153). Additionally, to build these relationships, supervisors need to spend more time with preservice teachers. The supervisor in this model “truly has an interest in the teachers as individuals and as people” (Burns, 2012, p. 36).

Professional thinking approach. A professional thinking approach focuses on preparing preservice teachers for teaching expectations, responsibilities, and tasks to become professional educators. A professional thinking approach also emphasizes building relationships in guiding preservice teachers’ learning. The supervisor role in this model includes “teaching, showing, and guiding student teachers in what it means and takes to be a teaching professional

(Bates, Dritis, & Ramirez, 2011, p.76). To achieve this aim, the supervisor needs to support preservice teachers to validate their choices, think out of the box, go beyond what the mentor teacher does, and develop their professional skills or techniques.

Critical friend approach. A Critical friend approach focuses on developing collegial relationships between supervisor and preservice teacher as well as creating an environment that enhances teachers' learning (Burns, 2012; Sergiovanni & Starratt, 2007). The supervisor “maintains the integrity and worthiness of the teacher while creating a feeling of collaborative problem solving” (Burns, 2012, p.37). Supervisors in this approach, ask questions about the practice, provide teachers with meaningful teaching experiences, encourage teachers to make their own decisions, support them to achieve their goals, and enact new pedagogical practices (Sergiovanni & Starratt, 2007; Smyth 2005).

Culturally responsive approach. A culturally responsive approach to supervision is to “help teachers to empower themselves to teach diverse students with competence and confidence; to acquire knowledge, attitudes, value, and skills about cultural diversity; and to apply these in instructional situations” (Gay, 1998, p.1218). Supervisors with this stance value diversity and relationships with the teachers. Additionally, supervisors work to make the school a better place for all professional and student development (Arnold, 2016; Abt-Perkins, Hauschildt, & Dale, 2000). The supervisors must model effective culturally responsive behaviors and expectations in supporting teachers learning (Arnold, 2016). For example, during a post-observation conference, supervisors can share cultural stories, ask cultural questions, and model cultural reflection on beliefs (Abt-Perkins, Hauschildt, & Dale, 2000). Culturally responsive supervisors “promote a set of values and principles, and they demonstrate behaviors, attitudes,

policies, and structures that enable them to work effectively cross-culture” (Arnold, 2016, p. 213).

Social justice approach. A social justice approach to supervision aims to “support teacher development in fostering greater equity and justice for all students in the classroom” (Jacobs & Casciola, 2016, p. 221). This approach requires supervisors to have cultural knowledge, skills, and a high level of collaboration in order to support teachers in developing socially just practices (Jacobs & Casciola, 2016; King, 2014). Additionally, building strong and trusting relationships plays an important role in enhancing teacher development in fostering socially just practices (Jacobs & Casciola, 2016). Modeling, critical dialogue, and teachable moments are some ways that supervisors can use to support teachers’ learning (Jacobs & Casciola, 2016; King, 2014).

Overall, supervisors’ beliefs about learning as well as their prior experiences influence the enactment of supervision (Bates, Dritis, & Ramirez, 2011). Since every preservice teacher has unique teaching practices, interests, and individual needs, supervisors need to consider their individual needs and use differentiated supervision (Sergiovanni & Starratt, 2007; Nolan & Hoover, 2011). This may include varying approaches based on the needs of the preservice teacher. Literature emphasizes the importance of the supervisors in supporting preservice teachers’ learning experiences (Bullough & Draper, 2004).

Preservice Teachers as Adult Learners

Bullough and Draper (2004) posit that university supervisors play an important role in supporting preservice teachers as adult learners to enhance their learning. However, working with many different learners is a challenging task for supervisors because preservice teachers are different from each other as learners (Young, 2009). Since every preservice teacher has unique

teaching practice, interests, and individual needs, university supervisors need to learn how to motivate and promote adult learning (Sergiovanni & Starratt, 2002).

University supervisors need to consider different supervisory styles and lenses that fit the array of preservice teacher needs. Through different lenses, supervisors can explore ways to support adult learning (Nolan & Hoover, 2011; Sergiovanni & Starratt, 2007). In addition, supervisors need to build appropriate environments that support teacher learning. Teacher learning occurs in environments that involve collaboration and collegiality (Glickman, Gordon, Ross-Gordon, 2001). Without enough supervision and support, teachers may not be able to succeed (Young, 2009; Bullough & Draper 2004).

Summary

In this chapter, I have reviewed the literature on supervision. The chapter provided a brief historical background and definitions of supervision. In addition, it identified tasks, practices, supervisory considerations of preservice teacher supervision, as well as challenges faced by supervisors. Different conceptualizations of supervision, over time, were reviewed and several definitions of supervision were presented illustrating the lack of conformity within the field. Additionally, I described the enactment of supervision which includes several tasks and practices. I also reviewed several supervisory considerations that may influence the enactment of supervision such as PDS, context and supervisory stance. I have summarized some of the challenges faced by supervisors. The next chapter explains the methodology I used to collect and analyze data.

CHAPTER 3:

METHODOLOGY

The purpose of this chapter is to introduce the research methodology used for this study. In this chapter, I describe the research design which examined the lived experiences of university supervisors in Saudi Arabia regarding supervision in teacher preparation. I described the rationale for population selected for this study. In addition, I outline the data gathering procedures and process for analyzing the data. I provide a brief description of the role and background of the researcher and the ethical considerations of the study.

Research Questions and Purpose of the study

The purpose of this study was to gain an in-depth understanding of the lived experiences or life worlds of preservice Saudi Arabian university supervisors regarding supervision in teacher preparation and how these experiences have shaped their conceptualization of supervision. The following questions guide my research:

1. How do Saudi Arabian preservice university supervisors make meaning of their lived experiences with supervision?
2. To what extent does the cultural context, influence their lived experiences as supervisors in connection to supervision?
3. What is the essence of supervision for Saudi Arabian preservice teacher supervisors?

Research Paradigm

This research study was guided by an interpretive paradigm. The interpretive paradigm was appropriate for this study as it focuses on how humans understand the world through their

experiences (Creswell, 2007). Interpretivist studies assume that people build their own subjective and intersubjective meanings by interacting with the world around them (Creswell, 2013; Grbich, 2012). Interpretivist researchers rely on the participants' experiences and perspectives on a specific situation (Creswell, 2003). According to Yanow and Schwartz-Shea (2011), meaning-making is the most important feature of the interpretive research design because it focuses on how people understand and make sense of the world around them.

Thanh and Thanh (2015) have studied the intersection between the interpretivist paradigm and the qualitative methods. They argue there is a robust relationship between the interpretivist paradigm and qualitative methodology. Since I am focused on experiences and insights of individuals for this study, using qualitative methods with an interpretivist paradigm was suitable for this study. In this study, I interpreted or made meaning of the university supervisors' lived experiences regarding supervision in a teacher preparation program.

Research Design

Research design is the plan researchers utilize to organize the research in order to address the research questions (Cohen, et al., 2008). There is no single way to plan or structure research design (Cohen, et al., 2008; Creswell, 2007). The type of research questions and the purpose of the study play an important role in determining the design and informing the methodology of the research (Cohen, Manion, & Morrison, 2008). Since the focus of my study relied on my understanding the university supervisors' experiences, knowledge, and perspectives, qualitative research design was the most appropriate choice (Stake, 2010; Creswell, 2013). Lichtman (2013) stated that, "The purpose of qualitative research is to describe, understand, and interpret human *phenomena*, human *interaction*, or human *discourse*" (p.17). Qualitative research helps the researcher understand the 'lived experiences' of the participants to make sense of these

experiences (Alase, 2017). Qualitative research is conducted in a natural setting, the researchers are the key instrument, the data focuses on the participants' perspectives, and the data analysis is often inductive (Creswell, 2007).

Phenomenological Approach

A phenomenological approach was adopted for this study (Creswell, 2007). I selected a phenomenological approach because it is flexible enough to examine the lived experiences of the participants compared to other qualitative approaches (Alase, 2017). Phenomenology originated with German philosopher Edmund Husserl (Creswell, 2007; Patton, 2002; Smith, 2008; Van Manen, 2016). However, different disciplines such as psychology, education, nursing, and medicine are now using phenomenological research. "Phenomenology aims to grasp the exclusively singular aspects (identity/essence/ otherness) of a phenomenon or event" (Van Manen, 2016, p.27). Phenomenology focuses on describing common lived experiences of the individuals regarding a specific phenomenon and is known for the richness of its results (Creswell, 2013; Moustakas,1994).

Phenomenology has two main approaches. The first approach is the transcendental descriptive phenomenology which was introduced by Husserl (1859-1938), who is considered the father of phenomenology (Creswell, 2013; Moustakas, 1994). Transcendental descriptive phenomenology focuses more on the description of the experience by the participants and less on the interpretations by the researcher (Creswell, 2007; Moustakas, 1994). Husserl believes that phenomenology is setting aside all judgments about the experience to grasp an understanding of the phenomenon from the participants. The researchers in a transcendental descriptive phenomenological study bracket their own judgments, assumptions, ideas, and beliefs related to the phenomenon (Creswell, 2007; Moustakas, 1994; Patton, 2002). According to Simon and

Goes (2011) “Setting aside prejudgments is called ‘epoché,’ a Greek word meaning to refrain from judgment” (p.4). A second phenomenological approach is the hermeneutic interpretive phenomenology, introduced by Heidegger (1889-1976) (Husserl’s student), who expanded on Husserl’s view (Creswell, 2007). Heidegger believed that the description of the participants’ experience is not the only aspect of phenomenology and he focused more on the interpretative process of the researchers. Heidegger rejected the idea of bracketing and he believed that there is no way for the researcher to set aside prejudgments regarding the phenomenon being investigated (Heidegger, 1962).

In this study, I adopted transcendental descriptive phenomenology because I am interested in understanding the natural essence or meaning of the structure of the phenomenon (Moustakas, 1994). Supervision of preservice teachers within a teacher preparation program in Saudi Arabia is the phenomenon that I am interested in understanding. I investigated the phenomenon by exploring the lived experiences of the university supervisor participants related to my research questions. According to Moustakas (1994), “A transcendental phenomenology is a scientific study of the appearance of things, of phenomena just as we see them and as they appear to us in consciousness” (p.49). The terminology in a transcendental phenomenology is complex and not clear (i.e. intentionality, noema, noesis, and epoche). However, in the study of human experience, these terms make more sense and value when understood (Moustakas, 1994). According to Moustakas (1994), noema is defined as what is thought about “not the real object but the phenomenon, not the tree but the appearance of the tree” (p. 29). The term noesis is defined as to think and interpret “the act of perceiving, feeling, thinking, remembering, or judging” (p. 69). Noesis is defined as “bring[ing] into being the consciousness of something” (p.

69). Epoche is defined as setting aside all preconceived ideas to see phenomena through the participants' eyes.

Peoples (2017) explains that the positioning of the researcher in a transcendental phenomenology is like a stranger in a strange land. She gives an example of Marvin, the Martian looking through a telescope at looking at all people on Earth without understanding the people, the environment, or really anything on the planet Earth. In this case, the pre-understanding of the Martian is already suspended. Suspension is like putting yourself in this state of being a stranger in a strange land. When the researchers put themselves in this position, and suspend any pre-understanding, they can look at a phenomenon more clearly and objectively (Peoples, 2017).

Context of the Study

Understanding the Saudi Arabian context is a unique part of this study. In this section, I will focus on the main points that I found related to the scope of this research. These topics include: geographic and cultural context, higher education, women's education, and Saudi vision 2030.

The Geographic and Cultural Context

The Kingdom of Saudi Arabia is a country in Western Asia. On September 23, 1932, the Kingdom of Saudi Arabia was founded, comprising the majority of the Arabian Peninsula (Sedgwick, 2001). The Arabian Peninsula is the world's largest Peninsula; approximately the size of Europe or India (Wynbrandt, 2010). The Kingdom of Saudi Arabia is bound by the Red Sea in the West, by Yemen and Oman in the South, the Arabian Gulf and the United Arab Emirates and Qatar in the East, and Jordan, Iraq, and Kuwait in the North. The Kingdom of Saudi Arabia has a population of 27,019,731 million (Information Office, 2018). According to Sedgwick (2001), "Saudi Arabia is an Islamic state, in which the (Islamic holy law) serves as

both constitution and legal framework” (p.1). The country has custody of the two holy cities Meccha and Medinah, where Islam was born (AlMunajjed, 1997). Arabic is the official language in Saudi Arabia (Hamdan, 2005). Historically, Saudi Arabia was a poor country before the discovery of oil in the 1930s. Today, the country has the largest reserve of petroleum in the world (Bowen, 2014) and, therefore, is considered one of the richest countries in the world (AlMunajjed,1997).

Higher Education in Saudi Arabia

In 1975, the Ministry of Higher Education and the first university in Saudi Arabia, King Saudi University (KSU), were established (Abdul Ghafour, 2007). The main goal of the Ministry of Higher Education was to establish more new institutions of higher education. Currently, the Ministry of Higher Education has established 28 universities (Information Office, 2018). These universities provide various majors such as education, engineering, computer systems, communication, biomedical sciences, and other widely common fields found worldwide. Moreover, for more than 10 years, the Saudi government has legislated several changes in terms of policies and funding to improve higher education (Smith & Abouammoh, 2013). The Ministry of Higher Education established the King Abdullah Scholarship Program to prepare new generations for a society built upon a knowledge-based economy in Saudi Arabia. Saudi students have the opportunity to study at baccalaureate, masters, and doctoral levels in diverse majors. The students can study abroad at any of the 23 countries that the government has selected. However, the majority of the students choose to study in the United States, the United Kingdom, Australia, and Germany (Ministry of Foreign Affairs, 2019).

Women's Education in Saudi Arabia

Saudi Arabian women's educational system has grown exponentially over the past decade. However, women's education has gone through many challenges to reach where it is today. The history of women's education illustrated how the Saudi women have faced difficulties to get their educational rights. Not only in Saudi Arabia, but women in many countries, including Europe, have also had challenges to acquire their educational rights (Al-Hariri,1987). Dating back to the 1950s, education was only provided for the male population. The government then started to think about the girls' education for the first time (Al Rawaf & Simmons,1991).

