Chapter Seven

Conclusions and Answers to the Research Questions

Introduction to chapter 7

As this is the final chapter of the study, we will start by focusing on the main findings from chapter five, and six (table 15 and 16) in order to analyze in more specific terms what results and issues were raised or noticed during the first analyses in chapter five. Also we will use the two directions of the analyses approach (see chapter 3).

7.1   Conclusions on the bases of the first direction of analyses

In looking at each case separately, while the tools are divided into two groups: the self-reports versus the videos, the interviews, and the questionnaires. We will find the following facts.

Case one: the videos confirmed that the development and growth of student teacher performance grew during the period so that the level of his performance accelerated to the high level of the whole group of teaching practice (sample).

The co-operating teacher of case one seems to be unclear in her opinion about the progress that happened concerning this case during the training course, but she talked about her ability of encouraging pupils to do their activities, and felt them having a positive feeling towards Mathematics lesson which was at least an appropriate progress achieved by the trainees.

In the self-report the trainee talked about the change that happened in his teaching/learning methods, including his consideration of pupils' roles. Moreover he talked about many things gained from teaching practice; especially on a personal dimension. His teaching became more efficient and approached successful work.

We may find the consistency between the opinions of both teacher and student in the videos in the sense that many aspects of performance changed to a better situation.

Case two: The videos show three different situations of the performances during the training course: 45%; 39%; and 76% respectively. To find a reason for this depression in video two, we are interested in getting more information about this case from other tools used in this study. I have had a special look at this case; the co-operating teacher described the situation as a weak student teacher; and he classified the problems of this case in some points:

(1)   She was not able to initiate the following aspects:
   (i)   Encouraging and motivating the pupils;
   (ii)   Designing questions and facilitating answers from various pupils;
   (iii)   Fostering the individual differences in class.
(2)   She produced just one type of question; i.e. closed questions and simple questions;
(3)   She was unable to prepare a continuous daily lesson plan.

But she improved at the end of the course: following is a quote from the co-operating teacher's interview:
"I can say; at the end of the training course, she became a teacher not a trainee; I am saying teacher ".

Really; this was what happened with this case; she progressed to a satisfactory level in comparison with her previous performance of 45%; and 39%. Now; how can we understand the decrease of 6% in the second phase of the videos especially since this was

the only case that had this depression, if we look into her comments in the questionnaire and the self-report we will find her talking about her problems?

"This meeting give me a chance to hearing the problems of my colleagues; sometimes they are similar to my problems …".

She complained about the pupils by describing them: clever; active; careless; and more movement during the lessons. The following quote describes her awareness of the situation:

"This new situation of dealing with pupils put me immediately into a new form of human being; I became a more flexible teacher; I found myself being a new teacher".

She talked about her performance in the self-report:

"This visit was very important for me; it corrected many issues which were going on in a wrong way".

She complained about the role the of co-operating teacher who was biased towards some methods of teaching (his own methods); his opinion in-group work was not suitable because the size of the classes is about 15-25 pupils. Moreover, she expressed his way of cooperation in the following quote:

"The co-operating teacher wants that every thing goes through his hand; which made me just a machine".

At the same time, there were some changes in her personality, awareness, beliefs, and her role as a teacher. But if you look into all the variables that surround this case: lack in strength; changing situations; typing of pupils; and the type of co-operating teacher, you consider that all of them worked together and / or separately and that made her role in the learning/teaching process cloudy and unclear. This interrupted the depression of her performance that rose in second phase of the videos.

Case three: The special situation of the co-operating teacher who worked with this school without any experience; In spite of this, the student teacher depends on his supervisor and some other teachers in the school beside his extensive efforts to improve himself during the practical teaching into many directions.

The researcher did not consider the opinion of the co-operating teacher for this case because of his poor experience and his negative attitudes towards the training course and towards the school of education. In spite of his poor experience he pointed out the following points about student teacher's performance:

(1) Lack of creative thinking questions; he produced just one type of questions; i.e. closed questions;

(2) Cooperative learning is not on his agenda at all;

(3) Time management is not suitable with the parts of the lesson.

