

THE PROCESS OF SUPERVISION WITH STUDENT TEACHER CHOICE: A QUALITATIVE STUDY

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Abstract

The purpose of this qualitative study was to give three students teachers the freedom to choose their supervisory model and to explain their experiences as the result of doing so. Student teachers majoring in agricultural education from the University of Tennessee did select different avenues of supervision. One selected clinical supervision, one selected contextual supervision, and one selected cooperative professional development (an option from the differentiated supervision model). Based on student teacher selections, adjustments had to be made by the supervisor during the student teaching semester to accommodate student teachers. On the basis of the findings of this study, the three student teachers must be highly confident and competent in their teaching abilities to correctly select their type of supervision. In addition, the three student teachers must have a clear understanding of supervision and the cycle of the supervisory process.

Introduction/Theoretical Framework

Typically, supervision has been viewed as a process that focuses on directing, controlling, or intimidating individuals (Sullivan & Glanz, 2000); however, the last decade has seen a paradigm shift to more of a collegial approach (Glickman, Gordon, & Ross-Gordon, 2001). This paradigm shift was brought about by criticisms of schools for being unresponsive to the needs of teachers, parents, and children (Johnson, 1990). Therefore, school administrators and supervisors have started including teachers in the overall responsibilities of school policy making (Johnson). In addition to having more responsibility in establishing school policy, teachers also need to have more input pertaining to their own developmental process. Recent research stated that if the supervisory process is to be effective, teachers need to have a voice in the evaluation of their teaching (Danielson, 1996). Allowing the supervisory process to be more follower-driven enriches and strengthens an organization (Gardner, 1990); therefore, understanding the type of leadership provided to teachers becomes imperative.

Leadership style can vary from individual to individual, particularly in educational settings. Some leadership styles are rooted in personality, and others are based on situations. Examples of leadership styles rooted in personality are the legalist, realist, analyst, and empathist (Barrett, 1991). The legalist leader maintains, stabilizes, and organizes people; the realist leader negotiates, troubleshoots, and take risks; the analyst leader is creative and multitalented; and the empathist leader is service-based and desires to serve a basic need of others (Barrett).

Contrary to leadership style based on personality, situational leadership (Hersey, Blanchard, & Johnson, 2001) is determined by a leader matching his leadership style to a person's willingness and ability to complete a particular task. For example, an individual who is knowledgeable in a particular area but lacks self-confidence may need encouragement from the leader but does not need help completing the task. As Knowles (1980) pointed out in his theory of andragogy, adults need to be involved in their learning experience. Therefore, their leadership process should take into account individual desires and concerns. In particular, a supervisor currently functioning

as the leader in an educational system should be concerned with current teacher issues, particularly teacher concerns.

Fuller, Parsons, and Watkins (1974) clearly outlined three stages of teacher concerns: self-adequacy, teaching task, and teaching impact. Self-adequacy concerns are described mostly as survival concerns. Some survival concerns often experienced by preservice and beginning teachers include supervisor's approval, administrative support, relationships with other teachers, subject matter adequacy, and discipline problems with students. Teaching tasks are concerns that are often felt by teachers who are concerned with developing innovative teaching materials and methods within their specific workload. Teaching impact concerns are focused on the student as a whole and whether he or she is learning and advancing academically. Teachers are more focused on student needs and educational improvement. Moreover, teachers are concerned with personal and professional development and ethical issues within the educational system that could affect the student body. Thus, concerns vary from teacher to teacher and from school year to school year; therefore, the type of supervisory guidance given to teachers should vary along with those concerns.