According to Al Rawaf and Simmons (1991),

There was no public formal education for women up until the year of 1960. Daughters of rich families were sometimes formally educated at home by private tutors. The daughters of less well-off families could attend informal kutab schools; they would learn to read the Quran under a blind religious man (motawa) or a religious woman (motawa'a). However, for the vast majority of girls during this time, there was no education at all apart from that which they picked up on their own. (p.288)

In 1960, The General Presidency of Girls' Education was established (Rawaf & Simmons, 1991) and the first public school for girls was opened (Al-Hariri,1987). During that year, the number of schools for girls increased and The General Presidency of Girls' Education opened 15 new elementary schools (Rawaf & Simmons,1991). During the 1970s-1980s, women's education in Saudi Arabia witnessed the fastest growth (Al-Hariri,1987). By looking at the journey of women's education in the last two decades, it can be seen that the Saudi Arabian government made fast and impressive development toward women's education (Jamjoom & Kelly, 2013). Today, there are more than 6 million female students attending schools and universities around

the world. Likewise, female students who are willing to pursue specialized graduate and postgraduate degrees abroad are supported by government scholarships.

Teacher Preparation Program

The College of Education at the University was established within the framework of restructuring teachers' colleges and faculties for teacher preparation in the Kingdom of Saudi Arabia in 1429 AH. The university offers a set of courses in the field of religious, educational and psychological sciences, with the aim of developing the academic and research skills of students.

In general, teacher preparation institutions have similar themes that should be included in the teacher preparation program such as the general cultural preparation, the professional preparation, and the field experience. The field experience is considered as an important part of teacher preparation; without it teacher preparation programs become theoretical programs whose usefulness is limited.

The goals and objectives of field education:

1. Providing preservice teachers with the opportunity to get acquainted with the curricula at the stage at which they are prepared to teach.
2. Providing preservice teachers with the opportunity to acquire the basic skills of teaching.
3. Providing the preservice teachers with an opportunity to get to know the teachings, affairs and concerns of the teacher.
4. Provide the opportunity for preservice teachers to use the principles of teaching aid strategies.

5. Modify and improve the teaching and support the good behavior and performance of the preservice teachers.

Sampling

Sampling is a fundamental component of research. In qualitative research, sampling is dependent upon the methodology. Naturally, in qualitative research, the number of participants is fewer because the researcher is looking for in-depth information about the individual (Creswell, 2005). A phenomenological study often includes a small number of participants (Creswell, 2013). In a phenomenological study, the researcher needs to choose the participants carefully and make sure that all of the participants have experienced the phenomena of the research questions (Creswell, 2007). The recommended number of participants for a phenomenological study is 3 to 10 (Dukes, 1984 as cited in Creswell, 2007). This study utilized purposeful/ homogenous sampling strategies. Purposeful sampling is selecting participants based on specific characteristics that fit the purpose of the study (Cohen, et al., 2008; Creswell, 2007). In my study, I selected veteran university supervisors because they have experience and knowledge about supervision. They have a deeper insight into the phenomenon of supervision. In addition to purposeful sampling, I used homogeneous sampling because I was looking for participants who had similar characteristics (Cohen, et al., 2008; Creswell, 2005). These characteristics were being Saudi Arabian women who hold a master's degree or higher, and are veteran Supervisors.

Recruitment

The participants were four Saudi Arabian female veteran university supervisors. I recruited more than four participants in case someone withdrew from the study. To recruit participants, I created a letter with specific criteria and details about the research to send to the Director of Curriculum and Instruction Department at the College of Education seeking

permission for the research (Appendix A). After I received a letter of support from the University, I got USF IRB approval. I created an email with specific criteria and details to recruit participants of the research (Appendix B). In this letter, I included a brief description of the research purpose, eligibility criteria, time, location of the research and my email address to contact for further information. After that, the participants who were interested in participating in this study emailed me. I made sure each potential participant met my criteria.

Participants

I recruited study participants from University in Saudi Arabia. The study included four participants. The participants were; “Hind,” “Sara,” “Afnan,” and “Mona”. The actual names were replaced by pseudonyms in order to protect the privacy and identity of the participants. Below are brief descriptions of each participant.

Participant #1: Hind

Hind is a Saudi Arabian woman working as a lecturer in the College of Education. She has taught in higher education for four years, and holds a Bachelor’s degree in Special education and a Master’s degree in Curriculum and Instruction. She loves teaching, and has wanted to teach since she was a child. As a supervisor, she served about 95 preservice teachers over time. She supervises in middle and high schools.

Participant #2: Sara

Sara is a Saudi Arabian woman working as a lecturer in the College of Education. She has taught in higher education for seven years, and holds a Bachelor’s degree in Early Childhood and a Master’s degree in Curriculum and Instruction. Her teacher in elementary school influenced her to be a teacher. As a supervisor, she served about 84 preservice teachers. She supervises in elementary schools.

Participant #3: Afnan

Afnan is a Saudi Arabian woman working as a lecturer in the College of Education. She has taught in higher education for five years, and holds a Bachelor's degree in Psychology as well as a Master's degree in Psychology. She has had many jobs, however, teaching has become her chosen profession. As a supervisor, she served about 65 preservice teachers. She supervises in the middle and high schools.

Participant #4: Mona

Amal is a Saudi Arabian woman working as a lecturer in the College of Education. She has taught for three years, and holds a Bachelor's degree in Art education as well as a Master's degree in Art Education. Her mother encouraged her to be a teacher. As a supervisor, she served about 48 preservice teachers. She supervises in the middle and high schools.

Data Collection

The primary method for collecting qualitative was through in-depth, semi-structured interviews (Cohen, et al., 2008; Seidman, 2013). Interviews are the most common tool in qualitative research to explore individuals' views, experiences, and understanding of specific issues (Cohen, et al., 2008; Gill, Stewart, Treasure & Chadwick, 2008). I decided to conduct one-on-one interviews rather than focus groups as I felt interviews would be more comfortable for the participants and would allow them to share their ideas without hesitation. Typically, in a phenomenological study, the researcher uses in-depth and single or multiple interviews to collect that data (Creswell, 2013; Moustakas, 1994; Seidman, 2013). Interviews serve as a way to understand the lived experience of a human being (Cohen, et al., 2008; Seidman, 2013). Researchers use interviews to hear participants' stories and gain a richer and deeper understanding of their experiences (Seidman, 2013; Van Manen, 2016).

I specifically selected semi-structured interviews so I could change the phrasing of the questions, and add any additional questions based on the participants' responses. I adopted a series of three separate in-depth interviews per participant (Seidman, 2013). Aligned with Seidman's (2013) interview series, each of the interviews had a different focus. In Seidman's original series, the first interview focused on participants' background and history. The second interview focused on details of the lived experiences of the participants. The third interview focused on the participants' reflections on the meaning of their experience. For this study, I modified the focus of the three interviews based on my research questions and I added an extra interview to serve as a member checking.

Interview One: Making Meaning

The first interview focused on the participants' educational backgrounds, interests, and educational experiences etc. The focus of interview one was based on this research question, "How do Saudi Arabian preservice university supervisors make meaning of their lived experiences with supervision?" Examples of questions were, "Tell me a story about how you decided to become a teacher and tell me about how you were prepared to become a teacher". For the full interview one protocol (See Appendix C).

Interview Two: Details of the Lived Experiences of Supervisor

The second interview focused on the deep details of the lived experience of the participants connected to supervision. The focus of interview two was based on the research question, "To what extent does the cultural context, influence their lived experiences as supervisors in connection to supervision?" Examples of questions were, "Can you please describe your work as a university supervisor? and What do you do in a typical day?". For the full interview two protocol (See Appendix D).

Interview Three: The Essence of The Experiences

The third interview focused on the participants' reflections on the meaning and the essence of their experience. The focus of interview three was based on this research question, "What is the essence of supervision for Saudi Arabian preservice teacher supervisors?" Examples are, "Think about your first year as a university supervisor; what was your greatest challenge? Why? If you could go back, what would you do differently? Explain that, please". For the full interview two protocol (See Appendix E).

Interview Four: Members Checking

The fourth interview served as a member checking strategy to ensure that the findings were accurate. I shared with the participants the essence of the experiences and I asked them if they need to add, change, or clarify any of the findings.

After interview one, I adjusted the interview guides. I reviewed interview guide two and deleted any questions that were already discussed in interview one and added any possible follow-up or clarifying questions. After interview two, I reviewed interview guide three and deleted any questions that were already discussed in interview two and added any possible follow-up or clarifying questions. I used interview guide three as a space for the participants to elaborate on the meaning of their experiences. Additionally, interview four served as a chance to check some of the statements or information that the participants shared in interviews one, two, and three.

The interviews guides were in the Arabic language because the participants' first language is Arabic. According to Creswell (2005), the interview protocol is "a form designed by the researcher that contains instructions for the process of the interview, the questions to be asked, and space to take notes of responses from the interviewee" (p.222).

For this research, I followed the interview protocol refinement framework as suggested by Castillo-Montoya (2016). The interview protocol framework is comprised of four phases: (a) ensuring alignment between the interview questions and the research questions, (b) constructing an inquiry-based conversation, (c) receiving feedback on the interview protocol, and (d) piloting the interview protocol. Table 5 further describes the phases and purpose for each.

When conducted the interviews, I followed the guidelines of conducting interviews which Cohen, et al., (2008) have listed. They have provided 55 points for researchers to follow during the interview. The guidelines for the conduct of interviews include:

1. Interviews are an interpersonal matter, a social event.
2. Avoid saying ‘I want to know...’; the interviewee is doing you a favor, not being interrogated.
3. How to follow up on questions/answers.
4. How to keep people on track and how to keep the interview moving forward.
5. How to show respect (p.521).

The guidelines of conducting interviews help the researcher to focus on the interview and to be prepared (Cohen, et al., 2008; Lichtman, 2013).

Table 5: The Four Phases of Interview Protocol Framework

Phase	Purpose of Phase
Phase I: Ensuring interview questions align with research questions	To create an interview protocol matrix to map the interview questions against the research questions
Phase 2: Constructing an inquiry-based conversation	To construct an interview protocol that balances inquiry with conversation
Phase 3: Receiving feedback on interview protocol	To obtain feedback on interview protocol (possible activities include close reading and think-aloud activities)
Phase 4: Piloting the interview protocol	To pilot the interview protocol with small sample

Note: Adapted from Castillo-Montoya (2016).

According to Seidman's (2013) interview recommendations, every participant was interviewed four times and I conducted each interview on a different day. Seidman (2013) recommends that interviews should last 90-minute and the spacing of interviews should be three days to a week apart. He suggests this spacing in case the participant is having a bad day affecting the quality of a particular interview. Therefore, I conducted each interview on a different day so participants did not experience interview fatigue. To schedule the interview times and dates, I used the online scheduling tool Doodle.com because it helped me to find the best time for every participant. As Moustakas (1994) suggests, I selected appropriate and quiet settings for interviews where the participants would feel comfortable sharing their answers without distraction. According to IRB stipulations, my data-storing techniques included: 1) audio- recording interviews, 2) recording each interview on a separate file, and 3) labeling each file with the assigned interview code for example (3 January 2020 - Participant A - first interview). After conducting the interviews, I transcribed the data, myself, instead of using a website to transcribe the data because I believe that hearing the data enabled me to be familiar with the data.

Data Analysis

For the data analysis, I followed the guidance of Moustakas' (1994) modification of van Kaam's method of phenomenological data analysis which includes several steps:

Step 1: Horizontalization. After collecting, transcribing, and organizing the data, I started with the first step of the analysis which is horizontalization. Horizontalization is the process of listing every statement or phrase relevant to the phenomena (Moustakas, 1994). I read the individual participant's transcript, highlighting and then listing every meaningful statement and quote related to the phenomena. I treated every statement as having equal value, since

horizontalization of the data requires viewing every statement from the interview transcripts as having equal value (Creswell, 2007; Moustakas, 1994). I read every transcript, carefully, several times to make sure that I did not miss any information. I built a table that included each statement and quote that I had highlighted from the interviews with the participants (see Table 6 for some examples). This table helped me to organize the statements and quotes. Across this study, a total of 132 significant statements and phrases were listed.

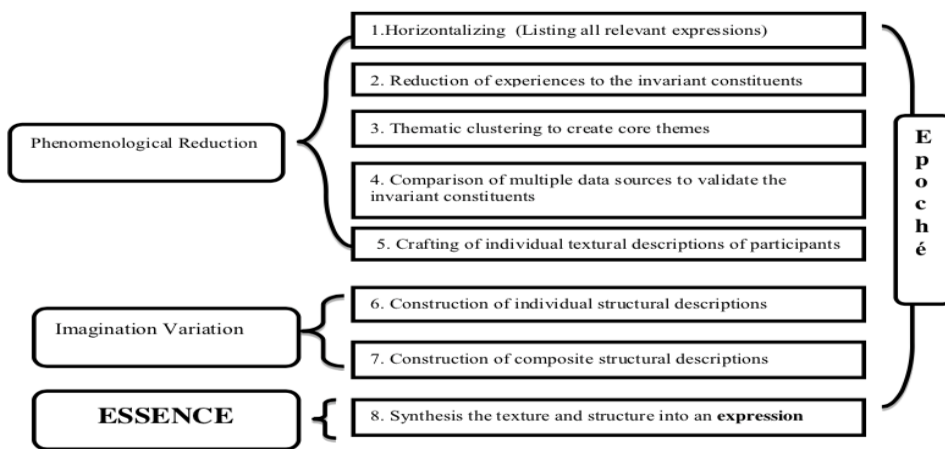


Figure 2. The Steps of Data Analysis. Adopted from Yüksel and Yıldırım (2015).

Table 6. Sample Table for Documenting Meaningful Statements and Quotes for All Participants Across All Three Interviews

Participants	Interview One	Interview Two	Interview Three
Hind	I was very overwhelmed with university supervision	Working with children and cooperating teachers were awesome experiences.	Working with others helped me to learn different teaching methods and teaching skills.