At the same time, the researcher tried to focus his search to the self-report and the questionnaire in order to fulfill the gap in lack of information about this case.

One main direction that was of a main concern to student teachers was the dealing with pupils. This aspect helps him to achieve the continuous progress during the training course. In addition to giving full responsibility and/or full authority to manage the whole load of the co-operating teacher, which means performing 22, lessons weekly. These conditions challenged the student teacher to develop his ability to develop a good practice.

As a supervisor who worked with this case; I believe that the extensive efforts of the student teacher and his decision to get the certificate (bachelor) are the main aims of his good performance. He decided to select another job and not the job of teaching because his view of the co-operating teacher influenced his beliefs and attitudes about his future career. The pupils of the model school liked him as a new model of teaching. Compared to the co-

operating teacher, his concern about the pupils' learning was combined with the concern of pupils in him; and made the success continuous progress within practice teaching.

Case four: The videos show us continuous progress during the time of training course; the last video highlights the situation of a high level of performance that the estimated mark was 80%.

We found the opinion of the co-operating teacher about this case to be in agreement with what we observed in the videos. The following quote is from the interview of the co-operating teacher:
"Pupils' feelings towards her were very clear; they will love [like] Mathematics lesson and their attitudes should change into positive direction".

At the same time the trainee was aware herself as a teacher. She described the relationship with pupils as being intensive gone to deep level which helped her to develop a clear way of treating with them. Moreover, she was aware of her role of the learning/teaching process as described in her self-report:
"I am looking for the best learning of them [pupils]; my interest concentrated on their needs and their responses ".

We may find the level of progress and professional growth in the following quote that corresponded to her performance in the videos:
"Today I focused my work on preparing tasks for both individual and group work".

Case five: The videos gave us an idea about her improvement in performing practice teaching. Her performance was at the level of 60% and rose to the level of 79% of the final video.

The co-operating teacher confirmed that the student teacher's strategy of teaching/learning was variable besides her concern about pupils' individual differences.
"Really; I don't expect her classroom management to be good in the beginning period, you know she is trainee; but this case is unique; she has a good personality".

As a supervisor I agree with the co-operating teacher in what she says about strong character may be attractive personality of student teacher, which made her performance improve to a satisfactory level.

On the other side the student teacher react according to her role in the teaching/learning process; she described this role in her self-report:
"I started using the reflection technique which gave me more awareness about my role as a teacher; really I went deeply into some details of the executed lessons; I achieved the situation of self-evaluation".

At the same time the student teacher pointed out how much the co-operating teacher supported her in achieving a good practice.
"She was my advisor [teacher] in each step; she played the role of teacher; supervisor; and councilor for me, she encouraged me by motivating my performance in practice teaching".

As one can see; the role of co-operating teacher is still very important and central in pre-service teacher training.

Case six: The videos show us a big progress in the performance of the student teacher during the two phases of videos that started with the level of 50% and then rose to the level of 64% which was in general satisfactory, but later on, the performance went down to the level of 60% which was strange for this case; because all the given information confirm that the performance should increase; and not the contrary.

The co-operating teacher pointed out that the timing and planning are still a problem until the end of the training course; beside that she has some obstacles in performing in a class ten.

She was the only case who was interested in searching for pupils' responses (variations) during the discussion in grade seven. She developed a good relation with the pupils. The co-operating teacher added:

"Because she was closer to the pupils; so she was concerned and motivated them towards the Math-lesson".

The co-operating teacher didn't describe the classroom management in a clear way, which may be one reason of interpretation of the decrease in the last video.

At the same time, the student teacher complained about the co-operating teacher who did not give her the chance to practice in all classes. According to her classroom management she pointed out very clearly:

"Classroom management was a very smooth task for me; especially in class seven, but I faced a problem with class ten; I don't know why they [class ten] did this with me; may be because I practiced one lesson a week in class ten".

She added in her self-report:

"Once he [supervisor] observed my performance in grade ten while my bad health situation influenced my poor performance".

