

Triad Educational Supervision What Happens During Post- lesson Conferences? A Multi-case Study

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Abstract

During post-lesson conferences, the trainers may adopt more or less directive supervisory styles, giving the pre-service teachers more or less of an opportunity to develop their reflective practice. Despite this, few studies have analyzed the actual practices of the three members of the triad from a fully cross-case perspective. This multi-case study presents an analysis of three post-lesson triad conferences. For this purpose, a grid for analyzing the professional practices of those in the triad was produced and used on the recordings of the post-lesson conferences. The results indicate that the pre-service teachers have a very short time to speak, which does not leave them much time to verbalize their reflective practice. The supervisor's professional practices were marked by a large amount of directive feedback. The professional practices of the cooperating teachers varied. These results highlight the need to further develop the reflective practices of pre-service teachers during post-lesson conferences.

Keywords

supervision; post-lesson conferences; post-conference; triad supervision; professional practices; instructional supervision

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Introduction

Clinical supervision is an essential part of pre-service teachers' (PST) learning (Palmeri & Peter, 2019). Often, two teacher educators supervise a pre-service teacher: a cooperating teacher (CT) and a supervisor (SUP) from the training institution. Together with the pre-service teacher, they form a triad (Hart, 2020). Despite the fact that teacher educators perform complex tasks (McCormack et al., 2019) and that these triads face several difficulties, clinical supervision has been under-conceptualized (Palmeri & Peter, 2019).

Indeed, triads are faced with a variety of difficulties that can reduce communication between the members. These difficulties are (1) physical, including the distance between cooperating teachers and supervisors (Buchanan, 2020), (2) organizational (Buchanan, 2020), (3) relational (Hart, 2020), (4) andragogical, such as divergent discourses (Campbell & Dunleavy, 2016; Valencia et al., 2009) and (5) the lack of preparation for cooperating teachers and supervisors (e.g. Ronfeldt et al., 2023).

This lack of preparation can lead teacher educators to opt for more directive supervisory styles, leaving few opportunities for pre-service teachers to develop their reflective practice (Hoffman et al., 2015). If teacher educators adopt an overly directive style, this may refer more to the evaluative than the educational function of supervision. Educational supervision corresponds to the practices of teacher educators, who aim to develop the thinking and competencies of pre-service teachers, not just to evaluate them (Palmeri & Peters, 2019). Evaluation then serves the pre-service teacher's professional development and the development of reflective practice.

It is important to take these difficulties into account, as some of them relate to the actions of the triad and are not neutral in terms of the professional development of pre-service teachers. In fact, the quality of supervision is linked to the pre-service teacher's performance, behavior, and self-confidence (Carter et al., 2023). In this regard, post-lesson conferences in triad (PLC-T) can be seen as a particularly important moment of preparation (Bertone et al., 2006).

The triad post-lesson conference is the conversation that follows the observation of the pre-service teacher by the supervisor and the cooperating teachers (Van Nieuwenhoven & Roland, 2015). This is the only time when the triad is reunited. It is also the only time when the pre-service teacher can receive feedback from the supervisor and be supported in developing reflective practice in an ecological context (Baco et al., 2023b).

A deeper understanding of triad exchanges could shed light on many of the triad's difficulties, such as the relationship between teacher educators and their possible need for preparation. Indeed, it is by identifying the type of action implemented by the triad in the context of the PLC-T that we can identify whether each actor has the opportunity to express themselves and the nature of their contribution. In addition, this type of study would make it possible to identify whether teacher educators effectively support pre-service teachers' reflective practice, which is an expectation of initial teacher training. Finally, it could also help identify the driving forces behind this reflective practice.

In view of the above, this multi-case study (N=3 triads) carried out as part of the first author's thesis (in progress) aims to present the development of a model of interactions within the triad in their reciprocity, and to identify the triad's actual practices during post-lesson conferences. To do this, this article presents the theoretical framework by reviewing the literature on the actual practices of triad members. In this research, professional practices are considered as actions that can be verbal interventions (e.g. sentences) or gestures (e.g. movement) (Brudermann & Pélissier, 2008) and they are approached according to their functions. The function is the supposed objective of the sender of a verbal intervention (Bocquillon, 2020). The function of an intervention, for example, may be to provide feedback or to check the interlocutor's understanding.

This literature review is organized in three dimensions (*collaboration and reflective practice; checking for understanding and providing feedback; and, supporting and training*). In this paper, a dimension is understood as a set of professional practices assembled into a coherent whole, which have a function, as their name indicates, different from the other dimensions. These three dimensions form a model of triadic educational supervision because their purpose is to present the reciprocal actions of the three members of the triad during post-lesson conferences with the aim of supporting the pre-service teacher's thinking and competence, and not just assessing the pre-service teacher's competence (Palmeri & Peter, 2019).

The literature review is followed by three research questions. These concern the analysis of the triad's professional practices (RQ1 and RQ2) and the identification of the phases of post-lesson conferences (RQ3). Following this, the methodology section presents how three post-lesson conferences were analyzed using an analysis grid (inserted into a software package) designed on the basis of the literature review. This section also justifies the use of methodology in relation to the research questions.

The results section presents the results of the analysis of the post-lesson conferences in relation to the three research questions for each of the three cases. Finally, the article closes with a discussion and conclusion.

Literature Review

Based on a review of the literature (Baco et al. 2023b) and previous work on the actions of cooperating teachers (Baco et al. 2021, 2022a, 2023a, 2024d in press), a set of professional practices of teacher educators and actions of pre-service teachers particularly mobilized during PLC-T were identified. Based on this literature, a three-dimensional model of educational supervision in triad (Figure 1) is presented below.

Collaboration and Reflective Practice

The *collaboration and reflective practice* dimension involves professional practices designed to support the partnership between triad members. This dimension refers in part to the work of Valencia and colleagues (2009), which is particularly enlightening because it focuses specifically on interactions within the triad, based on data collected from each member.