Table 6. (Continued) Sample Table for Documenting Meaningful Statements and Quotes for All Participants Across All Three Interviews

Hind	My relationship with my supervisor was wonderful and she respects me a lot.	There was no formal training for supervision	It is important for university supervisors to have good communication and management skills
Sara	Not being familiar with the school, students, and cooperating teachers, makes everything challenging.	Supervisors must communicate continuously with preservice teachers.	I feel that my role as a supervisor is to evaluate, more than support.
Sara	Supervision was a helpful thing for me because I learned many teaching strategies from my supervisor.	Supervision is not an easy task.	Patience, integrity, and honesty are the best policies for everything.
Afnan	My experience of supervision when I was a preservice teacher, influenced my view of supervision.	Supervision is a big responsibility.	Working with others helped me to improve my communication skills.

Table 6. (Continued) Sample Table for Documenting Meaningful Statements and Quotes for All Participants Across All Three Interviews

Afnan	The communication between the preservice teacher and the supervisor was limited.	My supervision style has now changed and I have become more flexible	New supervisors need to work with the college coordinator to learn more about supervision
Mona	I see the university supervisor as a connection between the school and the university.	Supervision is a challenging profession.	Preservice teachers are adult learners who need special treatment.
Mona	My supervisor helped me to apply what I learned at the campus into the classroom.	I give preservice teachers different types of feedback	We had a collegial relationship.

Step 2: Reduction and Elimination. The second step of analysis was to determine whether the statement and the quote selected during the horizontalization were relevant to understanding the phenomena. The relevance was determined by using the two requirements suggested by Moustakas’ (1994): “(1) Does it contain a moment of the experience that is necessary and sufficient constituent for understanding it? (2) It is possible to abstract and label it?” (p. 121). If the answer is no, I eliminated the quote. The remaining statements and phrases were considered the invariant constituents of the experience (Moustakas, 1994). This step was different than horizontalization because I gave more attention to and thought twice about all statements or phrases to ensure that they were relevant to the phenomena (see Table 7 for some examples).As a

result of this process, there were 120 statements called “invariant constituents of the experience” (Moustakas, p. 96).

Table 7: Sample Table for Documenting the Reduction and Elimination Process for All Participants Across all Three Interviews.

Participants	Interview One	Interview Two	Interview Three
Hind	Roleplay was my favorite game.	Do not allow anyone to take away this right from them.	I was helping my nephews with their homework.
Sara	Studying in the USA was a new experience.	Make sure to use your sense.	I read my agenda
Afnan	I tried to ignore many things.	Caring about all of the students was challenging.	There was no clear boundary.
Mona	People have a different opinions about what is wrong and what is right.	We must fill free time with useful things.	At first, we need to know our disadvantages.

Step 3: Clustering and Thematizing the Invariant Constituents. The third step was to cluster significant statements, also called “invariant constituents” (Moustakas, 1994), into themes that express the experience for each participant. This step helped me to find the core themes across the participant’s experience. After I familiarized myself with the statements in the first and second steps, I started to sort the statements into categories. Initially, I started with broader categories, then narrowed them down into more specific themes. These are some examples of

broad categories that I have included: explanations related to their initial understanding of the experiences; “Yellow” explanations related to positive and negative experiences; “ Blue” explanations related to challenges and difficulties; “Pink” explanations related to things they have learned from their experiences; “green” explanations related to feeling and beliefs about their experiences. I used the color- coding strategy to help me in organizing the broader categories. Then, I clustered significant statements into a smaller code(see Table 8 for some examples). After that I built a table which included the categories and the common code to help me to identify the core themes across the participants.

Table 8: Sample Table to Document the Core Themes.

Broad Category	Common Code	Core theme
The conceptualization of Supervision	Supervision as a Guidance	???

Step 4: Final Identification of the Invariant Constituents and Themes by Application. In the fourth step, I tested themes across the transcript to make sure that the themes were representative of the participant’s experience, by asking two questions, “(1) Are they expressed explicitly in the complete transcription? (2) Are they compatible if not explicitly expressed?”. If the answer was no, I eliminated the themes because they were not relevant. As a result of this process, four core themes across participants’ stories included:1) centralizing the role of past experiences in current conceptualizations of supervision, 2) accentuating the function of supervision as promoting preservice teachers’ learning, growth, and improvement, 3) stressing the need to create a context for supervision, and 4) acknowledging the complexity of supervision.

Step 5: Individual Textural Description. In the fifth step I read and re-read the transcript for each participant and I highlighted parts that spoke to the lived experiences of university

supervisors regarding supervision in the teacher preparation program. For example, what the experience was like, what feeling it induced, and what explanations were articulated. I used relevant validated themes and categories to write the textual description of “what” participants experienced as it relates to the phenomenon. I included verbatim examples from the transcriptions to construct the experiences of the participants.

Step 6: Individual Structural Description. In the sixth step, I read and re-read the transcript for each participant again to find parts that spoke to “how” the participants experienced the phenomenon. Based on the individual textural description above, I wrote a description of the lived experiences of university supervisors regarding supervision in the teacher preparation program.

Step 7: Textural-structural description. In the seventh step, I combined the textural and the structural descriptions to make meaning and essences of the phenomena by integrating the themes and quotes from the participant’s transcript. In this step, I summarized what the participant experienced and how the participant experienced the phenomenon.

Step 8: Composite Descriptions. The final step of the analysis was to synthesize all of the individual textural-structural descriptions to “develop a composite description of the meanings and essences of the experience, representing the group as a whole” (Moustakas, 1994, p. 122). This final step represents the findings of this study as it relates to university supervisors regarding supervision in the teacher preparation program.

Ethical Considerations

Since this qualitative study involves personal information, regarding my participants, there are some ethical guidelines that needed to be considered before engaging in collecting and analyzing the data (Lichtman, 2013). First, I received institutional review board (IRB) approval

from the University of South Florida. In addition, I got permission from Jazan University to interview the faculty. In this study, the participants were informed of the purpose of the study and how the findings would be used. Participants had the right to withdraw from the study at any time. Confidentiality and anonymity of the participants were protected, and no names were identified at any point in the research. I used pseudonyms. I respected the privacy of the participants and the information was not shared with anyone else. Participants had the opportunity to review their responses and to make any changes to their statements after the completion of the interviews (Cohen, et al., 2008; Lichtman, 2013). According to Creswell (2007),

“The qualitative research in a good study is ethical. This involves more than the researcher simply seeking and obtaining the permission of institutional review committees or boards. It means that the researcher is aware of and has an understanding of the ethical issues that thread through all phases of the research study” (p. 47).

The Role and Background of the Researcher

I started this section with a brief background of myself as the researcher for this study. I am an instructor at Jazan University in the College of Education in Saudi Arabia. Part of my job is to supervise preservice teachers during the field experience. I consider myself a novice supervisor because I had little experience in supervision. I worked as a supervisor for one semester. At that time, I was applying for a doctoral program at the University of South Florida. After the semester, I got my acceptance letter from the university, and went to the United States of America to start my learning journey. My conceptualization of supervision has improved and developed over time. My learning experience in coursework as well as interacting with peers and faculty influenced my understanding of supervision.

I believe my experiences play an essential role in influencing my understanding of supervision. The more I experience, practice, learn and read, the more I understand. At first, when I was an undergraduate student, my understanding of supervision was that of being judged by someone who is an expert in a specific field. At that time, I was not really aware of the real meaning of the supervision. After a while, as I learned, experienced, and practiced, my understanding of supervision changed. I started to see the supervision as a supportive and safe process experienced under a patient and creative person who is interested in your work. Through my experience, my understanding about my role and responsibility as a supervisor have changed and evolved. As an educator, supervision is a vital part of my responsibilities. I believe that this responsibility plays an important role in teachers' preparation and development. This research has a strong personal connection because I explored how university supervisors have experienced supervision in teacher preparation in Saudi Arabia and how these experiences have shaped their conceptualization of supervision

According to Simon (2011), “a good qualitative researcher asks questions, then listens, then thinks, then asks a more probing question to get deeper levels of the conversation” (p.1). The researchers in a qualitative study play a significant role (Lichtman, 2013; Simon, 2011). In a qualitative study, the researchers have several responsibilities such as collecting, analyzing and making sense of the data. The researcher is considered as the main instrument of data collection and analysis (Lichtman, 2013; Simon, 2011). In a phenomenological study, the role of researcher is important to the study. Creswell (2007) stated that in a phenomenological study “the researcher takes the data and, through several steps of reducing the data, ultimately develops a description of the experiences about the phenomenon that all individuals have in common; the

essence of the experience” (p.94). In a phenomenological study, the researcher needs to be patient and ready to face challenges related to the procedures of the interview (Creswell, 2007).

One of the most important roles of the researcher in a phenomenological study is to use the “bracketing” technique. Bracketing helps the researcher to identify his/her thoughts, perceptions, and view of the topic, and to put them aside. Also, it helps the researcher to distinguish between the participants’ points of view and his/her points of view when analyzing the data (Creswell, 2007; Lichtman, 2013; Patton, 2002). A research journal helps the researchers to document their thoughts and feelings about the phenomena after the interviews (Creswell, 2007; Moustakas, 1994). According to Lichtman (2013) in qualitative research, “all information is filtered through the researcher’s eyes and ears and is influenced by his or her experience, knowledge, skill, and background” (p.21). In this study, my main role was to collect and analyze the data from interviews to make sense of the information.

Trustworthiness

To establish trustworthiness in the study, I used several methods. First, I recorded and transcribed all the interviews to enhance credibility. I had only one type of data collection tool which is the interview, however, by using the three-interview structure I had three opportunities to collect rich data from each participant. In addition, this three-interview structure allowed me to check whether the participants have the same or different opinions (Seidman, 2013).

Member Checking Strategy

I used the member checking strategy by providing the transcripts for the participants which include their statements and my interpretation of their experience to ensure that their statements are accurate as well as asking follow-up/clarifying questions in interview three (Lincoln & Guba, 1985 as cited in Cohen, et al., 2008).

Bracketing

I utilized bracketing to help me to distinguish between the participants' points of view and my points of view when analyzing the data (Creswell, 2007; Lichtman, 2013; Patton, 2002). I tried to put my knowledge, understanding, and experience about the phenomena aside by writing about them in a researcher's journal to ensure that the data was not influenced by my experiences and background (Moustakas, 1994).

Critical Friends

I had critical friends interested in my research, who have a background in supervision, to provide advice and support. I had three critical friends and met with them approximately 6 times to share some of the analysis process. I shared with them my list of initial themes, the reduction and elimination process, and the core themes. According to their honest feedback, I made my final decision.

Summary of The Chapter

This chapter outlined the general research design for this study and the method that I used to answer the research questions. The data was gathered from four university supervisors at Jazan University in Saudi Arabia. This study relies on semi-structured qualitative individual interviews. The chapter included an overview of the data collection and analysis procedures, the role and background of the researcher, and the ethical considerations.

CHAPTER 4:

FINDINGS

The purpose of this phenomenological study was to gain an in-depth understanding of the experiences of Saudi Arabian university supervisors regarding supervision in teacher preparation and how these experiences have shaped their conceptualization of supervision. In addition, the study was also designed to capture the essence of the supervision of preservice teachers from the university supervisors' perspectives. The study was guided by three research questions: (1) How do Saudi Arabian preservice university supervisors make meaning of their experiences with supervision? (2) To what extent does the cultural context influence their experiences as supervisors in connection to supervision? (3) What is the essence of supervision for Saudi Arabian preservice teacher supervisors? This chapter includes brief descriptions of the four participants and it reports the findings from the data gathered through twelve in-depth semi-structured interviews. The analysis was conducted based on the guidance of Moustakas' (1994) modification of van Kaam's method of phenomenological data analysis. A summary of the main themes and essence of supervision for Saudi Arabian preservice teacher supervisors is provided in this chapter.

Results of Moustakas' (1994) Modification of Van Kaam's Method of Phenomenological Data Analysis

Moustakas' (1994) modification of Van Kaam's method of phenomenological data analysis involves several steps. The steps are horizontalization, reduction and elimination, clustering into themes, textural descriptions, structural descriptions, textural-structural synthesis,

composite description of the meanings, and essences (Moustakas, 1994). Each of these steps was explained in detail in chapter three. The findings consist of participants’ understanding of supervision according to their experiences. Since every participant has a unique experience, I decided to initially organize the findings by individual participants and then present the essence across all participants. The table below includes the themes of each participant (See Table 6).

Table 9: Themes for each Participant

Participants	Theme One	Theme Two	Theme Three	Theme Four
Hind	Supervision as a Guidance	Supervision and Adult Learners	Creating a Context for Supervision	Feedback in Supervision
Sara	Supervision as Evaluation	The Complexity of Supervision	The Relationship-Building Approach	Communication in Supervision
Afnan	Supervision as a Learning Process	Influence of Context on Beliefs about Supervision	Professionalism and Competence	Curriculum Support in Supervision

Table 9: (Continued) Themes for each Participant.

Mona	Supervision as an Improvement tool	Challenges Regarding Supervision	The Relationship- Building Approach	Emotional Support in Supervision
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Participant # 1: Hind. From the data, it was evident that Hind’s experiences over the years, as an intern as well as a university supervisor, shaped her conceptualization of supervision. Four themes related to this conceptualization include: 1) supervision as guidance, 2) supervision and adult learners, 3) creating a context for supervision, and 4) feedback in supervision.

Supervision as Guidance. The data showed that Hind conceptualized supervision as guidance. She discussed how, as a preservice teacher, her supervisor provided guidance to improve her teaching practice. She stated that, “My supervisor guided, directed, and supported me to improve my teaching practice” (Hind-Interview One). She shared that her supervisor guided her in every single step including, planning the lessons, implementing teaching strategies in the classroom, and setting the expected standards. Also, she explained how her supervisor focused on guiding her to improve the quality of teaching without negatively judging her performance, but by providing pieces of advice. She said that my supervisor always says, “I am here to help you to improve your teaching not to judge your performance” (Hind-Interview One). Hind explained how her image of a supervisor was influenced by her own experiences as a preservice teacher. She stated that, “After experiencing supervision as a preservice teacher, what comes to my mind when I hear the word supervision is direct guidance” (Hind-Interview One).

Hind's image of supervision as guidance occurred through the power of modeling and observing her own supervisor. She spoke about her experience of being supervised and how this experience played an important role in shaping her understanding of supervision when she became a university supervisor. She stated that, "Working with the university supervisor helped me to have an initial understanding of supervision and the role of the university supervisor" (Hind-Interview One). Hind explained how she focuses on guiding preservice teachers on the right path by providing feedback, advice, and suggestions. She stated that, "Being a university supervisor means more responsibilities that require guiding and supporting preservice teachers until they reach the desired goal" (Hind-Interview One).