Moreover she said that:

"The head-teacher asked me to take the role of teacher [when she was absent for some days] which gave me more confidence, I did this task very well especially in grade ten".

In looking at the situation of this case, with closer look at the videos and the perspective of co-operating teacher; with taking on account the perspective of the student teacher; we may conclude the close reasons for this depression could be stemming from a personal dimension which means:

1.   A bad health situation that steams from the person without permission; [personal];
2.   Some bad sensitive situations related her practice in grade ten; especially when we remember her mistake in this grade; [psychological];
3.   Some (bad) resistance of the co-operating teacher in supporting or encouraging her to do something due to the situation of grade ten, which formed obstacles for the student teacher progress, [methodological].

Case seven: The videos show us two types of progress in the performance of the student teacher; the first one was from level of 68% and increased to the level of 70%; while the second one was from level of 70% improved to the level of 78% which was more satisfactory for both educators and trainee.

In looking at the perspective of the co-operating teacher we find:

"At the end of practice teaching; I found her to be a very good teacher in preparing a lesson plan and implementing it in class"

The co-operating teacher added:

"Many times her performance was very good, especially when she used teaching groups in a successful way"

It is clear that there is consistency and similarity between the teacher perspective and what the videos show us about her performance.

On the other side the student teacher had a different opinion about some issues; she comments about the co-operating teacher's role:

"The co-operating teacher asked me to improve myself without giving me an insight how to start this improvement [You have to improve yourself]".

According to her perspective shown performance looked like that:

"I can teach pupils without obstacles, they [pupils] can interact as well as the co-operating teacher does in her performance".

At the end of the training course; the student teacher talked about some issues, which reflected her insight or/and, her awareness about co-operating views, this is involved into her saying:

"Now; I understand the co-operating teacher's views about many issues, she started to consider me as a teacher; she played the role of supervisor and gave me written feedback daily".

She added about her improvement of performance:

"I want to say that the weekly meeting which was held at the university was one of the best resources that supported and improved my performance during practice teaching".

After the analysis of the findings by using the two directions, one can note that there is no big difference between the results from each direction. However, the results are totally narrow to be the same. The researcher thinks that the questionnaires did not give adequate information as well as the others. (See table 15).

7.2   Conclusions on the bases of the second direction of the analyses

In connection with the videotapes and the interviews on one side versus the questionnaire and the self-report on the other side. We will find the following facts:

1. Lesson Planning was a problem for the majority of the cases (85.68%). While the percentage decreased to 57.12% at the end of the training course, which gives us an idea about the size of improvement that happened in the area of planning which was about (28.56%). The improvement in this area could be linked to changes in their beliefs, which are implicit into the following quotes:

"Teaching without planning is just talking without meaning for both the teacher and pupils". (case five).

"I couldn't enter the class without lesson plan". (case one).

Two cases (one, and four) confirmed that they can prepare a lesson plan as an easy daily task, while one case (case three) pointed out in a clear way the difficulty of preparing a lesson plan until the time of partial practice teaching.

"Indeed, the biggest problem for my work was lesson planning". (case three).

At the same time, we didn't find any case talking about planning as a problem; moreover, their planning in the third video expressed the fact that they have changed in this area, which reflects their awareness about lesson planning at a professional level. I think there is a concern about pupils' learning, especially, since their planning takes place the form of a pupil-centered approach. In spite of the changes in the area of lesson plan, and by looking into their plans in the last video, we think their development in this area is not adequate.

2. The co-operating teachers' perspectives and the videotapes confirmed that: Mastering content knowledge was not a problem for any case; moreover, in some cases the level of mastering content knowledge was at a high level, which was comfortable for the co-operating teachers.

The self-report and questionnaire did not raise any obstacles in the face of the development of student teachers' performance during the training course, although the two cases had made mistakes during the lesson, which they discovered by themselves.