This dimension includes actions through which triad members clarify goals (Valencia et al., 2009) or through which teacher educators harmonize their expectations of the pre-service teacher (Campbell & Dunleavy, 2016). This dimension also includes practices relating to the organization of the meeting, such as tidying up the room or giving the floor to the interlocutor (Baco et al., 2024a). According to Portelance and colleagues (2017), it is the supervisor who must exercise collaborative leadership within the triad. This dimension also involves all three members of the triad reflecting on their practice. The relationship to reflective practice within the triad is complex and multifaceted. While, on the one hand, pre-service teachers are expected to take a reflective look at their practice (Soslau, 2015), on the other hand, this may also be the case for their teacher educators, for example, to share their experiences or analyze them in order to develop professionally. In this regard, the cooperating teacher-pre-service teacher relationship can lead the cooperating teacher to re-examine their own beliefs and practices (Hoffman et al., 2015).

Derobertmeasure (2012, cited in Derobertmeasure & Robertson, 2013), based on numerous models (Fenstermacher, 1996; Hatton & Smith, 1995; Kolb, 1984; Schön, 1984; Sparks-Langer et al., 1990; Van Manen, 1977), proposes a three-level model enabling a professional to broadly develop reflective practice. This model is particularly relevant to the present study, as it was used to analyze the reflective practice of pre-service teachers based on recordings of their exchanges with supervisors (e.g. Derobertmeasure & Robertson, 2013; Bocquillon & Derobertmeasure, 2017). The first level involves reflective processes for “reporting on one’s practice,” such as describing one’s practice (Derobertmeasure et al., 2015). The second level aims to take a step back from one’s practice (e.g., by legitimizing or evaluating it), while the third level enables the teacher to envisage future practices. The *collaboration and reflective practice* dimension also includes the conversation’s follow-up remarks, such as approvals and disapprovals, which help sustain the conversation (Portelance, 2011; Portelance & Caron, 2017).

Checking for Understanding and Providing Feedback

The second dimension concerns *checking for understanding* (Lumpkin, 2022) and *providing feedback*. Although feedback is important for teacher educators, delivering it is not self-evident (Carter et al., 2023). Hazi (2020), warns against the passive use of feedback by the pre-service teacher. This is why we support active pre-service teacher engagement. Indeed, teacher educators can offer feedback to the pre-service teacher, just as pre-service teachers can offer feedback, to a certain extent and under certain conditions, about the teacher educators’ practices.

In this study, we mobilize Hattie and Timperley’s (2007) typology to analyze PLC-T. This typology is particularly relevant because it includes feedback of different levels, which do not directly call for the same practices on the part of the pre-service teacher. In contrast to task-based feedback (presented below), self-regulatory feedback is aimed at the student’s self-assessment and self-regulation. This encourages pre-service teachers to verbalize and develop their reflective practice. In addition, this typology has been adapted by Maes et al. (2022) for use in a field close to that of post-lesson conferences, namely co-evaluation conferences. Task and process feedback communicate information about what has been done (the task) or how it was done (the process). Feedback about the self communicates information about the person without being connected to their actions (e.g. “You’re a talented pre-service teacher”). It should therefore be avoided. Self-

regulatory feedback is designed to encourage pre-service teachers to assess and regulate themselves. This feedback aims to develop the pre-service teacher's reflective practice. In addition to this process, with a view to professional co-development (Caron & Portelance, 2017), members of the triad can stimulate the reflective practice of other in order to share their professional experiences.

Supporting and Training

The third dimension, *supporting and training*, concerns both the reciprocal assistance provided by the members of the triad and the exchange of practices. Assistance can be provided in a variety of ways. For example, it may concern pedagogical aspects, such as lesson preparation, but is not limited to this aspect (Mok & Staub, 2021). Since the internship is a difficult and sometimes stressful time, teacher educators can provide emotional support, for example, by reassuring the pre-service teacher (Saunders et al., 1995). This requires teacher educators to be empathetic and to understand and recognize that teaching is a highly complex task (Ellis et al., 2020). Another type of support involves helping pre-service teachers to manage their professional development, for example, by considering their training path, career entry or teaching career stages (Baco et al., submitted a). In order to share professional practices, members of the triad can carry out cognitive modeling, presenting a practice and discussing the considerations surrounding it (Bashan & Holsblat, 2012; Cutrer-Párraga et al., 2022). Neither the pre-service teacher nor the teacher educator is expected to use the proposed practices without reflecting on the context, but these practices do help to develop their behavioral repertoire so as to offer them multiple possibilities.

Focus on the Conferences Phases

Post-lesson conferences can be divided into different phases. Each phase is characterized by specific actions on the part of the triad's members. Changes in the dynamics of exchanges between triad members then mark the transition from one phase to another. Simons and colleagues (2009) suggest that the pre-service teacher should first express their feelings. Then, the teacher educators compare the pre-service teacher's comments with their own analysis. The post-lesson conference concludes with joint suggestions from the pre-service teacher and the teacher educators for future lessons.

The research by Chaliès and colleagues (2004) is also enlightening, as it proposes an analysis of interactions during post-lesson conferences based on the triad's actual practices. These authors identify three phases in the conference process. Firstly, it is the teacher educators who take the floor to verbalize their observations and analysis. During this first phase, pre-service teachers "nod and rarely interrupt" (Chaliès & Durand, 2000, p. 154). Secondly, pre-service teachers take the floor in a kind of monologue to analyze and justify their actions. After this, a dialogue takes place between the teacher educators and the pre-service teacher. This enables them to share their experiences. The difference between the phases proposed by Simons et al. (2009) and those of Chaliès et al. (2004) lies in the fact that in Simons et al.'s phases, the post-lesson conference begins with the pre-service teacher speaking, followed by the teacher educator's analysis, whereas in Chaliès et al.'s study, the teacher educator speaks first, followed by the pre-service

Figure 1: The 3 Dimensions of Educational Supervision in Triad

teacher's reaction. However, both models agree that a dialogue between the teacher educator and pre-service teacher takes place after the initial phases, notably to identify alternatives to the pre-service teacher's practice.