Furthermore, Hind explained how the cultural context of the university influenced and served as a model for her image of supervision. She talked about her experience as a new supervisor. In terms of preparation she said, "There was no formal training for university supervisors" (Hind-Interview Two). She explained how she tried to learn from veteran supervisors by interacting with them, asking questions, and discussing issues or barriers. She said, "By interacting with veteran supervisors, I was able to see the image of effective supervision according to their opinions" (Hind-Interview Two). She added that modeling was also about guidance and it helped shape her image of supervision. "The veteran university supervisor that I have worked with believes that effective supervision guides preservice teachers to reach their learning goals" (Hind-Interview Two). She spoke about how the cultural context of the university mirrored her vision of supervision as guidance and shared how all these experiences played a fundamental role in shaping her image of supervision in the teacher preparation program.

Supervision and Adult Learners. The data showed that Hind believed working with preservice teachers was very different than working with students at PK-12 educational levels. She felt adults have more knowledge and experiences than children. Additionally, they learn in different ways from children. Hind stated that, “University supervisors need to facilitate learning for preservice teachers by selecting particular methods that work well with them as adult learners” (Hind-Interview Two). Hind described how adults are more self-directed and responsible for their own learning and that they learn from their experiences and mistakes. Hind stated, “I enjoy working with preservice teachers because most of them are responsible for their learning and they are aware of their duty” (Hind-Interview Two). Hind felt that preservice teachers did not like to be told directly what to do. Instead, university supervisors should support and facilitate preservice teacher learning by providing an appropriate learning environment and learning opportunity. Hind shared, “I support preservice teachers by providing options and advice. I share ideas to build a supportive learning environment that leads to the right path” (Hind-Interview Three).

Hind’s interviews highlighted her belief that every preservice teacher has unique learning needs and there are no specific strategies that apply to all of them. Therefore, university supervisors have to work hard to identify learning needs. Hind stated, “I believe that university supervisors must know preservice teachers’ needs to be able to differentiate instruction and motivate their learning” (Hind-Interview Two). Also, Hind’s interview data showed that knowing preservice teachers’ needs is a challenging task that requires skills and time. Hind stated that, “From my experiences, I found that having interpersonal skills and technical skills assisted me to interact effectively with every preservice teacher and to be able to support their learning needs” (Hind-Interview Two). In terms of motivation, Hind’s interview data showed

that adult motivation can be improved by having clear goals, having relevant information, and having useful learning strategies. In addition, the data showed that receiving effective feedback plays an important role in encouraging preservice teachers to improve their practices. Hind stated that, “Preservice teachers as adult learners expect to be treated with respect, so I try to build a collegial relationship with them to motivate their learning” (Hind-interview two). Hind explained that she creates a plan to support preservice teachers’ learning. She explains the plan to preservice teachers, and they work together to solve problems. Hind added, “My best way to motivate preservice teachers is by challenging them and providing help as needed” (Hind-interview two).

The data showed that the cultural context influenced how Hind worked with preservice teachers as adult learners. Hind talked about her experience within the cultural context of the university as well as the community in general. She said that, “Generally, the relationship between any teacher and student is very serious and there is no place for any discussion out of the main work or study” (Hind-Interview Two). She explained how dread was the most negative aspect of this relationship. This type of relationship affects preservice teachers learning because they went through a stressful time during the field experience. Hind stated that, “Despite the fact that I have learned a lot from my university supervisor and she guided me to achieve my goal, I still remember how stressful it was working with my supervisor during the field experience” (Hind-Interview Two). Despite the fact that this type of relationship was promoted within the cultural context in the university, Hind still tried to develop a different type of relationship such as collegial and close relationship.

Creating a Context for Supervision. The data showed that Hind focused on creating a learning environment, building relationships, and solving problems. Hind talked about how, over the years, creating a learning environment that included relationship building and collaborative problem solving for preservice teachers became her biggest passion as a supervisor. She shared her opinion about some of the components of an effective learning environment stating that, “Feeling safe, respected, and trusted are the most important components of an effective learning environment” (Hind- Interview Three). She emphasized the importance of the environment and how it affects the learning and the performance of preservice teachers. She stated, “In my schedule, I have a monthly meeting with preservice teachers to discuss the challenges they have faced while teaching in the classroom” (Hind- Interview Three). She explained how she tried to maintain the relationship with the preservice teachers by shifting this monthly meeting to “A learning community” (Hind- Interview Three). She talked about how they discuss the issues, share information, exchange ideas, solve problems, and, together find answers to critical questions. In addition, she emphasized the importance of the relationship between the preservice teacher and the supervisor and how this relationship affects the learning of the preservice teacher. Hind stated that, “The relationship between the preservice teachers and the supervisor is important and it definitely affects the learning. If the relationship between the preservice teachers is positive the learning process will be more effective and beneficial” (Hind- interview one). She added that, “Recently the majority of university supervisors became aware of the importance of collegial relationships in supporting preservice teachers. They are trying to shift to more collegial relationships to support and motivate preservice teachers” (Hind-Interview Two). Clearly there is change in the context where more supervisors are beginning to work together to support preservice teachers’ growth.

Feedback in Supervision. In the data, Hind spoke about the importance of several practices related to her enactment of supervision in the teacher preparation program, emphasizing the significance of providing feedback to support preservice teachers' learning. Hind stated, "Feedback is a powerful weapon that university supervisors can use to support preservice teacher learning" (Hind- Interview Two). Hind talked about her experience as a preservice teacher and how receiving feedback from university supervisors helped her to think about her teaching practice and improve her performance. Hind stated that, "The feedback opens my eyes to my weakness and helps me to avoid mistakes" (Hind- Interview Two).

Furthermore, Hind indicated that providing feedback was easy to do, although it was challenging for her when she first became a university supervisor. She stated, "It is important for the university supervisor to find appropriate ways to give feedback. We need to know what to say, when to say it and how to say it" (Hind- Interview Two). Hind explained how she realized that most of the preservice teachers she worked with were worried about the university supervisor's feedback. So, building a trustful relationship is a significant part of supervising preservice teachers. This relationship allows the university supervisor to easily provide feedback with fewer challenges and preservice teachers will be more open to receiving the feedback. In addition, Hind spoke about her way of giving feedback, she said, "Personally, I prefer to give oral feedback after each visit and I also send an email which includes feedback in detail" (Hind- Interview Two). She engaged in this practice because she thought that due to stress, preservice teachers cannot process all the information in the moment. They need time to think and reflect on their practice. Hind said, "I used different ways to provide feedback for preservice teachers. Sometimes I provide face to face feedback and often I provide written feedback. My way of

providing feedback depends on preservice teachers' needs and personalities. Some of them like oral feedback while others prefer written feedback" (Hind- Interview Two).

Overall, there were several themes related to Hind's experience regarding supervision in teacher preparation programs. Hind conceptualized supervision as guidance that happened through the power of modeling and the apprenticeship of observation. She gave attention to the preservice teacher as an adult learner and explained how that cultural context influenced how she interacted with preservice teachers as adult learners. In addition, she focused on creating a context for supervision and emphasized on the significance of providing feedback in supporting preservice teachers' learning. These themes were influenced by the cultural context and her experiences as a preservice teacher and as a university supervisor.

Participant # 2: Sara The data showed how Sara's conceptualization of supervision developed and changed over the years. The themes related to this conceptualization include 1) supervision as evaluation, 2) the complexity of supervision, 3) the relationship-building approach, and 4) communication in supervision.

Supervision as Evaluation. The data showed that Sara conceptualized supervision as evaluation. She explained how this image of supervision as evaluation was influenced by her experiences in several different roles. First, she spoke about her experience as a preservice teacher in terms of the expectations of a supervisor during the field experience. She said, "I expected more help, support, and guidance from my supervisor when I was a preservice teacher" (Sara- Interview One). She talked about how she expected to get help in planning the lessons, managing the classrooms, solving problems, and developing the teaching methods. Then, she indicated that her experience with supervision did not meet her expectations. She added, "Unfortunately, my supervisor visited me only three times during the semester to observe my

performance and did not give me helpful comments concerning my teaching. Then she evaluated me at the end of the semester” (Sara- Interview One). She also indicated that her university supervisor did not focus on fostering her teaching skills but came only to make sure things were done correctly. The data showed that how this experience shaped Sara’s understanding of supervision.

Sara also spoke about her role as a university supervisor, and how her experience as a new university supervisor influenced her image of supervision. She stated, “The image of supervision as an evaluation did not change when I became a university supervisor” (Sara-Interview One). She described her first experience as a university supervisor by saying, “When I entered the classrooms, I did not know what to do exactly because I did not receive any training to work as a university supervisor” (Sara-Interview One). She spoke about her lack of experience with supervision and how the head of the department handed her the supervisory evaluation forms which included a checklist and rating scale to evaluate preservice teachers. She explained that she was not allowed to bypass these evaluation forms. She remembered the head of the department said, “You have to observe and evaluate” (Sara-Interview One). She summarized, saying, “It seems that all that I experienced was related more to evaluation” (Sara-Interview One). Even though Sara saw supervision as evaluation, it was not the image she necessarily wanted.

Furthermore, she explained how the cultural context of the university influenced her image of supervision. She shared that the university still believed in and valued traditional supervision that focused on classroom observation and evaluation. She stated, “It was obvious to me how focusing on the classroom observation evaluation impacts the image and the operation of supervision in the teacher preparation program” (Sara- Interview Two). Also, she spoke about

simple personal attempts from veteran supervisors to move away from focusing on evaluation, and to move toward balancing the roles of supervisor. She stated, “Currently, university supervisors have more chance to learn about supervision than ever before, and they have more opportunities to improve their enactment of supervision” (Sara Interview-Two).

The Complexity of Supervision. The data showed that Sara conceptualized supervision as a complex function. She listed several aspects that make supervision more complex, including the definitions of supervision, supervisor roles, and multicultural issues. Sara talked about how she experienced the complexity of supervision during the years of working as a university supervisor. In terms of definition, defining supervision can be different from university to university and from supervisor to supervisor. Sara stated that, “Every person has his/her own belief and definition of supervision” (Sara- Interview Two). The data showed that conceptualizing supervision can change over time by different factors such as learning, experiencing, and interacting with others. Sara felt that, “If we talk later in two or three years, I may define supervision differently” (Sara- Interview Two).

Additionally, the data showed that Sara played multiple roles to support preservice teachers’ learning, by serving as a liaison, a facilitator, and an evaluator. Supervisors also have many responsibilities. Sara stated that, “Being a university supervisor means more responsibilities that require patience, management, and organization” (Sara- Interview Two). She spoke about acting as a liaison between the university and school and between preservice teachers and cooperating teachers. She also spoke about the importance of her role in facilitating preservice teachers’ learning and in evaluating them.

Furthermore, Sara spoke about how multicultural issues added more challenges to the work of university supervisors. University supervisors interact with different types of preservice

teachers who have different cultures, backgrounds, and beliefs. Sara stated, “University supervisors need to be aware of preservice teachers' culture and background. Knowing a lot of different people will help the university supervisor to find an appropriate way to support every preservice teacher” (Sara-Interview Two). The data showed that Sara had to work continuously to improve cultural awareness. Multicultural issues may affect not only preservice teachers’ learning but it may affect the relationship between preservice teachers and university supervisors. Sara shared that, “To avoid the misunderstandings of others, I read about culture of different regions, I ask questions, and I try to be open-minded” (Sara- Interview Two).

The Relationship-Building Approach. The data showed that Sara's enactment of supervision was influenced by a relationship-building approach. She focused on building relationships, developing trust, and spending time with preservice teachers. Sara stated that, “Since I became a university supervisor, building relationships with preservice teachers became my priority” (Sara- Interview One). She explained that building a trusting relationship is a significant part of supervising preservice teachers. This kind of relationship makes the learning process run smoothly and helps preservice teachers to perform more effectively. Sara said, “From my experience, building positive relationships with preservice teachers assists me in knowing preservice teachers' needs and I am able to deliver the appropriate instruction to address their needs” (Sara- Interview Three). Also, she talked about how she maintained a positive relationship with the preservice teacher by showing respect, maintaining contact with them constantly, and making the learning environment cooperative and fun. She spoke about the challenges that she faced in building relationships. Sara stated, “Even though building relationships needs time and skills, I try my best to find extra time to spend with preservice teachers and I try to develop my skills” (Sara- Interview Three). She talked about how she

focused on managing the time that she spends with preservice teachers to make sure that every preservice teacher has enough time to ask questions, solve problems, and discuss ideas. Also, Sara spoke about how she shares her email and phone number in case they have a quick question or concern. She stated that, “Before any meeting, I prepare for the meeting, set the goals, and give time for questions” (Sara- Interview Three).

Communication in Supervision. The data showed that Sara talked about the importance of several practices related to the enactment of supervision in the teacher preparation program. However, she emphasized the significance of communication in enhancing preservice teachers’ learning. She spoke about how university supervisors play an important role in facilitating communication between the university and the school. Sara stated, “University supervisors need to have the essential communication skills to be able to facilitate preservice teacher learning” (Sara- Interview One). Sara felt every university supervisor should be a good listener; be clear when presenting ideas and decisions; be open minded; and be flexible during the conversations. She talked about the significance of developing these skills to avoid misunderstandings that can cause many issues and affect preservice teacher learning.

Furthermore, she spoke about how effective communication supports preservice teacher learning. She indicated, “Effective communication breaks the barrier of fear and anxiety that every preservice teacher feels during the experience and allows them to focus on their learning” (Sara- Interview One). She explained how successful communication positively affects the relationship between preservice teachers and university supervisors. This relationship allows for better connections, better decision-making, and better ways of problem-solving. Sara mentioned that, “Having good communication skills supports me in providing information and giving feedback” (Sara- Interview One).

Overall, there were several themes regarding Sara's conceptualization of supervision based on her experiences in supervision. Sara experienced supervision as strictly evaluation. She talked about the complexity of supervision and listed some elements that make supervision more complex such as the definitions of supervision, supervisor roles, and multicultural issues. In addition, she spoke about how building relationships makes the learning process run smoothly and helps preservice teachers improve their performance. Sara mentioned the importance communication skills in supporting preservice teachers' learning and the role of the supervisor in facilitating communication.