3. Methods of teaching shown in the videos as well as commented on in the interviews of co-operating teachers were very clear as to the following aspects:

a. All the cases used the questioning technique, which is considered the center of the learning/teaching process, although the level and type of these questions were not satisfactory and they differed from one case to another; moreover, they were different from one time to another in each case.

b. There was a weakness in using the technique of searching on different pupils' responses (variations) for one question; this weakness was estimated at about (85.72%) (The computing is derived from table four).

c. There was a weakness (85.72%) in organizing the situation of the problem-solving approach.

d. Using materials and visual aids, listening to pupils, pupil-centered discussion, and using group work were methodological problems facing the student teachers in their performance during practice teaching. The size of problem was similar in all of these areas. (Which was estimated at about 71.44%).

The self-report confirms that all the previous points rose in perspectives of co-operating teachers; especially, in the search on pupils' responses (variations). The following quotes show us how the self-report expressed this issue:
"I was satisfactory myself to compel the pupils accept my solution [one solution as unique]". (Case one).

Some cases had an awareness concerning their roles due to the learning process of their pupils; the first thing that changed was their methodological philosophy. They oriented their concerns towards improving their pupils' learning:

"I started working groups in parallel with individual work …… comparison between pupils results". (Case four).
"The questions were not clear, but now they are very precise closer to the pupils' mentality". (Case seven).
"I started a quiz technique to check pupils' learning from time to time".
(Case four).
"I started to evaluate my steps in a learning/teaching process by using reflection technique".
(Case five).

4. Assessment of the learning/teaching process was a clear issue that was talked about by teachers and student teachers. There were similarities in their perspectives in that the teachers were satisfied about student teachers' performance in the area of assessment of the learning/teaching process. Moreover, some teachers expressed that they are excited and interested in studying this assessment; and sharing the student teacher steps of evaluation.

The following quotes show us how the teachers were interested in assessing teaching:
"Indeed; he taught me how to build a good exam in Mathematics, his way was unknown for me and for all my colleagues in school". Case one.
"I found myself giving her the role of evaluation because her doing was very satisfied me and some of my colleagues". Case two.
"I found her work in evaluation was very new in our school ". Case four.
"Really; her work [evaluation] was satisfactory for me and for some of my colleagues in school". Case five.
"I found her a hard worker in preparing exams". Case six.
"I found that her ability in assessing learning/teaching is so good; so; at the end of the semester she prepared all my exams for all my classes". Case seven.

The self-report confirms that the student teachers prepared the most exams at the end of the training course.

5. Classroom management was a problem for some cases while it was an easy task for the others who considered it to be related to the learning/teaching process during Mathematics lessons in the classrooms

The videos show us an ideal classroom management. The perspectives of teachers and student teachers were very clear about some issues related to the situation of classroom management:

a. About (86%) of co-operating teachers believed that the strategy of teaching/learning that was/is used in Mathematics classroom should influence classroom management. In other words; classroom management depends on the strategy of teaching/learning that the teacher uses in his/her classes.

b. More than (70%) of co-operating teachers expressed the view that both the personality of the student teachers and his/her dealings with pupils directly influenced the type of classroom management.

c. About (43%) of co-operating teachers pointed out that both lesson planning and using techniques that kept pupils busy during the whole lesson influenced the classroom management during Mathematics class.

The student teachers' perspectives in their classroom management as revealed in both self-report and questionnaire show us the following facts:
More than (85%) of the student teachers believed that their classroom management directly reflected a good relation with pupils and the type of dealings with them.

One case talked about the changeable situations of classroom management depending on: situations of pupils, type of class (small or bigger); arrangement of lesson in the timetable of the class; and mode of the teacher. While other cases pointed out that the level of mastering content knowledge influenced classroom management.

As one can see; the student teachers concentrated on relations and dealings with pupils as a main factor related to the classroom management while the co-operating teachers were more professional in their perspectives about some factors which can be characterized as methodological factors; they are divided into three categories: Methods of teaching; Personality of teachers which included his/her dealings with pupils; and Lesson planning that contained the processes of busy pupils.

The teachers and student teachers agreed on one factor, which influenced the classroom management; that was the teacher treatment or dealings with pupils.