Fritz and Miller (2003b) developed the Supervisory Options for Instructional Leaders (SOIL) framework (Figure 1) for supervisors in educational settings. The essence of leadership portrayed in the SOIL framework is selecting a particular leadership style that reflects the current developmental level of the teacher. A teacher can select from supervisory models immersed in the structured, moderately structured, and relatively unstructured levels of the SOIL framework. The structured level of the framework contains two supervisory models, clinical and conceptual, that offer a structured process for the supervisor and teacher to use. The clinical supervisory model would include a planning conference, classroom observation and data collection, analysis and strategy, supervision conference, and postconference analysis (Cogan, 1973; Goldhammer, Anderson, & Krajewski, 1993). The conceptual model would consist of the supervisor and teacher addressing organizational factors (e.g., workload, classroom climate) and personal factors (e.g., life stage, teaching assignment) that influence the teacher's commitment and trust in the teaching system as well as how these factors directly reflect the performance quality of the teacher (Edmeirer & Nicklaus, 1999).

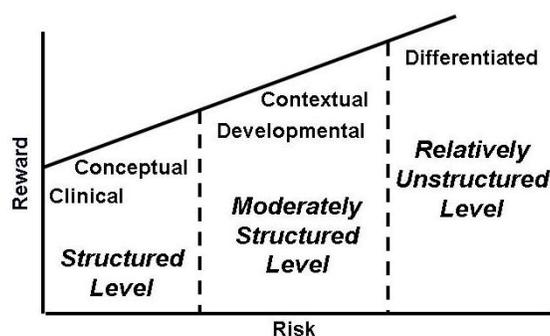


Figure 1. Supervisory options for instructional leaders (SOIL) framework.

From "Supervisory options for instructional leaders in education" by C. A. Fritz and G. S. Miller, 2003, *Journal of Leadership Education*, 2(2), p. 22. Reprinted with permission of the author.

The moderately structured level has two supervisory models for a teacher and supervisor to utilize. The models are developmental and contextual. The developmental model consists of three types of assistance from the supervisor: directive approach, collaborative approach and non-directive approach (Glickman et al., 2001). The directive approach consists of the supervisor setting goals and objectives for the teacher; the collaborative approach provides an opportunity for the teacher and supervisor to establish goals together; and the non-directive approach provides for more teacher control in the supervisory process (Glickman et al.).

The contextual supervisory model (Ralph, 1998) focuses on matching supervisory styles with the readiness level of the teacher to perform a particular task. The readiness levels are based on the teacher's competence and confidence in teaching. There are four leadership styles a supervisor would use related to a teacher's competence and confidence: telling, selling, participating, and delegating. The telling phase is for a supervisor who is assisting a teacher who is confident in his/her abilities but is not completely competent in the particular subject matter area. The selling phase is primarily used with a teacher who is struggling with his or her confidence in the classroom and subject matter competence. A supervisor must almost perform like a salesman in order to boost the confidence and competence of the teacher. The participating supervisory style is used with a teacher who struggles with his or her confidence but who is competent in the subject matter in the classroom. The supervisor would need to assist in motivating the teacher to boost his or her confidence level in the classroom; however, the teacher in this phase is competent in the subject matter. The delegating supervisory style is used with a teacher who is confident in his or her teaching abilities and competent in the subject matter being taught. The supervisor would not need to provide a high amount of support but would provide feedback only if there were immediate concerns or requests.

The relatively unstructured level of the SOIL framework consists of the

differentiated supervisory model (Glatthorn, 1997). A supervisor operating under this level of supervision (relatively unstructured) is unique because the teacher is allowed to select which supervisory technique he or she would receive (Glatthorn). The techniques the teacher could select from are: intensive development, cooperative professional development, self-directed, and administrative monitoring. Intensive development provides an opportunity for the supervisor and teacher to focus on one objective until the objective is perfected. For example, the teacher is struggling with classroom management and needs assistance with this area. Therefore, the supervisor and teacher would work on this area until it was perfected. Cooperative professional development is a technique that includes a team of three to four teachers who observe each other's classroom and provide feedback. Self-directed is completely influenced by the teacher; therefore, the teacher self-directs his or her own supervision through student feedback, videotapes, journals, and portfolios. Administrative monitoring consists of the supervisor arriving at the teacher's classroom unannounced to conduct a supervisory visit. The supervisor could use any supervisory style he or she chooses for administrative monitoring; however, most supervisors would utilize an open-ended evaluation tool to accompany this style.