Context

The study was carried out in French-speaking Belgium with pre-service teachers (and their teacher educators) intending to teach French and Philosophy and Citizenship in lower secondary education. Their training lasts three years. Active internships, during which pre-service teachers teach students, begin in the second year. These consist of two-week internships. Pre-service teachers are responsible for preparing and delivering lessons. They are supervised throughout the internship by a cooperating teacher. Teachers from the training institution (supervisors) come to observe some of the pre-service teacher's lessons. Following this observation, a post-lesson conference in triad (pre-service teacher, cooperating teacher, supervisor) is carried out.

Research Design and Methods

Based on the elements presented above, this research aims to answer the following three research questions:

RQ1. Which dimensions of educational supervision in triad (see theoretical framework) are mobilized for the longest time during speaking events of each of the triad's members?

RQ2. What professional practices (see the method section) of the three dimensions of educational supervision in triad are implemented the most times (most occurrences) by each member of the triad?

RQ3. What is the sequence of post-lesson conference phases regarding the three dimensions of educational supervision in the triad?

This multi-case research (Mills & Gay, 2019) aims to analyze actual triad interventions in order to model post-lesson conferences in triad. The multi-case study, like the single-case study “combines scientific requirement and clarity in the communication of an experience (Albero, 2010)” (Derobertmeasure et al., 2015, p. 4). It is particularly appropriate for descriptive research, such as the present study (Mills & Gay, 2019). It helps to answer the research questions, as the post-lesson conferences include many contextual elements that the case study makes it possible to take into account. The observation methodology, for its part, enables us to answer the research questions because, in order to know and analyze professional practices, it is necessary to observe them. Indeed, declared practices may differ from observed practices.

Participants and Data Collection

For this study, all (N=3) of the post-lesson conferences in triad conducted by a supervisor (professor specialized in teaching of the philosophy and citizenship course) with their second-year students and their cooperating teachers were analyzed (Table 1). The supervisor taught for 4 years in secondary education before becoming a supervisor. They have been a supervisor for 12 years. As shown in the table below, the post-lesson conferences lasted between 15 minutes 30 seconds (Triad 3) and 21 minutes 42 seconds (Triad 1). They took place immediately after the pre-service teacher's practice lesson.

Table 1: Sample Description

Triad number	Duration of the post-lesson conference	Pre-service teacher	Cooperating teacher			Supervisor
		Year of study	Length of service as a teacher (in years)	Number of pre-service teacher(s) supervised	Training in pre-service teacher supervision	
Triad 1	21 min 42 s	2	8	1 to 4	No	Length of service as a supervisor: 12 years
Triad 2	17 min 0 s	2	18	More than 10	No	
Triad 3	15 min 30 s	2	20	5 to 10	Yes	
Total	54 min 12 s ($\bar{x}$ = 18 min 4 s)	/	/	/	/	/

This was the first active internship for the pre-service teachers. It lasted two weeks. The three lessons observed were part of the philosophy and citizenship course in secondary education. The

lesson topics were: “Human rights” (Triad 1), “Stereotypes and bias” (Triad 2) and “Self-confidence” (Triad 3). The cooperating teachers have varying degrees of experience. The cooperating teacher in Triad 1 supervised fewer than five pre-service teachers, unlike the other two. Only the cooperating teacher in Triad 3 states that they have taken a training course on future teacher supervision.

The Analysis Grid Inserted in the Software

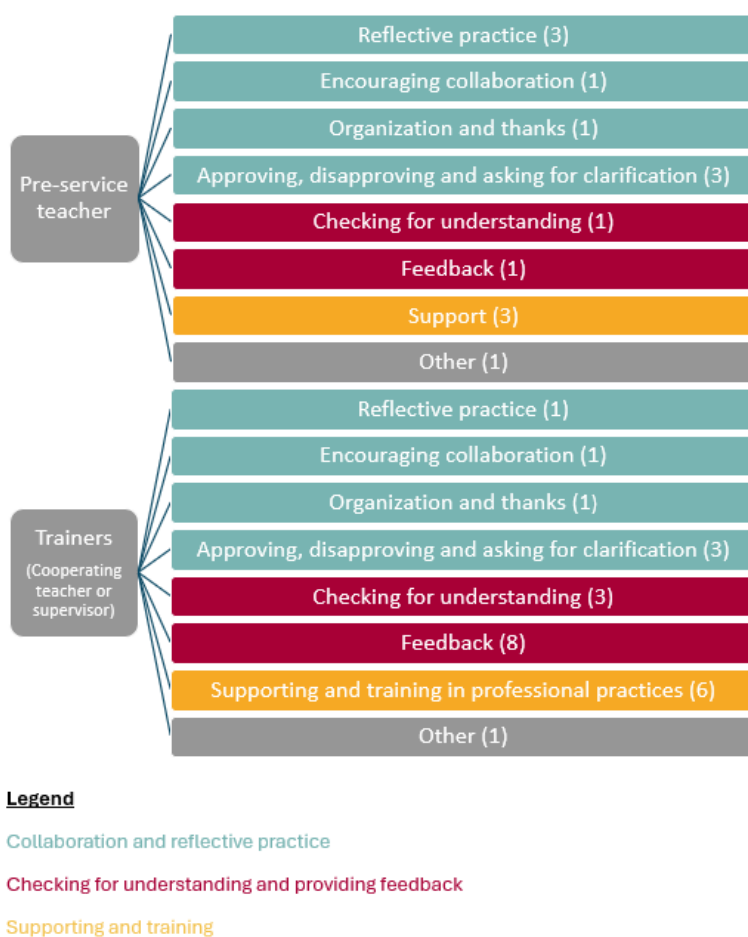
In order to characterize actual triad practices, an analysis grid (see Appendix A) has been designed based on the literature. It operationalizes the model of educational supervision in triad (see conceptual framework). For each of the model’s three dimensions, the professional practices of the teacher educators and the actions of the pre-service teacher have been identified (Figure 2). The aforementioned empirical work on the analysis of themes evoked by the triad during post-lesson conferences was also used (Baco et al., 2024a). This is a function-based grid, i.e. each professional practice is presented according to the supposed intention of the person implementing it, which helps answer the research questions.