Participant # 3: Afnan the data pointed to how Afnan's experiences with supervision both as a preservice teacher and as a university supervisor have shaped her conceptualization of supervision. Four themes related to this conceptualization include 1) supervision as a learning process, 2) influence of context on beliefs about supervision, 3) professionalism, and 4) curriculum support in supervision. Below, more details are provided of her experiences regarding supervision in teacher preparation.

Supervision as a Learning Process. The data showed that Afnan conceptualized supervision as a learning process. She explained how she experienced supervision as a learning process when she was a preservice teacher. She stated that, "During the field experience, supervision helped me to learn through different steps which include observation, organization, motivation, and reflection" (Afnan-Interview One). She described how learning from watching cooperating teachers helped her pay more attention to teaching strategies, classroom management, and the details of daily routines of the classroom. Afnan also explained that she learned how to be organized in her work, in delivering the information, and in managing time. She stated that, "Being organized helped me to avoid having trouble in and out the classroom"

(Afnan-Interview One). Afnan's supervisor motivated her learning by setting goals and expectations as well as by encouraging her to take risks. Afnan spoke about how reflecting on her experiences in the field helped her to learn and develop as a teacher, and how her supervisor facilitated her learning through this process. She stated, "The supervisor worked hard to ensure that the learning process was running smoothly" (Afnan-Interview One). Additionally, engaging in the field experience served as great learning opportunity for her as a preservice teacher. She mentioned how this experience impacted her view of supervision as a preservice teacher.

Influence of Context on Beliefs about Supervision. Afnan explained how the cultural context of the university influenced her image of supervision. She said, "We cannot deny that the university culture of beliefs, values, and norms influenced how we see and do things" (Afnan-Interview One). Also, she mentioned how every university has its unique ways of doing things. She talked about her experiences working on two different campuses and how her image of supervision was influenced according to the cultural context of each university. She stated, "As a university supervisor, I believe that it is important for universities to provide new supervisors with an introductory course or training program to be familiar with the concept, process, policy, and standard of supervision" (Afnan-interview one). She explained the benefit of studying abroad and that exposure to supervision in different countries influencing her image of supervision. She stated, "Studying abroad was a great opportunity that opened my eyes to new images of supervision" (Afnan- Interview One).

Afnan often spoke of how supervision in the teacher preparation programs differs from country to country. Afnan compared her two experiences in the United States and Saudi Arabia by reflecting, "Some counties moved to more modern approaches of supervision while other counties still rely on tradition supervision" (Afnan-Interview Two). She talked about the

advantage of exposure to supervision in two different cultural contexts and how she has learned a lot of new supervisory strategies and methods. Also, she explained that supervisors often use different terms for similar concepts. Afnan explained how the terminology of supervision in Saudi Arabia is clear, simple, and unified compared to that of the United States. She stated, “I recommend any university supervisor learn about supervision in different countries or even different universities because their view of supervision may change or develop” (Afnan-Interview One). She gave an example by stating, “I view supervision as a learning process; a learning cycle” (Afnan-Interview One).

Afnan explained that the United States has several approaches and models of supervision. In Saudi Arabia, there are some attempts to move from the traditional model of supervision to a more modern approach. However, the traditional model of supervision is still prevalent and approved in the majority of teacher preparation programs. She talked about how the university supervisors play multiple roles in the United States such as mentor, facilitator, counselor, coach, and evaluator. Amal stated that, “In Saudi Arabia, the university supervisors play different roles but they focus more on the role of the evaluator” (Afnan-Interview Two).

Afnan spoke about the importance of relationships in supporting the preservice teachers’ learning in both the United States and Saudi Arabia. Afnan stated, “I was fascinated by the relationship between university supervisors and preservice teachers. In the United States, the relationship between university supervisors and preservice teachers are closer” (Afnan-Interview Two). She talked about how the university supervisor was close to preservice teachers, adding, “The university supervisor is in the classroom almost every day” (Afnan-Interview Two). On the other hand, she explained how the relationship between university supervisors and preservice teachers in Saudi Arabia is more rigidly structured. Afnan reflected that the university supervisor

in Saudi Arabia visits the classroom only three times during the semester and spends less time with preservice teachers compared to the United States.

Professionalism and Competence. The data showed that Afnan's enactment of supervision was influenced by a professional thinking approach. She focuses on preparing preservice teachers for teaching expectations and responsibilities. She stated that, "I see myself responsible for supporting preservice teachers in developing their professional skills" (Afnan-Interview Two). Afnan felt that university supervisors should direct and familiarize preservice teachers with their responsibilities. Preservice teachers should be aware of the professional expectations. Afnan listed some of her expectations for preservice teachers. "In my opinion, I expect preservice teachers to have advanced knowledge and communication skills, to be open to new ideas, to use the time appropriately, to respect others, and to help all learners to succeed despite their differences" (Afnan- interview two). Afnan talked about how she supports preservice teachers by working together on every detail, including lesson plans, teaching strategies, material, classroom management, and time management to meet the teaching expectations. She added, "From my experience, I found that reflecting on the practice was the most important strategy that helps preservice teachers to improve their teaching skills" (Afnan-Interview Two). She explained that preservice teachers learned a lot from their experience. By reflecting on their practice, preservice teachers have time to think and evaluate themselves. They will be able to know their strengths and weaknesses. They learned which teaching method is more effective than others. Also, reflecting on the practice encourages them to avoid their mistakes, and improve their performance. Afnan stated, "I encourage my preservice teachers to reflect on their practice after each lesson by asking themselves how the lesson went. What

happened? What did you like and dislike about this experience? What did you observe?” (Afnan- Interview Two).

Curriculum Support in Supervision. In the interviews, Afnan talked about the importance of several practices related to the enactment of supervision in the teacher preparation program. She emphasized the significance of curriculum support in enhancing preservice teachers’ learning. From her experience, she spoke about the need for preservice teachers to connect theory to practice while planning the lessons. Afnan stated that, “During all of the years that I have worked as a university supervisor, I found that implementing theory to practice was the most common challenge preservice teachers faced in the field experience” (Afnan- Interview Two). The data showed that not all preservice teachers were able to apply what they learned at the university to the classroom. Some of her preservice teachers faced difficulties in implementing theories in the actual classroom.

Afnan described her practices for supporting and facilitating preservice teachers’ learning by, “scheduling weekly meetings with preservice teachers to discuss challenges, give feedback and help them to make a connection between and theory and practice” (Afnan- interview two). She spoke about how she encouraged them to find ways to solve this kind of issue by watching cooperating teachers, asking questions, and trying different teaching methods. She said that, “I always tell preservice teachers that it is okay to make mistakes and try different teaching methods and strategies” (Afnan- Interview Two).

In terms of lesson planning, Afnan described how the university supervisor should ensure that preservice teachers have an effective lesson plan because this plan plays a critical role in affecting student learning. She spoke of the power of feedback in improving preservice teacher lesson planning. Afnan mentioned that, “I see myself responsible for supporting preservice

teachers in building their lesson plans and I give them my feedback to help them develop a stronger lesson plan that meets all students' needs" (Afnan- Interview Two). She indicated that planning a lesson is a challenging process for preservice teachers, explaining how she works together with preservice teachers on every detail of the process, including teaching strategies, material, and classroom management. Afnan said that, "We work together in revising, modifying, and identifying issues of the lesson plan as needed" (Afnan-Interview Two).

Overall, there were several main themes related to Afnan 's experiences regarding supervision in the teacher preparation program. Afnan conceptualized supervision as a learning process. She also spoke about the influence of context on beliefs about supervision. She focused on preparing preservice teachers for teaching expectations and responsibilities. She emphasized the significance of curriculum support in enhancing preservice teachers' learning.

Participant # 4: Mona. Every supervisor experienced supervision differently. The findings showed how Mona's experiences played an important role in conceptualizing supervision. The themes related to this conceptualization include 1) supervision as an improvement tool, 2) challenges regarding supervision, 3) the relationship-building approach, and 4) emotional support in supervision. A detailed explanation of her experiences with supervision in teacher preparation is provided.

Supervision as Improvement Tool. The data showed that Mona conceptualized supervision as an improvement tool for teaching performance. She explained that she experienced supervision as a tool that improved and developed her teaching performance when she was a preservice teacher, stating, "I see supervision in the teacher preparation program as a tool that helps preservice teachers to improve their performance" (Mona Interview-One). She described how supervision can improve preservice teachers' performance by providing an

educational learning environment and opportunities for preservice teachers to address their learning needs. She added, “Supervision assists preservice teachers during their first journey of teaching and it improves their methods of teaching” (Mona Interview-One). She talked about how supervision is an essential tool for every preservice teacher. Also, she mentioned how supervision in the teacher preparation program focuses on the growth and development of preservice teachers. She stated that, “Without supervision, we cannot guarantee qualified teachers” (Mona Interview-One). She mentioned that supervision positively affected her learning to teach and how this experience influences her current vision of supervision.

Mona stated that her experience with supervision as a university supervisor also shaped her understanding of supervision. She indicated, “My understanding of supervision was developed over the years” (Mona Interview-One). She talked about how supervision in teacher preparation programs is considered an essential element for preservice teacher learning because it improves the quality of performance. She added, “Working as a university supervisor and practicing for several years helps me to see clearly how preservice teachers' performances were improved with supervision” (Mona Interview-One). She talked about how she focused on the professional growth of the preservice teacher, and explained that most of the supervisors with whom she has worked during the years see supervision as a tool that improves preservice teachers' performance. Mona stated, “My experience of supervision, both as a preservice teacher and as a university supervisor, were similar” (Mona Interview-One). She explained that all of her experiences confirmed that supervision is a developmental tool.

Furthermore, she explained how the cultural context of the university influenced her image of supervision. She stated, “As a new supervisor, reading the field experience manual helped me to get the initial understanding of the goals and the message of the college, in general,

and the image of supervision in particular” (Mona Interview-One). She talked about the university beliefs, traditions, and practices within the teacher preparation program and how the college focuses on preservice teacher development and growth. Additionally, she talked about how she was prepared to be a university supervisor. She stated, “Since there was no required training to be a university supervisor, I learned by doing it and making mistakes (Mona Interview-One). She spoke of how missing the opportunity of training affected her understanding of supervision. She explained that most of her fellow supervisors shared similar feelings about not having formal training and they called for a training program. She added, “With limited experiences and lack of training, it takes me a long time to conceptualize supervision in teacher preparation program” (Mona Interview-One).

Challenges Regarding Supervision. Mona talked about her experiences as a university supervisor and she listed some of the elements that she believes prompted challenges in the supervision of preservice teachers, citing, “The lack of formal training, amount of work, duration of supervision, and the number of students” (Mona Interview-Two). In the matter of formal training, Mona shared that, “The formal training was unavailable for us as new supervisors” (Mona Interview-Two). She spoke about how missing this training causes many problems and challenges for new university supervisors. These challenges were related to the way of enacting supervision, maintaining the relationship, interacting with others, or delivering feedback. She indicated that most supervisors with whom she has worked reported feeling lost without training. Mona stated, “Most of the university supervisors I have worked with put an emphasis on the importance of having a formal training for university supervisors” (Mona Interview-Two). She shared her point of view about the formal training and said, “Formal training must be mandatory for all university supervisors in the teacher preparation program” (Mona Interview-Two). She

spoke of her desire to make reforms in the teacher preparation program by adding formal training as one of the requirements for being a university supervisor. Universities should provide training programs for university supervisor to ensure prepared preservice teachers.

The data showed that university supervisors have many responsibilities including planning, problem solving, motivating, supporting, maintaining the relationship, and building an appropriate learning environment. Mona explained that supervisors were assigned to teach at the campus, in addition to supervising preservice teachers during the field experience. Mona explained the pressure on both sides negatively affected her enactment of supervision. She stated that, “Working as a university supervisor must be assigned to full-time supervisors so they can do it without pressure” (Mona Interview-Two). Teacher preparation programs should think of reforming the workload of the university supervisors to ensure performance quality. Mona shared how supervisors face challenges because they have many responsibilities that need to be accomplished in a short time. Mona stated that, “I wished to have enough time to support every student and address their needs” (Mona Interview-Two). Mona explained how university supervisors need to spend more time with the preservice teacher to support his needs. The data showed that visiting preservice teachers only three times pre-semester is not enough time. Mona stated, “Every supervisory task needs time, including planning lessons, learning about preservice teachers' needs, maintaining a relationship, and solving problems” (Mona Interview-Two). Furthermore, she talked about the large number of preservice teachers assigned to each supervisor. Mona added that, “What makes supervising preservice teachers more challenging is the number of preservice teachers. Every supervisor is responsible for approximately 15 or more preservice teachers” (Mona Interview-Two).

The Relationship-Building Approach. Mona's enactment of supervision was influenced by a relationship-building approach. She said, "As a supervisor, I work hard to maintain a collegial relationship with preservice teachers because I know how these relationships influence their learning" (Mona-Interview One). Also, she talked about how building relationships takes patience and time. She explained how the field experience is a wonderful chance for preservice teachers to learn and build relationships. She stated, "University supervisors should help preservice teachers enjoy this experience and learn at the same time" (Mona-Interview Two).

Mona explained, in her interviews, the importance of developing trust with preservice teachers and how this trust plays a fundamental role in supporting their learning needs. In terms of developing trust, she stated, "Without trust, we cannot communicate easily, we cannot solve problems, and we cannot improve academically" (Mona-Interview Two). In order to develop trust, Mona explained how she treats and supports preservice teachers emotionally to develop trust in the learning environment. She stated, "I always tell them I am on your side not against you. I encourage them to reduce their stress by working together, side by side, and I allow them to share their opinions honestly, without barriers" (Mona- Interview Two). In addition, she talked about how she spends extra time with preservice teachers and encourages them to spend time with each other. She stated that, "University supervisors should help preservice teachers to enjoy this experience and learn at the same time" (Mona- Interview Two).