7.3 Comparison between two results of analyses' direction

In connection with two results of the analysis directions, we may conclude the agreement results of two directions, which seem to emerge from the analysis in more generalization:

The development of the student teachers' performance was clear as successive process, which depends on some factors. These factors are personal, professional, and social. This confirmed by the videos, the interviews, and the self-reports. This result documented in study of Niikko, 2000.

The student teachers' content knowledge was not representing an obstacle in front of the growth of the performance; maybe it was a supportable to the process of growing. This result agrees with the result studies of Chakalisa, P.A., Motswiri, M.J. and Yandila, C.D., 1995, Victoria, P.Jaus, 2001.

The lesson plan started as a problem with the trainees, but through the time this problem is decreasing to low level, as confirmed by the perspectives of the co-operating

teachers and the comments of the trainees in their self-reports. While the observations and the documents of the lesson planning of the trainees confirmed that lesson planning is still a problem to the end of the course. Agreement with the results of Chakalisa, P.A., 1995.

In the same context the co-operating teachers consider lesson plan affected the classroom management.

The co-operating teachers and student teachers have agreement about three factors which influenced the classroom management. These factors are: believes of student teachers about pupils' learning, relations or social skills, and methods of teaching.

Assessment of teaching is not representing a problem as a process of preparing the examinations. But this assessment does not appear within the lessons as a process of formative evaluation for the teaching goals during the implementation of the lesson. There is correspondence with the findings of Victoria, P.Jaus, 2001 that says, "One of the problem of student teachers is assessment to meet the needs of all pupils".

In looking at the four tools and linking with the literature review, the factors that related to the development of the performance rose as the following: level of both pupils and class, trainee's personality, the co-operating teacher as a supporter, trainee's social skills (Kagen, 92) , lesson planning (Glatthorn and Fox, 96) , feedback (Hollings Worth 93, and Vella, 95) , methods of teaching, the mood of the trainee, relations of trainee with co-operating teacher and pupils (Kagan, 92), profession component including the practical knowledge and the weekly meeting (Niemi, 89, 92, Feiman-Nemser and Parker, 92, Kagan, 92) , feelings and emotions (Bell and Gillbert, 96, Bullough, 92) , and the reflection (Zeichner, 91, Kagan, 92). Many of these factors mentioned by researchers in their studies.

We found the problems that resisted the process of the development of performance were described as follows: a lack of methods of teaching including the focusing on questioning and traditional approach, lesson planning (agree with Chakalisa, P, and others, 99, and Victoria P., 2001), classroom management (agree with Victoria P., 2001, Handbook, 99), materials and the media, formative evaluation steps during the lesson (agree with Victoria P., 2001), the observations (Handbook, 99), the use of motivation, and the classroom interaction.

The facilities that help the trainees in their performance and represent their needs are emerging as follows: relations with both the co-operating teachers and pupils, feedback, the weekly meeting, the visits between trainees, the number of the supervisor's visits, and micro-teaching. Last factors commented in the research of Ball and Feimen-Nemser, 1988, and Goodman, 1988, and Grossman, 1989, and Johnston, 1994.

The supervision is important component in the development of the student teachers' performance. There is confirmation about the role of supervisor as a supporter, councilor, and vacillator. The basic relation between trainees and the supervisor building on respecting each other. The trainees consider the feedback that given by the supervisor is useful and practical.

7.4   The answers of the research questions

This study was the first one in which the phase of practice teaching was analyzed scientifically for the Kingdom of Jordan.

In connection with the research questions; we will draw the final answers as a short summing up of the results that could answer those questions in an appropriate way, which might help other researchers to continue the efforts for the improvement in the teaching practice.

Question 1: How does the performance of S Ts develop with respect to the time of the training course?

It is clear that the last month (fourth) of the training course is very critical in the development and growth or/and the size of change that happened in the cases. Although; this saying it is not reflected in the importance of the second month which represents the first chance of training for the trainees, this month takes the form of constructing partially the teaching/learning process.

While the third month represents a connection between the experiences of the second and fourth months.