The number of categories has been deliberately chosen to ensure that there are enough to precisely identify the actions of the triad members, while remaining easy to manipulate. Also, depending on the actors, some categories are more developed than others. For example, there are more categories for feedback from teacher educators than from pre-service teachers. In fact, it is more useful to know the variety of feedback from teacher educators than from pre-service teachers, as this professional practice is expected more from teacher educators than from pre-service teachers. The grid respects the principle of exclusivity. In other words, an intervention can be coded in one, and only one, category (Bocquillon et al., 2022). It also respects the principle of exhaustiveness, i.e. all interventions must be coded. To this end, “other” categories have been added. These categories are used to code interventions that cannot be coded in one of the analysis grid’s categories. The grid was improved using an iterative approach (Mukamurera et al., 2006), i.e. a first version of the grid was tested on several post-lesson conferences and an emerging category was added (see Appendix A).

The *collaboration and reflective practice* dimension comprises four categories for the pre-service teacher and their teacher educators. The first category, “reflective practice,” corresponds to verbalizing the reflective practice of the pre-service teacher and their teacher educators. For example, pre-service teacher can evaluate their practice or suggest alternatives. The second category, “encouraging collaboration,” corresponds to supporting collaboration within the triad. The cooperating teacher can, for example, provide contextual information about their students. The third category, “organizing the post-lesson conference and giving thanks,” corresponds to what the members of the triad can do to organize the post-lesson conference. For example, they can organize the speaking turns. This category also includes acknowledgements exchanged between actors. For example, the supervisor may thank the cooperating teacher for mentoring the pre-service teacher. The fourth category, “approving and disapproving and asking for clarification,” corresponds to comments aimed at approving or disapproving of the interlocutor’s statement, with interventions such as “Ok” or “Agree”. This category also includes comments aimed at asking for clarification. For example, the supervisor may ask for clarification to understand the reasons for the pre-service teacher’s actions.

The second dimension, *checking for understanding and providing feedback*, comprises two categories. The first concerns the interventions aimed at checking for understanding formulated by the pre-service teacher and their teacher educators. They can be stereotypical (e.g. “Okay? Are you alright?”) or specific (e.g. “Can you summarize what we have just said?”). The second concerns feedback formulated by the pre-service teacher (in certain situations) and their teacher educators. The pre-service teacher can, for example, tell the cooperating teacher that they have supervised them well. This category includes a set of sub-categories for teacher educators, corresponding to the different types of feedback proposed by Hattie and Timperley (2007) (see conceptual framework). It is also possible to identify whether feedback is positive or negative.

Figure 2: Overview of the Analysis Grid



The third dimension, *supporting and training*, includes a category concerning the support that can be offered to the pre-service teacher or to the teacher educators. This category also includes a sub-category corresponding to the professional practices of the teacher educators, enabling them to train the pre-service teacher in certain professional practices. The “Other” category corresponds to statements in the triad that have a function other than those mentioned above.

This analysis grid was inserted into an observation software program (The ObserverXT®) which was chosen because, after manual coding of the interventions by the researcher, it enables various representations (chronology of exchanges) and information (e.g. speaking time) relevant to answering the research questions to be obtained. For the purposes of this analysis, an intervention is considered to be closed when the person speaking changes, or when the same person's comments have a different function (i.e. they use a different professional practice). For example, if a teacher educator gives feedback and then assistance, two interventions are coded. In addition to manual coding, qualitative notes were taken during coding, and the evaluation grids completed by the supervisor were consulted.

Inter-rater Reliability

To verify that the grid enabled objective coding, an inter-rater reliability test was carried out with a second observer, using 40 extracts of the corpus. The inter-rater agreement rate, without discussion between coders, was 85%, which is higher than the 80% threshold proposed by Miles and Huberman (2003).

Results

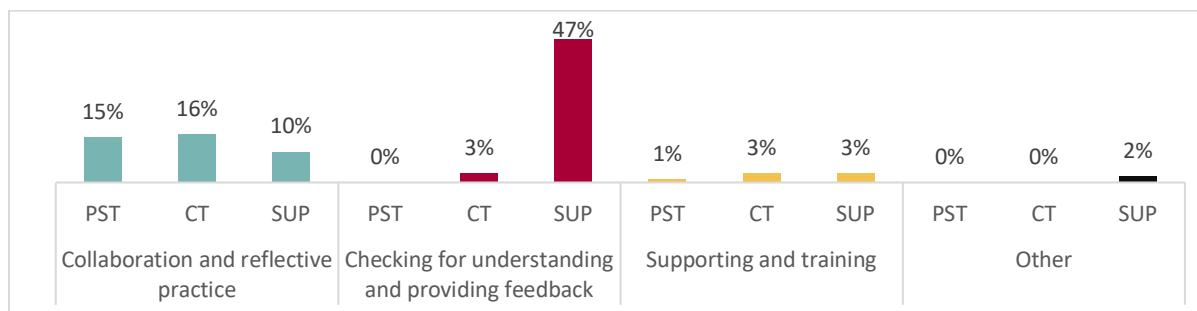
This section presents the results of the post-lesson conferences analysis. For all of the post-lesson conferences, 911 verbal interventions were identified and classified one by one. Other general results are presented in the table in Appendix B. The rest of the text presents case-by-case results for the three research questions. A supplementary section relates important findings from the three case studies.

