**Problems of Practice**

Student teachers report feeling they receive inadequate supervision and feedback

(Inv, Morsink, Griffin, Hines, & Lenk, 1992)

“…[Student teachers] hoped for some suggestions and feedback, but they learned to be satisfied with very little”

(Borko and Mayfield, 1995, p. 515)

**Research Questions**

R1: From the student teachers’ perspective, how does the intervention design (software tool and feedback training) affect, and in what ways, opportunities to feedback? What is the nature of their feedback?

R2: In employing design-based methodology, what surprises, challenges, lessons, or combinations thereof, arose when adopting the software as part of the feedback workflow?

**Interventions**

- TeachSpark software
- Feedback capacity training
- Social networking activities

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**Study Response**

Case-study methodologies

Design-based methodologies

- “Extend application of effective feedback techniques” (Scheeler, McAfee, Ruhl, & Lee, 2006, p. 405)
- Dual commitment of theoretical and practical improvement (Sandoval, 2013)

Social network analysis methodologies

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**Research Design**

Participants: 8 student teachers (n=8); n=12 with analytics software

Data collection

- 30 semi-structured interviews
- Documents and analytics
- Observations

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**Findings – Get What you Ask For**

Prior to intervention...

- Lacked feedback capacity to advocate for specific feedback, e.g. “Comment please.”
- Feedback viewed as low-quality, e.g. “Great lesson plan”

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**Conceptual Framework**

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**Findings**

After intervention...

I put together a Shape Journal for one of my activities for a math lesson, and I was a little concerned that it was developmentally too high for kindergarten, and so I put it up on TeachSpark and was able to just say, … I’d just like to know if you feel this is appropriate for that age group. – Example of specifying feedback needs

Response to feedback...

Feedback “was on target.” She went further by saying, “She answered the questions I had.”

Response to intervention...

I think it just made it very clear what I was looking for or what someone else was looking for, so the feedback I got was always relevant to what I really wanted to know, and then when I was giving feedback, it gave me an idea of what to be looking for in a document or to answer questions