At the same time self-criticism is one special aspect of the third month for the student teacher, in addition to the criticism of both the teacher and the supervisor, which made the trainee change and modify his/her behaviors of performance.

The following curves show us how the performance of the student teacher developed through out the training course. At first the development of the whole cases; secondly the development of each case.

Development of the average performance during the videos
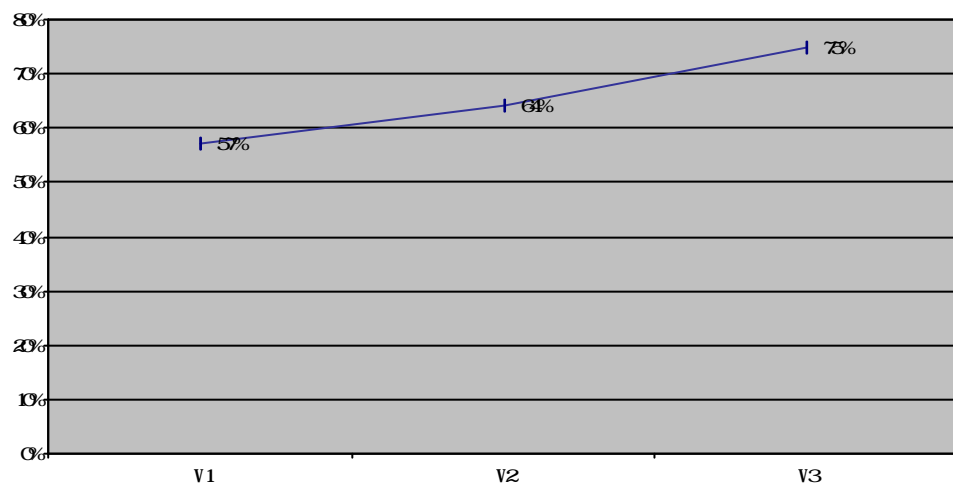
Development of the cases' performance on the basis of the videos
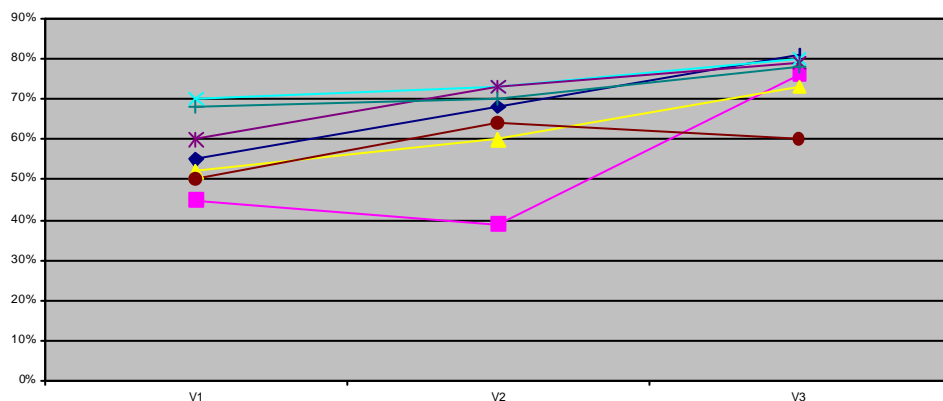
In general you note that all cases improved during the time of the training course. While their progress was different from case to case depending on each case's conditions, and factors influencing each case, it seems to vary from case to case. The development of S. Ts. competences gets clear by comparing the phases of the performances in the curves.

Question 2: What difficulties (obstacles) does the development of S T performance face? They were classified into the following categories:

(1)   Problems related to the lack of methods of teaching.
(2)   Problems related to the lesson planning.
(3)   Problems related to the lack of materials and media.
(4)   Problems of implementation the formative evaluation through the lesson.
(5)   Problems related to the observation process besides the long time of observation.
(6)   Problems related to the use of motivation.
(7)   Problems related to the classroom interaction.

Those problems and/or others (not dealt with in this study) formed obstacles in the face of the development and growth of student teachers during their training course at schools; as they expressed them in their opinions and views of their educators.

According to the facilities that support their development of performance; and help the trainees to do the best performance.