Case: Triad 1

The post-lesson conference focuses on the pre-service teacher's lesson in which they organized a role-playing game with the students on human rights. However, the role-play did not go very well (according to the teacher educators), as the students, who had learning difficulties, were embarrassed to perform such an activity in front of their peers.

RQ1: The dimensions mobilized most

As shown in the figure below, 50% of speaking time was dedicated to the *checking for understanding and providing feedback* dimension, which aims to check the interlocutor's understanding and provide feedback. It was the supervisor in particular who mobilized this dimension to give feedback (see below). Next, it was the *collaboration and reflective practice* dimension, which aims to support collaboration within the triad and to take a reflective look at one's own practice, which was used 41% of the triad's speaking time. It should be noted that when the pre-service teacher and the cooperating teacher took the floor, their actions referred almost exclusively to this dimension. The *supporting and training* dimension, which aims to provide help (other than feedback) and train in professional practices, was implemented very little.

Figure 3: Distribution of Speaking Time of Triad 1 Between Model Dimensions (% of time)**RQ2: Characteristic practices**

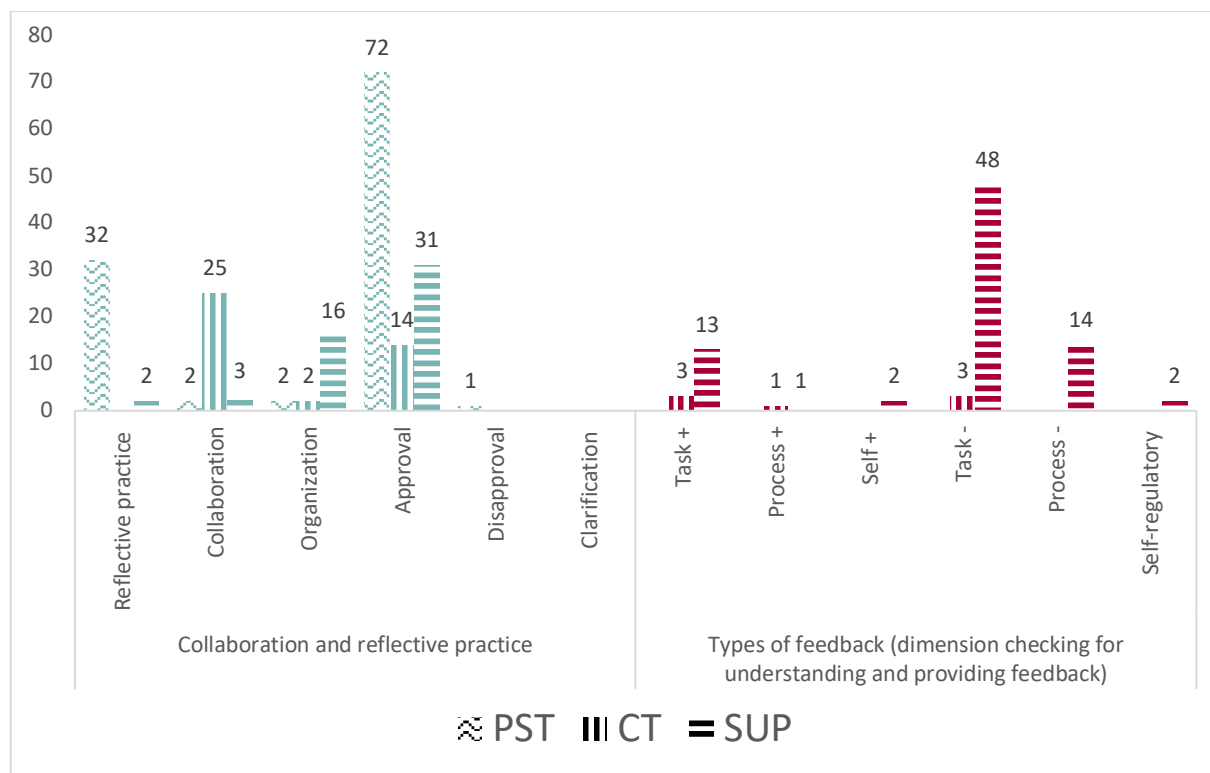
As mentioned above, *checking for understanding and providing feedback* was the most frequently implemented dimension. In particular, this involved feedback from the supervisor (see figure below). In fact, very few interventions aimed at checking for understanding were implemented. There were a few stereotypical forms of checking for understanding, such as “Okay?” but only the supervisor used them. The cooperating teacher gave very little feedback (N=7).

As shown in the figure below, the supervisor’s feedback was overwhelmingly negative and focused on the task (N=48). For example, the supervisor said about the preparation of the pre-service teacher’s activity: “You need to anticipate a bit [document analysis]. You have to prepare. You have got to plan the quote analysis and the video summaries.” (SUP, Triad 1, 9 min. 39 s). Next, it was negative feedback on the process that was most implemented by the supervisor (N=14). For example, the supervisor gave negative feedback on the pre-service teacher’s management of the students’ activity. They said: “I found you a bit lost towards the end. [...] You got off to a fast start on the three generations of rights, without actually doing much with them. The students barely understood what they were showing. You did not ask the others: ‘What do we see?’; ‘What did they try to show?’; ‘Why?’” (SUP, Triad 1, 15 min. 40 s.). It should be noted that the supervisor gave only two self-regulatory and two positive comments to the pre-service teacher. In this regard, they said: “Generally speaking, you’re caring and willing, I feel that” (SUP, Triad 1, 19 min. 26 s.).

With regard to the *collaboration and reflective practice* dimension, the pre-service teacher’s comments were almost exclusively approving (N=72), such as, “Ok, I agree,” or were reflexive (N=32). For example, after negative feedback from the supervisor on time management, the pre-service teacher said: “That [time management] could have gone better. It is true that at the end, they did not all present in front of the class, but that is because they took longer than the other class” (PST, Triad 1, 1 min. 40s). The cooperating teacher’s comments, on the other hand, were primarily intended to support the collaboration (N= 25) by providing contextual elements such as the number of students or the students’ usual attitudes to learning. It is worth noting that the supervisor was the one who most often made organizational comments (N= 16). For example, they organized the discussion by saying: “If you have anything to add, or if you [the PST] also have anything to add, don’t hesitate” (SUP, 4 min 25 sec.).