Risk is a major component of the SOIL framework and is defined by Mish (1989) as "the exposure to possible loss or injury" (p. 632). Some examples of these risks for the supervisor as a result of incorporating more teacher driven models of supervision could be: (a) colleagues criticizing work ethic, (b) losing identity of a job title, (c) teachers' not fulfilling their responsibilities, and (d) accountability for teaching performance. The structured level offers less risk for the supervisor but is potentially less rewarding when compared with less-structured models found in the moderately structured or relatively unstructured levels.

Reward is another component of the SOIL framework. Reward is defined as "something given or offered for some service or attainment" (Mish, 1989, p. 628). Several rewards could be gained if

the supervisor employed less structured and therefore more teacher-driven types of supervision. Some possible rewards are: (a) reflection opportunities for the teacher to measure growth over time, (b) flexibility for the supervisor, (c) collaboration opportunities for the supervisor and teacher, and (d) greater job satisfaction. For example, less directive supervisors can provide an opportunity for the teacher to gain more self-control, which could lead to greater teacher job satisfaction (Hersey et al., 2001). In the SOIL framework, moving from structured levels to unstructured levels of supervision potentially increases risk for the supervisor, but it also increases potential for reward.

Although readiness level of the teacher is not a major component of the SOIL framework, it should be a consideration of the supervisor when choosing to use a particular supervisory model. Hersey et al. (2001) define readiness as "the extent to which a follower demonstrates the ability and willingness to accomplish a specific task" (p. 175). The supervisor should consider the teacher's confidence and competence in the classroom prior to the teacher selecting his or her type of supervision. The competence and confidence of the teacher will have a major influence on how the supervision process is carried out.

Although the SOIL framework offers several supervisory models to select from, Fritz and Miller (2003a) reported in a recent study that teacher educators in agricultural education predominantly selected to use the clinical supervisory model with student teachers. Given this fact, two questions arise: (1) If given the choice, which supervisory models would student teachers select from the SOIL framework to accompany their student teaching experience? and (2) Should student teachers be given the opportunity to select their own type of supervision to be used during student teaching? Prior to this study, few articles had been published on the outcome of allowing student teachers to select a preferred style of supervision they wish to be used during their student teaching experience.

Purpose and Objectives

The purpose of this qualitative study was to give three student teachers the freedom to choose their supervisory model and explain their experiences as the result of doing so. The objectives of this study were to:

1. Explain three student teachers' experiences related to selecting their preferred type of supervision.
2. Explain the type of supervisory model actually implemented by the supervisor.

Methods and Procedures

This qualitative study centered on three student teachers' experiences related to selecting their type of supervision. Three student teachers were purposely selected because they were completing their student teaching experience during spring 2004. The student teachers were two males (Billy and Fred) and one female (Sally). All were assigned pseudonyms to ensure confidentiality of their statements. Institutional review board approval to interview three student teachers was granted by the University of Tennessee.

The selected methodologies assisted the researcher in the process of locating emerging themes in the data to construct grounded, inductive theory rather than setting preconceived hypotheses and objectives (Glaser and Strauss, 1967). Specifically the researcher sought to understand student teachers' experiences by utilizing a case study approach (Merriam, 1998). The case study approach provided the researcher the opportunity to understand the phenomenon at hand in addition to being descriptive about the student teacher's experiences.

Student teachers were instructed on different supervisory models and techniques prior to student teaching. In addition, they were given the Supervisory Options for Instructional Leaders in Education (Fritz and Miller, 2003b) paper as a reference. After thorough instruction on supervision, student teachers selected the style of supervision they preferred their university supervisor to use during supervisory visits. By being

educated on instructional supervision, student teachers commented they felt better prepared to be engaged in the supervisory process and were given three choices of supervision to select from. Those choices were clinical, contextual, and differentiated supervision. One student teacher selected clinical, one selected contextual supervision, and one selected cooperative professional development (an option in the differentiated supervision model).