Question 3: What are the facilities that help in developing S.T. performance?
In looking at their answers in the questionnaire and their notes in the self-report as to what they needed to perform in a good way and/or to perform well in order to get a high mark. The supervisor observed their performance within the training course with the purpose of both assessing and giving them feedback for a short discussion after the lesson. Their needs for the purpose of improving their performance in the lessons were summarized in the following points:
(1)   Focusing on micro-teaching within the weekly meeting which represented a good opportunity to analyze their performance through the videos of some of the lessons they performed. This was commented by many researchers, for example: Ball and Feimen-Nemser, 1988, Goodman, 1988, Grossman, 1989, and Johnston, 1994.
(2)   Exchange visits-program between trainees which made them more aware of their performance in order to avoid some obstacles,
(3)   Relations with both the co-operating teachers and the pupils,
(4)   The number of supervisor's visits and the consequences of feedback.

At the same time, the researcher as a supervisor work with trainees (the seven cases) for a long time can suggest some facilities from his perspectives, these facilities are:
(1) Preparing materials in order to support the student teachers' methodological base during their performance; in addition to helping pupils to learn in classroom activities;
(2) Integrating technology into classroom activities in order to be meaningful for the pupils so that their roles should be clear and responsible;
(3) Student teachers' workshop for visual aids; designing and implementing;
(4) Student teachers' workshop for lesson planning; designing and implementing.
(5) Insight of the student teachers into social skills that help them in dealing with pupils; more specifically; how to be social person before being a teacher?
(6) Create some change in the frame of some courses in the Faculty of Education in order to help student teachers in their practice teaching; the change trainees need, is more knowledge practice in those courses;
(7) Prepare an observation program to visit schools in advance during the courses; before the training course takes place; which means restructuring the observation month. Trainees also complained about the long period of observation;

(8) Review the roles of supervisors and co-operating teachers by preparing a model of teaching/learning based on more practice, in other words; supervisors should perform some practice as well as co-operating teachers during the observation period; which turned the role of the supervisor into one of practitioners or trainer to practice as a trainer or/and as a teacher of teachers; in order to be closer and more involved with the team of teaching in schools.

All of those previous aspects or/and many others (the study couldn't explore all of them in spite of probing deeply) are possible catalysts in improving student teachers' performance during their training course at schools.

In connecting with the factors that can affected the student teachers' performance, question number four:

Question 4: What are the factors related to the performance?
The following factors had aware by the cases as the main points and influenced the student teachers' performance inside the classes:
(1)   Level of pupils and level of classes,
(2)   Student teacher's personality, agree with Kagan, 1992.
(3)   The co-operating teacher as supporter, agree with Hollingsworth, 1989.
(4)   Student teacher's social skills,
(5)   Lesson planning, agree with Glatthorn and Fox, 1996.
(6)   Feedback, agree with Hollings Worth, 1993, and Vella, 1995.
(7)   Methods of teaching,
(8)   Mood of student teacher,
(9)   Relations with both co-operating teacher and pupils, agree with Kagen, 1992.
(10)   Profession component, agree with Niemi, 1989, 1992, and Feiman-Nemser, and Parker, 1992, and Kagan, 1992.
(11)   Feelings and Emotions, agree with Bell and Gillbert and Bullough, 1992.
(12)   Reflection, agree with Zeichner, 1991, and Kagan, 1992.

According to the relation between the type of supervision and the student teachers' performance; there is a fifth question involved:

Question 5: What is the relation between S T performance and supervision?
In looking at what has been written in the self-report about the importance of the supervisor's visit and what followed it, in addition to how the feedback of those visits changed the situation of the student teachers from a negative case to a better one; the selection of following quotes highlight this relation:
"I could not continue my practice teaching without orientations of the supervisor ….all those visits were useful for me"; case 1.
"The type of feedback was very useful (more practical); I want to say our supervisor was our resource in practice teaching "; case 2.
" He prepared effective practical issues during the weekly meeting which supported our practice in schools"; case 3.
" The regular visits of the supervisor enlarged my insight into being aware of the negative and positive points in my performance in the classroom"; case 5.
" I found him a qualified teacher; councilor; giver feedback; qualified supervisor; and human being, we acquired good skills in focusing and reflecting on to some videos as a micro-teaching "; case 4.