In this triad, the task of evaluation (feedback) seemed to be the responsibility of the supervisor, while that of the cooperating teacher was to ensure collaboration within the triad, notably by providing contextual elements. The pre-service teacher's actions were divided between numerous approvals and reflexive comments. The sequence of the post-lesson conference, based on all these observations and the chronology of the exchanges, will now be presented.

Figure 4: Distribution of Verbal Interventions of Triad 1 Within the *Collaboration and Reflective Practice* Dimension Categories and Between Feedback Types (number of occurrences)

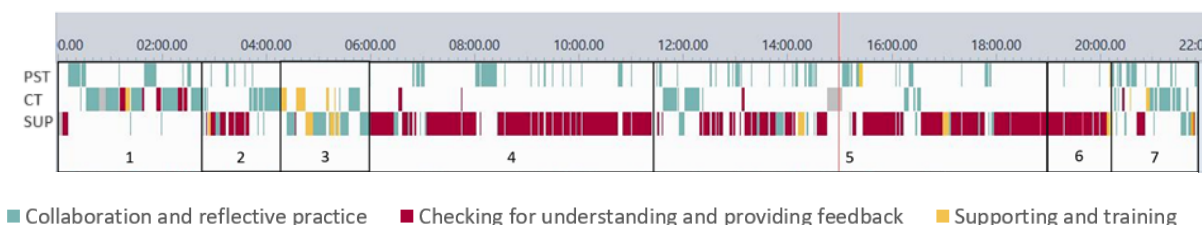


RQ3: The post-lesson conference phases

Triad 1 can be sequenced into seven phases (see Figure 5). First (1) the supervisor provides self-regulatory feedback by saying: “How do you think it went?” (SUP, Triad 1, 0 min. 10 s.). Then the pre-service teacher reflects on their practice: “I think the lesson did not go very well, because the students were not very cooperative” (PST, Triad 1, 0 min. 14 s.). After this, the cooperating teacher encourages collaboration by providing contextual elements relating to the course: “It is important to know that this is a student who is repeating a school year” (CT, Triad 1, 0 min. 40 s.). This is followed (2) by negative feedback from the supervisor about the pre-service teacher's classroom management, a practice characteristic of their supervisory style. The cooperating teacher encourages collaboration by explaining that the pre-service teacher reacted in this way because they had been shown this practice by the cooperating teacher, a practice characteristic of the cooperating teacher's supervisory style. After this, (3) the cooperating teacher asks for help from the supervisor about the manner to complete the evaluation grid, and an exchange on this subject ensues. Then (4), the cooperating teacher gives several points of

negative feedback. To these points, the pre-service teacher indicates a lot of approval. At around 8 minutes, the pre-service teacher verbalizes their reflective practice to justify why their lesson preparations were not sufficiently accomplished (lack of time). After that, (5) the supervisor gives feedback, and the cooperating teacher encourages collaboration by explaining what they had asked the pre-service teacher to do. These two actions are characteristic of the actions of the teacher educators. Then (6) the supervisor summarizes the feedback they have given the pre-service teacher. The discussion closes (7) with a consideration of the difficulty the cooperating teacher and pre-service teacher have in teaching all the content they have to cover in the 50-minute periods available.

Figure 5: Chronology of Exchanges (Triad 1)

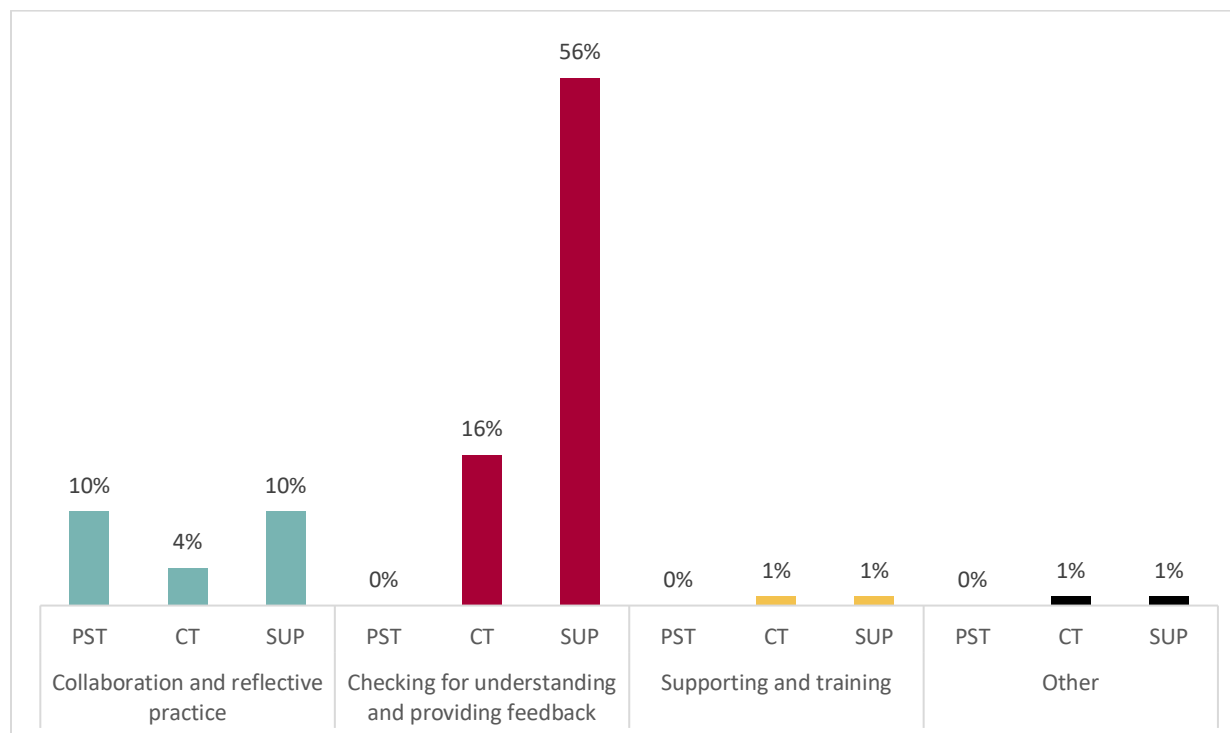


Case: Triad 2

The post-lesson conference concerns a lesson given by the pre-service teacher to a class they had not previously been able to observe. The pupils in question were experiencing difficulties at school. The pre-service teacher began the lesson with individual work which, according to the cooperating teacher, can be more difficult for the students than group work.