Two field visits and one midterm meeting were made to each student teacher during the student teaching semester. During each field visit, the researcher obtained information through classroom observations and interviews with the student teacher. In addition, each teacher participated in a semistructured interview at the end of the student teaching experience. The interviews focused on Fritz and Miller's (2003b) literature related to their supervisory experience and open-ended questions related to their teaching experience. The interview protocol asked for student's personal and professional growth, impact on leadership abilities in and outside the classroom, skills that had been greatly hindered and/or strengthened because of selecting their type of supervision, self-confidence, and the ability to teach effectively given the type of supervision received. In addition, questions asked were: "How will you utilize the experience to strengthen your teaching and educational advancement? What are thoughts about selecting your type of supervision?" On a weekly basis, student teacher reflection journals were also collected and analyzed by the researcher.

Field notes were recorded and analyzed by the researcher. In-depth interviews were taped and transcribed. Emerging themes from all data collection were coded and sorted into specific categories by the researcher(s). Once data were placed into specific categories, the constant comparative method (Glaser & Strauss, 1967) was used to refine and strengthen ideas to assist researcher(s) in a move to a higher level of conceptualization.

Validity of the research findings was established by utilizing multiple sources of

data, and member checks were conducted to address credibility. Each person participating in the study was mailed a copy of his or her interview transcript and a draft copy of the report to review (Merriam, 1998). Dependability and consistency of results were established by keeping detailed records of the data collected and analysis procedures (Merriam, 1998).

Findings

Student teachers were permitted to select their own supervisory style. Each student teacher was given the choice of clinical, conceptual, developmental, contextual, or differentiated supervision. The supervisor assisting three student teachers was operating under the relatively unstructured level of the SOIL framework. The model suggested for the unstructured level of supervision is the differentiated supervisory model. The essence of the model is to allow teachers to select which supervisory model they would prefer. Each student teacher requested his own supervisory style, and each style was honored by the supervisor at the beginning of the student teaching experience. However, several problems arose throughout the semester that made it difficult for the supervisor to honor their requests. One problem that arose was one student teacher did not fully understand the supervisory model he had selected; therefore, this caused conflict between the supervisor and student teacher. Some requests made by the student teacher were outside of the supervisory model selected and had to be adjusted by the supervisor. Other problems that caused the supervisory style to change were classroom discipline problems, lack of cooperating teacher support, and daily frustrations related to teaching. Although these are typical problems for a student teacher, each supervisory model suggests dealing with issues differently. Thus, the supervisor struggled to deal with student teaching issues while still attempting to honor a student teacher's selection of supervision.

Billy

Billy happily selected clinical supervision. He commented,

The supervision model [clinical supervision] has definitely provided me with numerous alternatives to use when trying to conquer classroom management techniques. I believe having someone that has great knowledge and experience in my field guiding my every move is the only way I can better myself as a future teacher.

Additionally, Billy acknowledged “I definitely need someone to help me along the way.” Furthermore, Billy recognized his weaknesses and wanted strict guidance to improve his teaching abilities. In addition, Billy lacked some of the teaching confidence to self-direct his own teaching improvement.

It is hard for me to learn stuff on my own and I like having someone I know sitting around me and telling me, you need to do this, you need to do that... that way I have a basis...I know what I need to do and what is expected.

Supervisor's Dilemma with Billy

Billy selected the clinical supervisory model. The clinical model provides an extremely structured process for the supervisor but it provides some flexibility for the teacher. However, Billy did not want any flexibility in the supervision process. Billy acknowledged “I definitely need someone to help me along the way.” Therefore, Billy recognized his weaknesses and wanted strict guidance to improve his teaching abilities. In addition, Billy lacked some of the teaching confidence to self-direct his own teaching improvement.