Emotional Support in Supervision. Mona spoke about the importance of several practices related to the enactment of supervision in the teacher preparation program. She emphasized the significance of emotional support in enhancing preservice teachers' learning. Mona stated, "As a university supervisor, I am responsible for supporting the preservice teacher in different ways" (Mona-Interview Two). Mona explained why she focused on supporting

preservice teachers emotionally. She alluded to her experience as a preservice teacher, “I still remember how stressful the field experience was for me when I was a preservice teacher. I always put myself in their situation and I try to reduce their stress” (Mona- interview two). In addition, she spoke about how we work under the stress of daily life and that the role of the university supervisor is to support preservice teachers despite the daily challenges. Building a supportive and safe environment for preservice teachers was an example of how she supports preservice teachers emotionally. She stated, “Supportive and safe environments help preservice teachers to manage stress and reduce anxiety” (Mona-Interview Two).

Therefore, Mona talked about the importance of caring in supporting preservice teachers to achieve their learning goals saying, “Caring should be one of the most important practices related to the university supervisor’s role in the teacher preparation program” (Mona- Interview Two). Mona spoke about how she focuses attention on the significance of self-care and she explained how she, as a university supervisor, always tries to take care of herself, first, to be able to take care of preservice teachers. She stated, “From my experience, I have learned that our feelings and moods affect our performance” (Mona-interview two). She talked about encouraging preservice teachers to support each other, emotionally, to help manage stress during this time, in order to enhance their performance by establishing positive peer relationships.

Overall, there were several main points related to Mona’s experiences regarding supervision in the teacher preparation program. Mona conceptualized supervision as an improvement tool for teaching performance. She listed some of the elements that she believes prompted challenges in the supervision of preservice teachers. Mona emphasized the importance of developing trust with preservice teachers and that this trust plays a fundamental role in

supporting their learning needs. She emphasized, further, the significance of emotional support in enhancing preservice teachers' learning.

The Essence of the Experience. Each of the Saudi Arabian preservice teacher supervisor participants had unique experiences that influenced how they made meaning of supervision. However, even with this uniqueness, commonalities existed in their conception of supervision. Participants shared beliefs, opinions, memories, feelings, incidents, challenges, and learning outcomes related to their own experiences. Finding the essence of supervision across the participants' experiences is the final step of phenomenological analysis. The process for finding the essence requires synthesizing all of the individual textural-structural descriptions to "develop a composite description of the meanings and essences of the experience, representing the group as a whole" (Moustakas, 1994, p. 122). In this section, I present the common themes across the participants' stories which culminates in a statement of the essence. The common themes across participants' stories included: 1) centralizing the role of past experiences in current conceptualizations of supervision, 2) accentuating the function of supervision as promoting preservice teachers' learning, growth, and improvement, 3) stressing the need to create a context for supervision, and 4) acknowledging the complexity of supervision.

Table 10. Themes Across Participants

Themes	Participants
1- Centralizing the role of past experiences in current conceptualization of supervision	- Working with veteran supervisors- The power of modeling and the apprenticeship of observation- the role of cultural context of the university- Working with university supervisor

Table 10. (Continued) Themes Across Participants.

	<p>helped in having initial understanding of supervision- and lack of training (Hind).</p> <ul style="list-style-type: none"> - Lack of training and experiences (Sara). - The role of experience with supervision and lack of training (Afnan). - Past experience influences the current vision of supervision- the role of cultural context of the university- missing the opportunity of training (Mona).
<p>2- Accentuating the function of supervision as promoting preservice teachers' learning, growth, and improvement</p>	<ul style="list-style-type: none"> - Supervision played an important role in supporting preservice teachers to reach the desired learning goal (Hind). - Supervision helped me to learn through different steps (Afnan). - I see supervision as a learning process (Afnan). - Supervision assists preservice teachers during their first journey of teaching and it improves their methods of teaching (Mona).

Table 10. (Continued) Themes Across Participants.

<p>3- Stressing the need to create a context for supervision</p>	<ul style="list-style-type: none"> - Building relationship- feeling safe- trust- respect- providing feedback- monthly meeting (Hind). - Communication- building relationship- trust- showing respect- contact constantly- cooperative and fun learning- share email and phone numbers- be good listener (Sara). - Building relationship- provide curriculum support- facilitating learning- prepare preservice teacher for teaching expectations-and providing feedback (Afnan). - Building relationship- developing trust- emotional support- caring- safe and supportive environment- the role of cultural context of the university (Mona).
<p>4- Acknowledging the complexity of supervision.</p>	<ul style="list-style-type: none"> - Often not enough time (Mona). - Wear many hats (Mona -Sara). - Playing several roles and wearing different hats- balancing one’s own beliefs about supervision and cultural context (Sara) - Lack of support and training (Hind- Sara- Afnan- Mona). - The cultural context (Hind- Sara- Afnan- Mona)

Centralizing the Role of Past Experiences in Current Conceptualizations of Supervision

The data showed that the participants' experiences with supervision, as preservice teachers and university supervisors, played an important role in shaping their conceptualization of supervision, currently, within their teacher preparation program. It was clear that their current conceptualization of supervision developed and changed over the years. The data showed that participants, as university supervisors, suffered from a lack of training in supervision. Participants shared that there was no formal training required to work as a university supervisor. Participants were mostly relying on past experiences as a preservice teacher, and relying on observing current colleagues because they did not have formal professional learning focusing on supervision. Participants also explained that they learned about supervision through making mistakes, reading on their own about supervision, and asking questions of colleagues. They also spoke of how the lack of any training caused problems and challenges for them as new university supervisors. Participants spoke of their past supervisors and that they used them as way to envision how to enact supervision, with some of participants using their past supervisors as a model. Other participants wanted to enact supervision in a way that was different from their past supervisors. The data showed that the supervisors' past experiences and lack of professional learning and preparation affected their learning to teach, and influenced their current vision of supervision. The participants emphasized the significance of a lack of professional training for being university supervisors. This resulted in grounding their work in past experiences not necessarily grounded in research and frameworks of supervision.

Accentuating the Function of Supervision As Promoting Preservice Teachers' Learning, Growth, and Improvement

The data highlighted that the supervisor participants chose to accentuate the concept of supervision as promoting preservice teacher learning, growth, and improvement. The participants chose not to concentrate as much on describing their concept of supervision as evaluation or focusing on minimum competency or quality of teaching practices. This was the case even though supervisors are required to engage in the evaluation of preservice teachers. The participants conceptualized the pedagogy to engage in this function of supervision as supporting preservice teacher learning, giving pieces of advice (Hind), sharing ideas (Hind-Sara), setting expected standards (Afnan-Hind), providing feedback (Afnan-Sara-Hind), providing suggestions (Afnan-Sara-Hind), and building relationships (Afnan-Sara-Hind-and Mona). The supervisors explained that supervision prepared preservice teachers for teaching expectations and helped them to learn through observation, motivation, and practice. While these descriptions are not necessarily framed as evaluation, they do paint a picture of supervision that may be dominated more by providing or giving information rather than practices aligned with fostering reflective thinking. When looking at the cultural context, the participants' conceptualization of supervision did not often align with the norm in Saudi Arabian supervision which focuses on evaluation. The data showed that participants still wanted to accentuate supervision rather than evaluation by moving toward a focus on growth.

Stressing the Need to Create a Context for Supervision

The data showed how the participants all recognized the importance of creating a context that would support their enactment of supervision. Specifically, all participants centralized relationships in creating a context for learning. The data showed that the participants felt

building relationships was one of the most important supervisory tasks that influenced preservice teachers' learning. Additionally, the data showed that the supervisors believed collegial relationships played an important role in motivating preservice teachers' performance and supported the learning process. The data explained how the type of relationship may positively or negatively affect preservice teachers' learning. The data included several ways that the participants built and developed relationships with the preservice teachers. Spending more time with preservice teachers, building a supportive environment, creating a community of learning, and developing trust were the most highlighted methods in the interview data. The data showed that building relationships was the main key that helped the university supervisors to enact supervision. With collegial relationships, university supervisors felt more comfortable in providing feedback and preservice teachers were more open to receiving feedback. Collegial relationships helped university supervisors to communicate effectively with preservice teachers and helped them to successfully facilitate preservice teachers' learning while avoiding misunderstandings that can cause many issues and negatively affect preservice teacher learning. Also, the interview data highlighted that building relationships benefited university supervisors in supporting preservice teachers not only academically, but emotionally too. Collegial relationships helped university supervisors to create a supportive and safe learning environment for preservice teachers.

Acknowledging of the Complexity of Supervision

The supervisors all agreed that supervision was a complex endeavor. One complexity is that supervision can be different depending on the cultural context. This often results in no unified conceptualization of supervision, with each supervisor having a different understanding of supervision. There is no one specific way of enacting supervision. Additionally, supervision is

complex because university supervisors have many responsibilities. Participants discussed that they are responsible for every detail related to the preservice teacher's learning and growth. The data showed that supervisors play many different roles and have many responsibilities that makes supervision even more complicated. University supervisors need to strike a balance between their roles and responsibilities. Participants shared that these roles and responsibilities often need a lot of time, skill, and experience. Furthermore, all participants shared that a lack of support and training was the most central challenge they faced that affected their enactment of supervision. None of the participants had any type of formal training. Missing the training made the work of supervision even more complex and complicated.

Essence of Supervision

The essence of supervision for Saudi Arabian preservice teacher supervision is a complex function requiring experienced and well-trained university supervisors. Saudi Arabian preservice teacher supervision must focus on professional growth and learning, and on creating a context for learning built on relationships.

Summary of Chapter 4

Chapter 4 provided an in-depth description of the findings of this Phenomenological study and offered brief descriptions of the four participants. This chapter captured the essence of supervision of preservice teachers from the university supervisors' in-depth perspectives. A comprehensive description of the results of data analysis using Moustakas' (1994) Modified Van Kaam Method of transcendental phenomenology was provided. A summary of the main themes and essence of supervision for the Saudi Arabian preservice teacher was given.

CHAPTER 5:

DISCUSSION, IMPLICATION, AND RECOMMENDATIONS

The purpose of this phenomenological study was to capture the essence of supervision of preservice teachers from the university supervisors' in-depth perspectives by using a modified van Kaam method by Moustakas (1996). The following three questions were used as a guide to this study: (1) How do Saudi Arabian preservice university supervisors make meaning of their lived experiences with supervision? (2) To what extent does the cultural context influence their lived experiences as supervisors in connection to supervision? (3) What is the essence of supervision for Saudi Arabian preservice teacher supervisors? This chapter offers a discussion of the findings. Descriptions of the connection between the findings and the existing literature review will be provided. Additionally, a discussion of the core themes will be provided. This chapter presents the limitations of the study followed by the implications and recommendations for future research and practice.

Discussion of Core Themes

In this section, I compare and contrast the findings of this study with prior studies in relation to each of the core themes from chapter 4, 1) centralizing the role of past experiences in current conceptualizations of supervision, 2) accentuating the function of supervision as promoting preservice teachers' learning, growth, and improvement, 3) stressing the need to create a context for supervision, and 4) acknowledging the complexity of supervision.

Centralizing the Role of Past Experiences in Current Conceptualizations of Supervision

Looking at the findings of this study, it was clear that participants' past experiences with supervision as preservice teachers and university supervisors played an important role in shaping their conceptualization of supervision. This finding is consistent with the findings of Sullivan (2004), which reported how events and ideas of the past have shaped the conceptualization of supervision over time. The findings of this study showed that participants' conceptualization of supervision developed and changed over the years. A similar finding was also reported in a previous study by Goldhammer, Anderson, and Krajewski (1993). The participants reported that they often relied on conceptualizing supervision based on their past experiences as a preservice teacher as well as by observing current colleagues because they did not have formal professional learning concerning supervision. This finding is related to Lortie's (1975) apprenticeship of observation. Their past experiences as preservice teachers served as the vision for how to engage in supervision.

Within the literature, there have been some calls for better preparation and professional learning for supervisors within doctoral preparation. For example, Jacobs, Yendol-Hoppey, and Dana (2015) describe the effect of practitioner impact on doctoral students' practice and beliefs as supervisors. In addition, there has been some literature about the use of professional learning communities to learn about supervision (Jacobs & Yendol-Hoppey, 2010). Doctoral students also can engage in collaborative inquiry within these learning communities (Dinkelman, Cuenca, Butler, Elfer, Ritter, Powell, & Hawley, 2012). Further, there has been some literature that addressed the use of self-study in supporting supervisor development (Bullock, 2012; Bullough & Draper, 2004; Burns, Jacobs, & Yendol-Hoppey, 2016; Russell, 2017). A previous study by

Paulsen, DaFonte, and Barton-Arwood (2015) reported how a training workshop allowed university supervisors and cooperating teachers to bridge the gap between school and university; to discuss how they can assist the preservice teachers; to identify areas of challenge and concern; and to learn how to provide appropriate feedback for preservice teachers.

Stressing the Need to Create a Context for Supervision

Looking at the findings, the participants all recognized the significance of creating a context that would support their enactment of supervision and, subsequently, preservice teacher learning. This finding is consistent with Bullock (2012), who highlighted the importance of creating quality placements where preservice teachers feel comfortable taking risks within their teaching practices. In this study, all participants centralized relationships in creating a context for learning. Several studies have described the role of building strong relationships and developing trust between the supervisor and preservice teacher to enhance their learning (Bates, Dritis, & Ramirez, 2011; Burns, 2012). The data in this study showed that building relationships were key in helping the university supervisors to enact supervision. The literature discusses the impact of this relationship in connecting theory to practice (Clifford, Macy, Albi, Bricker Rahn, 2005; Cuenca, 2013; Jacobs, Hogarty & Burns, 2017; Steadman & Brown, 2011) while enhancing communication between preservice teachers and cooperating teachers (Zimpher, DeVoss, & Nott, 1980). On the other hand, this finding was quite different in relation to what has been written about supervision in the cultural context of Saudi Arabia. The literature showed how supervision has evolved over the last two decades. In Saudi Arabia supervision was previously known as inspection. The last change occurred in 1999, and the “director” became the “educational supervisor” (Al Shehri, 2014; Dulaimi, 2016; Sahary, 2017). Despite the fact that the name has changed, many supervisors still believe in the idea of inspection and the role of the

inspector (Jacobs, Babaeer, & Alrouqi, 2019). This finding of fostering relationships with the preservice teachers is surprising as the cultural beliefs within the Saudi Arabian context often stress relationships (such as in supervision) focused on respect and power distance.