RQ1: The dimensions mobilized most

As shown in the figure below, the most frequently used dimension of the post-lesson conference is that relating to *checking for understanding and providing feedback*. This dimension accounts for 72% of the triad's speaking time. The supervisor mobilizes this dimension for 56% of the triad's speaking time. The cooperating teacher also mobilizes this dimension, accounting for over 70% of their speaking time. Next, the dimension of supporting collaboration within the triad and taking a reflective look at one's own practice is the most developed (24% of the triad's speaking time). When the pre-service teacher speaks, all their comments are linked to this dimension. The dimension of supporting in ways other than providing feedback and training in professional gestures is only marginally implemented.

Figure 6: Distribution of Speaking Time of Triad 2 Between Model Dimensions (% of time)

RQ2: Characteristic practices

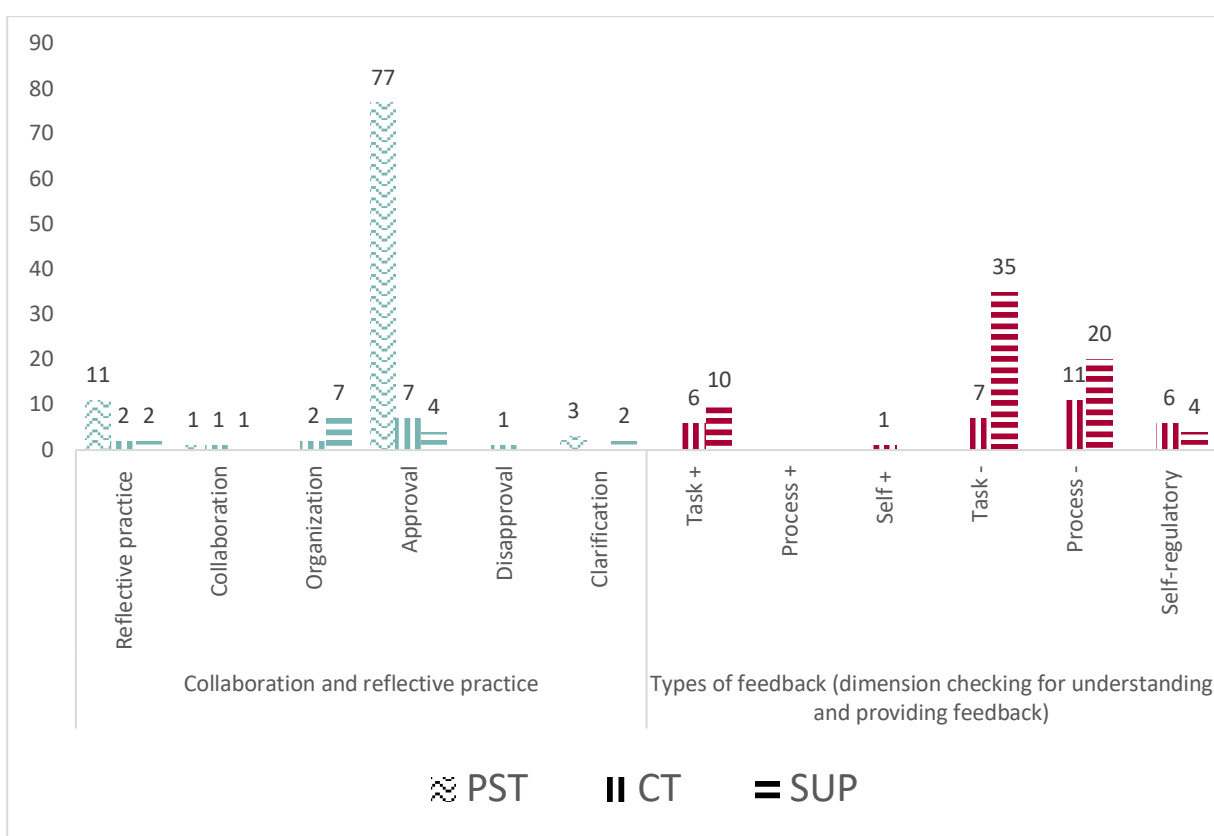
As far as the dimension *checking for understanding and providing feedback* is concerned, very few interventions of checking for understanding were identified. These interventions were all stereotyped (e.g. “Ok?”) and came from the supervisor. As shown in the figure below, when the supervisor did give feedback, it was more negative and related to the task (N=35) or the process (N=20). They gave 10 positive comments on the task. For example, they said “the mastery of language is fine” (SUP, Triad 2, 4 min 35 s), but this was directly nuanced with regard to the mastery of written language specifically. The supervisor said “but there are too many mistakes in writing” (SUP, Triad 2, 4 min 38 sec.). Four feedback comments were aimed at the student’s self-regulation. For example, they said: “Had you ever done it before you presented yourself to the students like that?” (SUP, Triad 2, 2 min. 44 sec). Only one feedback comment related to the “self” of the pre-service teacher. The feedback from the cooperating teacher was relatively similar, but was distributed more equitably. The cooperating teacher gave between 6 and 11 comments in each of the above categories (except feedback on the self). They gave the most self-regulatory feedback (N=6). For example, on the subject of having students work on their own before a group activity, they said: “What does the work done in preparation for the activity add? What is the added value of individual work?” (MDS, Triad 2, 1 min. 16 s.).