From the viewpoint of the supervisor, honoring Billy's request of clinical supervision was implemented. The supervisor conducted a pre-observation conference with the teacher, observed the teacher in the classroom, analyzed the teaching data, conducted a post-observation conference with the teacher, and reflected on the supervisory conference. Even though Billy selected the clinical model for the supervisory process, in reality he was requesting a more directive approach to supervision. The directive approach was used approximately 3 weeks into the student

teaching experience when the student teacher kept insisting on specific task and relationship assistance with his classroom duties. Therefore, the supervisor shifted from the clinical model of supervision to the developmental model: directive approach. Although this shift was hard for the supervisor to implement, Billy simply did not fully understand the supervisory model he selected and he needed (plus requested) a very directive approach. In addition, Billy did not want to make any decisions related to the student teaching experience, which proved to be difficult for the supervisor. In previous years, the supervisor had provided some structure in the supervisory process but allowed the student teacher flexibility in choosing teaching techniques, teaching materials, and working through discipline issues. However, this situation proved to be different. The supervisor had to change the supervisory approach and provide a more directive approach when working with Billy.

This case was quite difficult to assist with. Although the supervisor wanted to grant Billy his requests, the supervisor also wanted to challenge him to develop as an educator. However, what was learned from this case and more importantly what can be concluded is that Billy was self aware of his own needs and growth process. Had the supervisor insisted on a different approach to supervision, Billy may have quit teaching because he would have become frustrated quicker. Instead Billy developed at his own pace and was able to obtain direct supervision from the supervisor, which instilled a level of confidence and provided the opportunity to develop as an educator at his own pace.

Sally

Sally chose contextual supervision because “it allows me to have the freedom to make my own decisions but still have someone to bounce ideas off of.” Furthermore, she set her own goals to be accomplished. Once Sally's goals were accomplished, she identified new ones to strive for. Based on Sally's goals and teaching progress, the supervisor adjusted the type of supervisory assistance provided. Sally wrote that “utilizing contextual supervision has helped me organize my class

time, lessons, and receive criticism and feedback better. I can evaluate myself better, recognize my faults more than before, and I am open to change.” According to Sally, contextual supervision was the right choice for her. “I liked getting to select our type of supervision...I would not have done as well under more structured or less structured supervision...I think it was just right for me.”

Supervisor's Dilemma with Sally

Sally selected the contextual supervisory model. When using this model, the supervisor must match the supervisory style to the student teacher's confidence and competence level. Before student teaching began, Sally appeared to be confident in subject matter knowledge and teaching abilities. She was focused on student development such as: Will students learn from me? and Will I be able to make a difference in the lives of students? Sally's perspectives changed drastically when she began teaching. She wrote,

Challenges I am facing are discipline problems, student attitude and time management. The students are still testing me and trying to push me over the edge. I sent one of my students to in-school [suspension] for refusing to do any work and using profanity...I am having trouble keeping them motivated. Time management...there is never enough time to get everything done.

As Sally requested, the supervisor used the contextual supervisory model, but it rarely moved from the selling phase. The supervisor continued to help Sally set goals for herself, and they would work together to meet those goals; however, Sally continued to struggle with subject matter knowledge, and as her discipline issues increased, her confidence level decreased. The supervisor tried to provide some flexibility in the supervisory process until the day Sally made a phone call to the supervisor. The phone conversation was focused on a student who had made a verbal threat to murder Sally. The supervisor asked what her cooperating teacher had suggested she do, and she stated, “He is close to retirement and is definitely

done. My classes have been completely turned over to me without significant supervision. In addition, I am left to *figure out* school policies, discipline problems, and classroom management.” From that point on, Sally was in survival mode, and the job of the supervisor had changed. Sally's situation was rather problematic for both the supervisor and Sally; however, each time the supervisory visit was conducted, the supervisory style changed to match the student teacher's competence and confidence level.

Sally was another difficult case to handle. On the forefront, Sally was the most confident teacher and from the supervisor's perspective, the most ready to handle difficult classroom situations. She was focused on developing the overall student and was forthcoming in her teaching abilities. In addition, she appeared to have a thorough understanding of agriculture. However, once faced with difficult situations Sally quickly became the least prepared teacher. As a supervisor utilizing teacher choice, the supervisor wants to grant the teacher her request. However, to keep the student teaching experience positive, the supervisor had to quickly adjust the style of supervision. While staying within the teacher's selected model of supervision, the supervisor moved down in the contextual supervision model to a lower style of supervision to ensure Sally's survival through the student teaching experience.