Many research studies indicated that many studies advocate for the importance of relationships between schools and universities as a context for supervision (Jacobs, Hogarty, & Burns 2017; Walsh & Backe 2013). Specifically, some of this literature discusses the importance of professional development schools as a context for creating a learning community that supports preservice teacher learning, in-service teacher learning, and university faculty learning and development (Burns & Yendol-Hoppey 2015; Jacobs, et al., 2017 & NAPDS, 2008). However, within the findings of this study, the literature because the norm in Saudi Arabian supervision focuses on traditional model of supervision. The relationships between schools and universities were missing. Not one of the participants mentioned the idea of maintaining a partnership with PK-12 schools to create a context for supervision. Perhaps this finding is due to the cultural context of Saudi Arabia which often focuses on the traditional model of supervision (Al Shehri, 2014; Dulaimi, 2016; Sahary, 2017). Within this traditional model of supervision, schools are seen only as a place where preservice teachers practice teaching, university supervisors enact supervision, and work independently.

Many studies in the literature also describe the importance of maintaining triad relationships (cooperating teacher, preservice teacher, and university supervisor) as a context to enhance preservice teacher's learning (Clifford, Macy, Albi, Bricker Rahn, 2005; Cuenca, 2013; Jacobs, Hogarty & Burns, 2017; Steadman & Brown, 2011). Maintaining a triad relationship was missing in the findings of this study as none of the participants mentioned any information about the triad relationship or the relationship with the cooperating teacher. The findings in this study

emphasize the dyad relationship between the supervisor and preservice teacher rather than a triad relationship.

Accentuating the Function of Supervision as Promoting Preservice Teachers' Learning, Growth, and Improvement

The findings of this study highlighted that the participants chose to accentuate the concept of supervision as enhancing pre-service teacher learning, growth, and improvement rather than focusing too much on supervision as evaluation. This finding is consistent with how Nolan and Hoover (2010) define teacher supervision as focused on “promoting teacher growth, leading to improvement in teaching performance and greater student learning” (p.6). Although the supervisory participants chose to accentuate supervision as a growth function, they acknowledged that they are required to participate in pre-service teacher evaluation. This aligns directly with Nolan and Hoover (2010), who described how university supervisors must engage in evaluation and supervision. Burns and Badiali (2015) added that it is important for university supervisors to have practical and theoretical knowledge about supervision to avoid conflating the functions of supervision and evaluation. This finding is interesting because the participants are a part of a cultural context that has used words like inspector as well as director for supervisors and has focused on criticism and judgment of preservice teacher' performance to catch errors (Dulaimi, 2016) In this study, the participants were accentuating growth.

In addition to the above findings, the participants of this study conceptualized engaging in the function of supervision as supporting preservice teachers' learning by giving advice, sharing ideas, providing feedback, and providing suggestions. This description of supervision is aligned with how Sergiovanni and Starratt (2007) explain engaging in the function of supervision as, observing teaching and providing helpful comments, helping teachers to reflect on their

practice, teaching a demonstration lesson, suggesting items teachers might include in their portfolios, disaggregating test score data, and conducting formal evaluations of teaching as required by district or state policy (p. 5).

In addition, through their meta-analysis, Burns et al. (2016) identify five tasks and twelve practices of preservice teacher supervision that play an important role in supporting preservice teachers' learning and growth. Providing instructional feedback for growth is one of these tasks. Also, the way the supervisors described how they enacted this growth function seem less aligned with reflective approaches to supervision *Nondirective approach*, whereby the supervisor facilitates the teacher's thinking in the development of a self-plan Glickman et al. (2014). That focuses on asking questions to promote preservice teacher reflection on learning. The participants in this study frequently spoke of sharing knowledge or giving ideas, rather than having preservice teachers come to these ideas through reflection.

Acknowledging the Complexity of Supervision

The supervisors all agreed that the supervision of Saudi Arabian preservice teachers is a complex function. Burns, Jacobs, and Yendol-Hoppey (2016) describe how preservice teacher supervision is complex and requires a balance between tasks and routines of practice. One of the complexities of supervision relates to how supervision can differ according to the cultural context. This finding is consistent with the findings of Glickman, Gordon, and Ross-Gordon (2010) who explain how supervision is conceptualized differently across countries. In addition to the above findings, the data showed that there is no unified conceptualization of supervision (Glanz, 1991). The data also showed that supervisors have different conceptualizations of supervision which can result in enacting supervision differently. A similar finding was also reported in a previous study by Gordon (2016) which explained how some educators

conceptualize supervision as clinical supervision only. Others conceptualize supervision as professional development, curriculum development, and action research. The data showed that when supervisors engage in many different responsibilities, it makes supervision even more complicated. A similar finding was also reported in a previous study by Burns et al. (2016) who described how supervisors have many tasks and routines of practice to support preservice teachers. This finding is consistent with Nolan and Hoover's explanation of how university supervisors in preservice teacher supervision must engage in evaluation and supervision. Burns and Badiali (2015) added that it is important for university supervisors to have practical and theoretical knowledge about supervision to avoid conflating the functions of supervision and evaluation.

Implications

The findings of this study have implications for university supervision and future research.

Implications for University Supervision

This study has implications for university supervision. These implications are related to the model for supervision, learning of supervision, and the enactment of supervision.

Implications Related to a Model of Supervision. The findings of this study showed that most often the participants relied on a traditional model of supervision. The university supervisors were not optimally prepared because they lacked professional development. The university supervisors worked more independently and focused only on dyad relationships between the supervisor and preservice teacher. They did not have a close relationship with cooperating teachers. The university supervisors visited the classroom only three or four times

during the semester. Also, university supervisors were unfamiliar with students as well as the school culture. They did not have any experience with co-teaching or inquiry participation.

On the other hand, the literature showed newer models are emerging to replace the traditional model of supervision. The literature showed that in the last two decades, the popularity of Professional Development Schools (PDS) focusing on fostering collaboration, has grown in the United States to include more than 1,000 school-university partnerships (NAPDS, 2008). However, the findings of this study did not record any information about school-university partnerships. To the participants, schools were only seen as places where they send preservice teachers to practice teaching. It is the time for the universities in Saudi Arabia to embrace the idea of school-university partnerships and start reforming the teacher preparation programs. *Figure 5* below is a recommended framework of preservice teachers' supervision in Saudi Arabia.

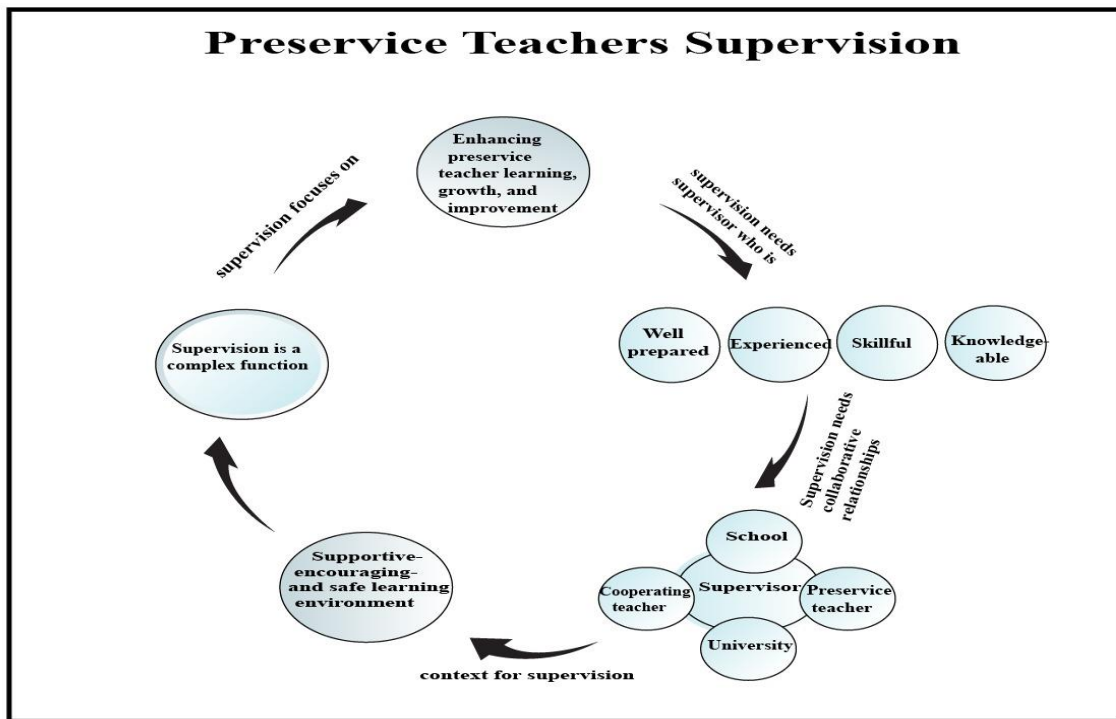


Figure 5. A Recommended Framework of Preservice Teachers Supervision in Saudi Arabia.

As seen in *Figure 6*, the findings and the literature agreed that supervision is a complex function. University supervisors should be aware of this and prepare to handle this complexity to better enhance preservice teacher learning, growth, and improvement. It was clear that the preparation of university supervisors can affect their enactment of supervision as well as preservice teachers' learning. Since supervision is a complex function, university supervisors need to focus on continuous learning. They need to expand their knowledge and improve their skills to be able to support preservice teacher learning and growth. Furthermore, university supervisors need to stop being isolated and working independently. It is the time to be open to other colleagues and work collaboratively with cooperating teachers as well as preservice teachers. Saudi Arabian universities should think seriously about moving from the traditional model, and integrate a new model of supervision that focuses on fostering collaboration. By working together many tasks will be accomplished and goals will be effectively achieved. Also, creating a supportive, encouraging, and safe learning environment should be a priority for university supervisors. This kind of environment allows preservice teachers to learn, take risks, and try different teaching strategies.

Implications Related to the Learning of Supervision. The findings of this study showed how reflecting on past experiences influenced the current thinking of the participants. Reflecting on past experience helped the participants to conceptualize a vision for supervision and make decisions about practice. The findings show that the participants relied on their past experience and observations as ways of learning about supervision because none of the participants was prepared to work as a university supervisor. The participants explained how the lack of formal professional training leads to many challenges and difficulties. Engaging in this study allowed the supervisory participants a space to reflect on how they define and enact

supervision. Currently, there is minimal attention given to supervision professional learning within Saudi Arabian Universities. Therefore, there needs to be more systematic opportunities to learn about supervision within induction and throughout the professional lifespan of supervisors. One suggestion is to develop a professional learning community for university supervisors (Jacobs & Yendol-Hoppey, 2010). Within this group, they could engage in co/autoethnographic study (Coia & Taylor, 2010), critical reflection (Carroll, 2009a), and practitioner inquiry (Jacobs, Yendol-Hoppey, & Dana, 2015). Also, the literature highlighted self-study as a way of learning about supervision (Bullock, 2012; Bullough & Draper, 2004; Russell, 2017). All of these methods allow for ongoing professional learning. *Figure 5* displays an integrated framework of university supervisors' ongoing professional learning. The figure represents different methods to support university supervisors. The figure emphasized the significance of creating a professional learning community for university supervisors which would allow university supervisors to learn from each other. Starting with the learning community, university supervisors can support both individual and collective learning needs. Collectively, they could engage in co/autoethnographic study to explore topics and reflect on their practices. Additionally, engaging in critical reflection could help university supervisors to change, develop, and make decisions about their practices. Self-study for professional development also could help university supervisors in examining their own practices as supervisors. In collaboration with others, university supervisors could share a common research question for investigation to have a better understanding of their practice.

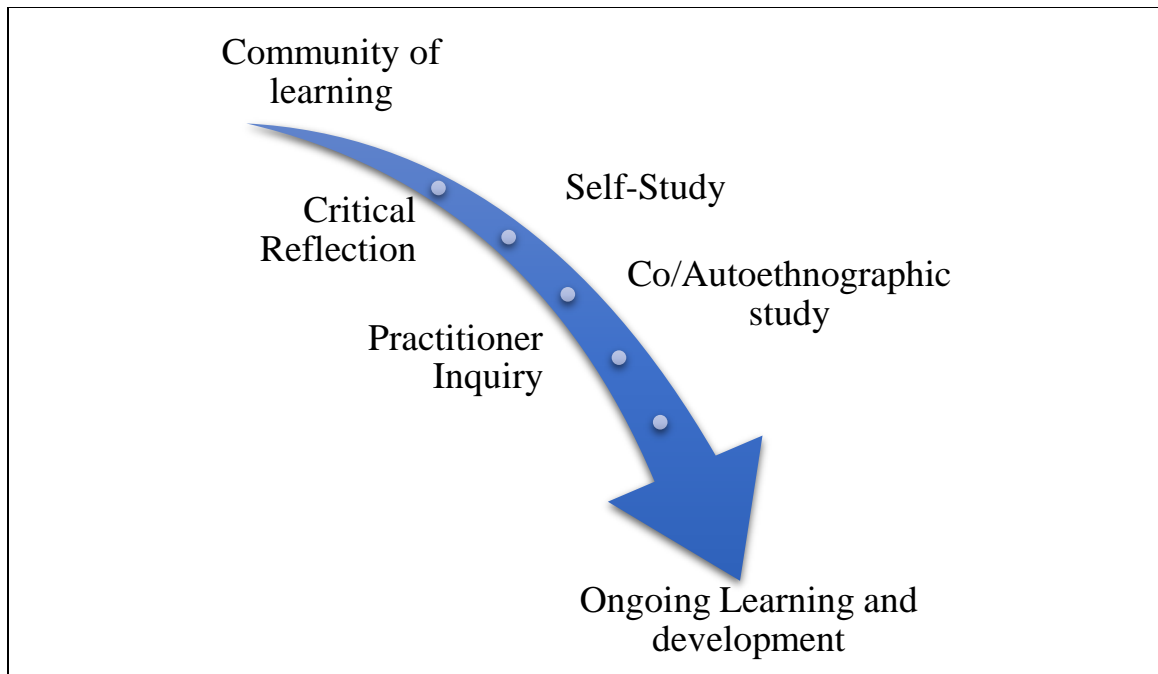


Figure 6. An Integrated Framework of University Supervisors Ongoing Professional Learning

Additionally, university supervisors need to remain current with best practices and focus on developing their knowledge and skills. That can be done through the mentioned professional learning above or by attending courses, training programs, workshops, and conferences, designed to provide fundamental information about supervisory approaches, supervisory skills, supervisory tasks, and supervisory stances, etc.