" During this course the student teachers need practical knowledge more than theoretical; this is what we found through the supervisor's experiences "; case 6.

" I wait for the weekly meeting which contains many practical issues related to our practice teaching; the feed back was very useful and it has a full meaning for me"; case 7.

Which implies many issues:

1) The type of supervision (what ever it is) has a full meaning in common language for both the student teachers and the supervisors; in the case of Jordan University the type of supervision was depending on good relations and a friendly basis among the team training;

2) The supervisor in the majority of the cases raised as a main source and a councilor during the critical time of the training course; which means his role is central to the process of developing and improving the performance during the time of the training course; case two said that in her self-report "But I had a hotline telephone with the supervisor, when I need him for urgent case".

3) In some cases (for example case three) the supervisor played the role of the co-operating teacher by helping the student teacher to pass the time of the training course; case three commented in his self-report "The supervisor was not satisfied, on the contrary he wanted me to do more, which urged me to work harder to prove something in the school, i.e. my existence as a teacher".

At the same time we can show the critical decision of the following action, which influenced the performance of the student teacher:

"Really this was a problem for me to do that but she didn't care about my saying or my needs; during this time the supervisor visited me in the classroom; he gave me useful feedback; and encouraged me to continue in the same direction; which made me feel confident about myself; the supervisor asked the teacher to play the role of supervisor during my performance in the classroom; really she gave me feedback daily; which helps me in the future practice teaching", Case 5.

The following quotes describe the relation supervision and the development of the trainees.

"I was suffering silently, I was depending on the supervisor more than others. All my questions and demands shifted to the supervisor who supported me,…,I felt that the gap completely filled by the efforts of the supervisor and other qualified teachers in the model school." Case 3.

"I feel there is a problem with grade five,.., the supervisor advised me to use [worksheets] it was efficient, each pupils works alone and wants to prove him/herself." Case 2.

"He [supervisor] demonstrated many techniques that helped us and supported our practice teaching, … during this course we need practice knowledge more than theoretical, this what we found into the supervisor's experience." Case 6.

"the supervisor understood my bad health situation, he asked me to prepare another lesson next week, really next performance changed to a good level which was excellent for me and for the supervisor." Case 6.

Also case 7 commented in her report-self and questionnaire, "the supervisor visited me in one class, he encouraged me, but he oriented me to foster the pupils' role." And she added "The weekly meeting which were held at the university was one of the most important resources that supported and improved my performance during my practice teaching."

As one can see the role of the supervisor was very clear in the way of specific support and the timing of actions, which brought about some positive changes in the situation of the trainee's performance.

Besides those quotes, if we consider the improvement of the seven cases through the videos and connect their situations with the efforts of the super vision that come from many sides (Supervisor, Co. Ts. Maybe others from the staff), we can imagine the limit of the relation between the development and the supervision.

As a result of this we can say: Confer with the co-operating teacher concerning the needs and performance of the student teacher; work as a team with the teacher; draw on his or her role expertise and daily presence in the classroom with the student teacher.

The supervisor plays an important role for the development of student teachers' performance. Thus the performance of the student teacher could be influenced by the efficient role of the supervisor, which should take into consideration the following responsibilities:

1) Conduct an orientation meeting with the student teachers and co-operating teachers to acquaint them with their responsibilities;
2) Assist in the improvement of the student teacher's instructional, management, and discipline skills through observations and weekly meetings;
3) Prepare a written feedback for the student teachers' performance during each visit, and use it for future teaching;
4) Keep an individual file on each trainee's progress throughout the length of the trainee's teaching practice;
5) Provide consultative service to the trainees by providing them with the experience of teachers' skills and linking them with prospective employers;
6) Assist the trainees in the process of continuous evaluation about their performance in order to develop and use self-evaluation techniques.