Fred

Fred selected an option under the differentiated supervision model. The differentiated supervision model provides an opportunity for the teacher to select one of four options as his supervisory method: intensive development (extended version of clinical supervision), administrative monitoring, cooperative professional development, and self-directed. The option Fred selected was cooperative professional development. Cooperative professional development provided the student teacher the opportunity to be part of a two- or three-teacher team. Team members observed each other teaching and gave feedback as needed. When asked why he selected this method, Fred commented,

For the student teaching process it's a time to learn, try new things. I thought, why not go to the most open and extreme point and see...I wanted to learn the most, do the most on my own and set up my own system [supervision]...I loved this method of supervision because I got to select my own supervisory team. I picked a math and English teacher, my university supervisor, and my cooperating teacher.

Fred received constructive feedback from members of his supervisory team. The math teacher expressed areas of improvement related to organization skills, the English teacher provided comments related to creating openness with students, and the teacher educator and cooperating teacher provided feedback related to subject matter and teaching delivery. However, the most rewarding outcome for Fred was becoming familiar with other professionals in the school.

You actually get to know and meet other teachers...You get to eat lunch with them and establish more of a common ground. It is an excellent opportunity to talk about, well, I am having trouble with Chris in English but he is doing well in Agriculture Education...How do I adapt or what are you doing different than me?

Fred identified one challenge that emerged from utilizing differentiated supervision, keeping focused and on track. Fred wrote,

The only catch to this method is there are no strict guidelines to follow. That means to me if you get off track it is hard to find your way back. Also with the great opportunity to make great leaps in teaching methods, there is also a chance for a setback. However, I feel the gain outweighed the risk.

Supervisor's Dilemma with Fred

Fred selected cooperative professional development. Cooperative professional development provides *the teacher* the opportunity to develop a team of individuals

who observe and provide feedback related to the teaching process. Fred established a team that consisted of a math teacher, English teacher, the agriculture cooperating teacher, and his university supervisor. Fred described his experiences with the supervisory process much differently than the other two student teachers. He expressed that he "loved" his choice of supervision and described the process as an "excellent opportunity". Additionally, Fred believed this process was the best way to take "large steps in improving as a teacher and I feel little pressure to follow a set path."

The supervisor completely supported his supervisory decision but struggled with the notion that the university supervisor should be doing more. The supervisor often felt that she was depriving him of expertise as a supervisor; however, she thought it was rewarding to watch Fred develop as a teacher. Therefore, the supervisor did not struggle with supervising Fred with his selected supervisory method but more with her own personal role as a supervisor. It is difficult for a supervisor to provide this type of freedom to student teachers because of the fear of student teacher failure. Consequently, it is great to witness a teacher take ownership over his student teaching experience and know he is enjoying every aspect of that experience. One could say, Fred, as well as the supervisor, came full-circle by the end of the semester.

Conclusions

The data gathered from this study were retrieved from three student teachers majoring in agricultural education. Danielson (1996) affirmed that teachers should have a voice in the supervisory process, but many teacher educators would not consider student teachers capable of sharing in the decision of how they are to be supervised. The majority of agricultural education teacher educators use clinical supervision with student teachers and this process is very structured (Fritz & Miller, 2003a). However, given the opportunity to select which supervisory model would be used in their supervision, all three of the student teachers in this study selected a model different from clinical supervision.

Although Billy selected clinical supervision, he really wanted a more directive approach. One can conclude that these student teachers selected the supervisory model that would augment their professional growth and was appropriate for their current developmental level. Most importantly, student teachers had a voice in the supervisory process and were enriched by the experience. As Gardner (1990) stated, the supervisory process that is follower-driven enriches and strengthens an organization.