In terms of policies, it is important for universities to instate several policies related to professional learning. Having a professional training program should be one of the requirements for being university supervisors. Universities should make sure that university supervisors are well prepared and able to support preservice teachers' learning. The participants in this study reported that they did not have an opportunity to teach in elementary schools after they graduated from college; they worked at the university. After graduation, Saudi Arabian preservice teachers have two paths. Some of them apply to be a teacher at a school and other choose to teach at a university. Working at a school for three years should be one of the requirements to work as a

university supervisor. By doing that, university supervisors will be familiar with school culture and curriculum. Also, the university should focus on continuing professional learning for all university supervisors to ensure that they conversant with best practices.

Implications Related to the Enactment of Supervision. All of the participants highlighted the concept of supervision as enhancing teacher pre-service learning, growth and, improvement, rather than focusing only on the evaluation. The participants of this study conceptualized engaging in the function of supervision as supporting preservice teacher learning by giving advice, sharing ideas, setting expected standards, providing feedback, making suggestions, and building dyad relationships between the supervisor and preservice teachers. In Saudi Arabia, university supervisors need to expand their pedagogy of supervision to include fostering critical reflection, building triad relationships, and integrating technology to support preservice teacher learning. These are all important practices that were not mentioned by the participants. The literature showed that all of the above practices have great benefits for preservice teachers.

The literature discussed how fostering critical reflection plays a significant role in encouraging preservice teachers to challenge their teaching practice to enhance their growth. Critical reflection provides a great opportunity for preservice teachers to gain more understanding and make meaning of their teaching experiences by questioning. Also, preservice teachers will value the opportunity of engaging in a reflective discussion about their experiences which would help them to improve their teaching practices. Therefore, university supervisors should encourage preservice teachers to engage in critical reflection to improve their practice. University supervisors can promote critical reflection to include posing questions, reflective journaling, connecting new learning with prior experiences, goal setting for identified

weaknesses or strengths, and creating a growth portfolio; all multiple examples of how university supervisors practice critical reflection (Shandomo, 2010). These are some ideas that could help university supervisors to use critical reflection.

The findings of this study showed that participants were only focusing on building the relationship between university supervisors and preservice teachers. Literature shows the significance of maintaining a triad relationship (Slick, 1998; Yusko, 2004). University supervisors need to consider maintaining triad relationships which include university supervisors, preservice teachers, and cooperating teachers. Supervisors can begin this triad development by clarifying the nature of the triad relationship for preservice teachers and cooperating teachers. Supervisors can promote discussion about ways the triad can collaborate to provide meaningful learning opportunities for preservice teachers. Maintaining a triad relationship can greatly enhance opportunities for preservice teachers such as making connections between the theory and practice (Clifford, Macy, Albi, Bricker Rahn, 2005; Cuenca, 2013; Jacobs, Hogarty & Burns, 2017; Steadman & Brown, 2011).

The literature discussed how technology plays an important role in supporting preservice teacher learning (Barton et al. 2016; Rock, et al 2009; Scheeler, & Lee, 2002; Scheeler et al.2006; McLeod, Kim, and Resua 2019). The findings showed that there is limited use of technology by university supervisors. Using emails was the only use of technology mentioned by some of the participants. The literature offered different ways of using technology that university supervisors can adopt for such practices as providing feedback for preservice teachers using video, digital observation tools, email, and bug-in-ear (Barton et al. 2016; Rock, et al 2009; Scheeler, & Lee, 2002; Scheeler et al.2006). Also, technology can improve the communication between university supervisors and preservice teachers. They can communicate with each other

via e-mails or cellphones and by using educational platforms and websites. Integrating technology could help university supervisors in facilitating preservice teachers' learning and providing different types of support, including curriculum support and emotional support. University supervisors could use video as part of the observation cycle to provide preservice teachers with an opportunity to reflect on their teaching practices. Preservice teachers could take turns observing and learning from each other by watching each other's videos. By using the video, university supervisors could help preservice teachers actually see areas of strength and growth rather than just engaging in discussion using observation notes. Furthermore, the integration of technology could support university supervisors to create a learning community through building an educational platform where the preservice teachers can share their learning experiences, discuss ideas, and solve problems.

Limitations

One of the main limitations of this study concerns language differences. As mentioned earlier in chapter one, both the researcher and the participants speak Arabic. The language differences are considered a limitation because the meaning may get lost in the translation process. In addition, the translation of quotations and concepts is challenging because the same word can have a different meaning in a different language. Also, all of the participants were from one context which is a limitation because there was no diversity of context.

Recommendations for Future Research

The purpose of this phenomenological study was to capture the essence of preservice teachers' supervision in Saudi Arabia from the university supervisors' in-depth perspectives. Therefore, there are some significant recommendations that researchers should consider when conducting future research.

Future research could build on this study by expanding the number of participants. This would allow for even greater insights from more supervisors. Additionally, more research needs to be done to explore the essence of the phenomenon by adding university supervisors from different universities across Saudi Arabia as well as from other regions in The Middle East. This type of research could examine the similarities and the differences with supervision across different regions. It would also be interesting to see the changing nature of the phenomenon from different cultural contexts. Also, additional studies could examine supervision from preservice teachers' perspectives. Listening to preservice teachers' perspectives and how university supervisors' policies, and practices affected their learning experiences would offer deeper insight into the phenomena. Also, additional studies could include case studies of different perspectives, including university supervisors, cooperating teachers, and preservice teachers, regarding supervision in Saudi Arabia.

Furthermore, researchers could expand the data collection beyond interviews to include different qualitative research methods to examine university supervisors' perspectives of preservice teachers' supervision. These methods could include focus groups and document analysis. In a focus group, participants engage in deep discussions and share their experiences. During these discussions, participants hear about each other's experiences which encourages them to share more information. Also, the researcher could use document analysis methods to interpret documents and give meaning to an assessment topic (Bowen, 2009), by examining policies at various universities.

Conclusion

The purpose of this chapter was to present the findings of the study and discuss them in relation to the prior studies. The findings of this study capture the essence of supervision of

preservice teachers from the university supervisors' experiences. The findings also discovered the factors that impacted their experiences. In addition, this chapter concluded with the implications of the findings to the future practice of university supervisors and researchers.

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APPENDIX A:

**LETTER TO THE DIRECTOR OF CURRICULUM AND INSTRUCTION
DEPARTMENT AT THE COLLEGE OF EDUCATION**

Dear Director:

My name is Shahad Babaeer. I am a doctoral student at the University of South Florida. I am currently working towards the completion of my Doctoral Degree in Curriculum and Instruction-Elementary Education. My area of study is the supervision of student teachers. The purpose of this study is to gain an in-depth understanding of the lived experiences of university supervisors on supervision in teacher preparation in Saudi Arabia and how these experiences have shaped their conceptualization of supervision. I am writing to request permission to conduct a research study at your institution. I have provided you with a copy of my proposal which includes copies of the interview questions.

If approval is granted, the faculty will be interviewed three times. The interview will be about an hour and every interview will be on a particular day. The study will be conducted in the March of 2020.

Thank you for your assistance in completing this study. If you are interested, I will be glad to forward you a summary of the results of the completed study.

If you have any question, please let me know at babaeer@mail.usf.edu.

Sincerely,

Shahad Babaeer

APPENDIX B:

A LETTER TO RECRUIT PARTICIPANTS FOR THE RESEARCH STUDY

Greetings,

My name is Shahad Babaeer. I am a doctoral student at the University of South Florida. I am currently working towards the completion of my Doctoral Degree in Curriculum and Instruction-Elementary Education. My area of study is the supervision of student teachers. The purpose of this study is to gain an in-depth understanding of the lived experiences of university supervisors on supervision in teacher preparation in Saudi Arabia and how these experiences have shaped their conceptualization of supervision.

The ideal participant for this study is someone who is a “*university supervisor who has been working in the field for more than Three years.*” I would be very grateful if you would be willing to take part in my study. If you are interested, please contact me at the address below. If you do so, you will have the chance to find out more about the study before coming to any decision.

Thank you for your assistance in completing this study. If you are interested, I will be glad to forward you a summary of the results of the completed study.

If you have any question, please let me know.

babaeer@mail.usf.edu

Sincerely,

Shahad Babaeer

APPENDIX D:

INTERVIEW PROTOCOL FOR ALL INTERVIEWS

Pseudonym: _____

Age: _____

Years of experience: _____

Interview #: _____

Date: _____

Interview Checklist:

- Interduce yourself.
- Discuss the purpose of the study.
- Provide informed consent.
- Ask if they have any question.
- Test the audio recording.
- Make the participant feel comfortable.

I would like to thank you for taking the time to meet with me today. I am a doctoral student at the University of South Florida and am conducting this interview as part of my dissertation. The focus of my dissertation is to gain an in-depth understanding of the experiences of university supervisors, specifically their supervision in the teacher preparation in Saudi Arabia, and how these experiences have shaped their conceptualization of supervision. I expect that this interview will last between 60 to 90 minutes. I would like your permission to record this interview so I may accurately document the information you convey. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please feel free to let me know.

Do you have any questions or concerns before we begin? Then, with your permission, we will begin the interview.

APPENDIX E:
INTERVIEW QUESTIONS FOR INTERVIEW ONE

Making Meaning

1. Can you please tell me about your current position?
2. Tell me a story about how you decided to become a teacher.
 - For how long have you been teaching?
3. Tell me about how you were prepared to become a teacher.
 - From which university did you graduate?
 - What did your program look like?
 - Can you please tell me more about your coursework and field experiences?
 - What was the most impactful learning experience?
 - What kind of challenges did you face?
4. I am really interested in understanding what supervision was like for you as a preservice teacher.
 - Would you describe your learning experience to teach as a positive or negative experience? Why?
 - What would you change about your experience?
 - How did your supervisor support you?
5. How would you describe the relationship you had with your supervisor?
 - How do think this relationship affected your learning to teach?
 - What would you have changed about this relationship?
6. How do you think your experiences being supervised have influenced you as a university supervisor today?
7. How did you decided to become a university supervisor?
 - How many years have you been a university supervisor?
 - How many preservice teachers have you served as a supervisor?
8. What does it mean to you to be a university supervisor?

Appendix E (Continued)

9. Tell me about any training you had before enacting your current supervisory position in the teacher preparation program.
 - What did it look like?
 - How long did it last?
 - What is the most important thing that you have learned as a supervisor?

10. Think of a word or a phrase to describe supervision currently as it is enacted in your teacher preparation program.
 - Why did you use that word or phrase?
 - What does that word mean to you?

11. What should I have asked you that I did not think to ask? Do you have anything else you would like to add?

APPENDIX F:

INTERVIEW QUESTIONS FOR INTERVIEW TWO

Educational Background and History

1. Can you please describe your job as a university supervisor?
 - What does your typical day look like?
2. Suppose I had never participated in a supervisory conference. Start at the beginning and describe it to me so that I would know what to expect.
 - Who is present?
 - Where is it conducted?
 - What is discussed?
 - What roles do each of us have?
3. Based on your experience, how do you describe the role and responsibility of a university supervisor?
4. Can you please describe your relationship to the school you work with?
 - How about your relationship with the cooperating teachers in the school?
 - What do you like or dislike about these relationships? Could you explain?
 - What would you change about these relationships?
5. How does your role as a university supervisor make you feel about yourself?
6. What is the process and procedures that you used to support preservice teachers learning during field experience?
7. Tell me about a positive supervisory experience.
 - What made this experience positive? Can you give me examples?
 - What feelings did you experience during these particular interactions with your student teachers?
 - What happened in your interaction with your preservice teachers that caused you to feel this way?

Appendix F (Continued)

8. Tell me about a negative supervisory experience with your preservice teachers that were not so positive or that you wish would have been handled differently.
 - What made this experience so much less positive?
 - What did your student teachers do or say that gave you this kind of experience?
 - What feelings did you experience during this interaction with your preservice teachers?
 - What happened in your interactions with the preservice teachers that caused you to feel this way?
9. What knowledge, skills, attitudes, and values are possessed by successful university supervisors?
10. What experiences/knowledge/training/situations, if any, helped your work as a university supervisor?
11. Have your views on supervision changed over time? How?
 - What influenced your view?
12. Do you have anything else that you would like to add regarding your experience as a university supervisor?

APPENDIX G:

INTERVIEW QUESTIONS FOR INTERVIEW THREE

The Essence of The Experiences

1. Think about your first year as a university supervisor. What was your greatest challenge? Why?
 - Tell me a story about that experience.
 - How do you feel about it now?
 - If you could go back to that time, what would you do differently? Explain please.
2. What did you learn from the challenges?
3. How did you develop the abilities to become successful in this field?
4. Have any of these challenges forced you to make changes to the way in which you supervise? If so, please explain.
 - Repeat and ask for more challenges.
5. What suggestions and advice would you give to a new university supervisor based on your experience from your first years?
6. Is there anything else you would like to add or share about this topic that you feel is important to know?
7. Researcher will follow up or clarify any questions I have from the first two interviews.

APPENDIX H:
APPROVAL LETTER FROM IRB



EXEMPT DETERMINATION

April 2, 2020

Shahad Babaeer
16309 FAIRFORD PALMS
TAMPA, AL 33647

Dear S. Babaeer:

On 4/1/2020, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY000673
Review Type:	Exempt 2
Title:	A Transcendental Phenomenological Study of Supervision in Teacher Preparation in Saudi Arabia
Funding:	None
Protocol:	• Protocol

The IRB determined that this protocol meets the criteria for exemption from IRB review.

In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Please note, as per USF policy, once the exempt determination is made, the application is closed in BullsIRB. This does not limit your ability to conduct the research. Any proposed or anticipated change to the study design that was previously declared exempt from IRB oversight must be submitted to the IRB as a new study prior to initiation of the change. However, administrative changes, including changes in research personnel, do not warrant a modification or new application.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about

A PREEMINENT RESEARCH UNIVERSITY

Institutional Review Boards / Research Integrity & Compliance

FWA No. 00001669
University of South Florida / 3702 Spectrum Blvd., Suite 165 / Tampa, FL 33612 / 813-974-5638

Page 1 of 2