Implications from this study are directly related to teacher education research. Researchers (Danielson, 1996; Glickman et al., 2001) argue that the process of supervision and evaluation of teachers should be developmental; however, many teacher educators do not give student teachers a voice in the supervisory process. Providing student teachers the opportunity to be involved in the supervisory process can be risky for the teacher educator but the reward gained can override the risk in certain situations.

Although the researcher believes that Danielson's (1996) and Glickman et al.'s (2001) recommendations may be extended to include student teachers, this study revealed the importance of student teachers' ability to completely understand the SOIL framework and the various styles of supervision that are available to them. In the study, Billy said he preferred "clinical" supervision, yet a closer analysis of his discussion with the university supervisor indicated that what he was really requesting was a very directive supervision strategy. He did not really understand the SOIL framework and its components. Failure of the university supervisor to recognize this fact and adjust her supervisory strategies accordingly may have resulted in serious negative outcomes for Billy.

Sally selected contextual supervision. This model provided adequate flexibility for the supervisor to adjust as necessary, but it is also important to note that much of the decision-making process regarding when and how to adjust the model was made by the supervisor. As often happens with student teachers, Sally quickly fell into a "survival" mode of operation upon entry into the student teaching experience.

Although Sally appeared to be ready to teach, dealing with classroom conflicts was clearly difficult for Sally and caused her teaching to suffer. Therefore, the supervisor quickly found that the "selling" phase of the contextual model was about all that she was able to use because Sally lacked both confidence and competence in the classroom. As such, the supervisor using a much more directive and more structured style of supervision than either she or Sally originally planned to follow. Again, failure of the supervisor to recognize the true needs of Sally and to adapt accordingly would have resulted in significant negative impact on Sally.

Fred, on the other hand, not only had the ability to select his preferred style of supervision, he flourished under it. Of the three student teachers involved in this study, Fred was the only one that was both confident and competent in his ability to perform in the classroom. Although he chose the differential supervision model with a cooperative professional option, it is likely that Fred would have been equally successful under one of several other styles of supervision, even though he may not have preferred other options. The key to success with Fred was that he was given the choice and he was capable of making his own decision. Confident and competent teachers require less structured supervision and should reap increased reward with minimal risk, both personally and professionally, by being allowed to choose supervisory models they prefer.

Although definitive conclusions should not be drawn from research involving only three subjects, it appears that a university supervisor's decision to allow student teachers to be involved in the decision-making process regarding how they are to be supervised depends on the student teachers' confidence and competence in the classroom. The role of the university supervisor is an important one, and it will remain important regardless of what supervision strategies are used with student teachers. The key to implementing the SOIL framework in student teacher supervision is dependent on the student teacher's confidence and competence. As long as a student teacher is confident and competent,

the risk of letting him or her select a less structured level of supervision is outweighed by the potential reward. In this situation, the relationship between risk and reward that is depicted in the SOIL framework would appear to be supported. Although risk may increase when a university supervisor moves from a more structured level to a less structured level of the supervision framework, the potential rewards for both the student teacher and the supervisor outweigh those risks. However, when a student teacher lacks either confidence or competence in the classroom, it could actually be a greater risk for both student teacher and supervisor if less structured supervision strategies are used, and the rewards would be fewer. Thus, the relationship between risk and reward may be exactly opposite of that depicted in the SOIL framework when student teachers lack the confidence and/or competence to make such decisions about their needed supervision.

Future research is still needed to answer some questions that have surfaced from this study. Research should strive to answer the following:

1. What is the true relationship between risk and reward when a supervisor moves from a more structured level of supervision to a less structured level of supervision of student teachers, and what is the effect of student teacher confidence and competence on this relationship?
2. What are the long-term effects for student teachers having ownership in the supervisory process?
3. Are student teachers that are supervised using a relatively unstructured model of supervision more/less developed as teachers than those that are supervised using the structured supervision model?
4. Will student teachers that selected the relatively unstructured supervisory model continue with that type of supervision (e.g. journal writing, seeking out other teachers for input, videotaping their teaching, etc.) as they enter the teaching profession and leave the protected environment of the student teaching experience?

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