For the second dimension, aimed at supporting collaboration and reflective practice, the majority of the pre-service teacher’s comments were approving (N=77) and statements allowing them to verbalize their reflective practice (N=11). For example, the pre-service teacher explains that they could move around more in the classroom: “I was thinking about everything I needed to change, for example, moving around more in the classroom” (PST, Triad 2, 2 min. 29 s). The

interventions of the cooperating teacher and the supervisor are divided between the different categories. It should be noted that very few interventions were aimed at supporting collaboration within this triad.

This triad is thus marked by a lot of feedback, often negative, and a lot of approval from the pre-service teacher. Despite their relatively short speaking time, the cooperating teacher gave more feedback aimed at self-regulation than the supervisor. However, a study of the entire post-lesson conference seems to show that the pre-service teachers' reflective practice and the collaboration are rarely observed.

Figure 7: Distribution of Verbal Interventions of Triad 2 Within the *Collaboration and Reflective Practice* Dimension Categories and Between Feedback Types (number of occurrences)



RQ3: The post-lesson conference phases

As shown in the figure below, the post-lesson conference for Triad 2 begins with feedback from the cooperating teacher (1). The cooperating teacher provides self-regulatory feedback several times, saying things such as: “I felt you were less dynamic than usual, but you didn’t explain it?” (CT, Triad 2, 2 min. 24 s.). During this phase, the supervisor speaks very little, and the pre-service teacher implements approvals and also justifies their action. The pre-service teacher says, for example, “It’s so that they can think about it and when we come to discuss it together, they already have their little idea.” (PST Triad 2, 1 min. 30 s.). After that (2), the roles are reversed: it

is the supervisor who gives feedback, and the cooperating teacher does not speak much. For example, the supervisor says: “I have the impression that the content is not quite mastered” (SUP, Triad 2, 7 min. 42 sec.). The pre-service teacher implements a lot of approvals, which is characteristic of their way of acting. During this second phase, the cooperating teacher speaks three times. In the 5th minute, they answer the supervisor’s question by saying that the pre-service teacher did indeed deliver their preparations on time. In the 11th minute, the cooperating teacher gives feedback to the supervisor. They say, “What you say is very pertinent, I’ll take that into account too” (CT, Triad 2, 11 min. 37 s.). They speak again in the 15th minute after feedback from the supervisor. They ask the supervisor where the pre-service teacher can find the information they need. They ask if they can find it in the supervisor’s courses, to which the supervisor replies with a question to the pre-service teacher: “What do you think? We talked about it a bit during the first year of training.” This prompts the pre-service teacher to explain where they can find the information. In this post-lesson conference, there is little implementation of the dimension *supporting and training*. For example, the cooperating teacher reassures the pre-service teacher after negative feedback, saying: “Some days, it’s like that, and it’s not because of you” (CT, Triad 2, 3 min. 56 s.).

Figure 8: Chronology of Exchanges (Triad 2)

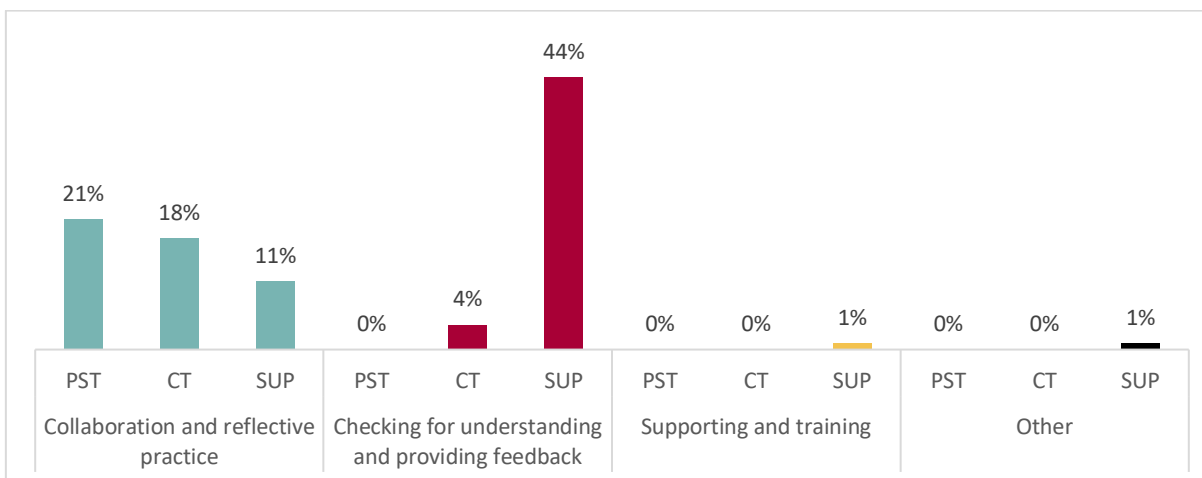


Case: Triad 3

The post-lesson conference focuses on the pre-service lesson on self-confidence. In the unanimous opinion of the triad, the pre-service teacher had difficulty managing the students’ lack of participation.

RQ1: The dimensions mobilized most

As shown in the following figure, speaking time in this triad is equally divided between the dimension aimed at supporting collaboration within the triad and taking a reflective look at one’s practices (50% of speaking time) and the dimension aimed at checking for understanding and providing feedback (48% of speaking time). The supervisor’s speaking time, which accounts for just over half of the triad’s speaking time (57%), is overwhelmingly devoted to the *checking for understanding and providing feedback* dimension (>77% of his speaking time). Eighty percent of the cooperating teacher’s speaking time is devoted to the *collaboration and reflective practice* dimension. The pre-service teacher’s speaking time represents a fifth of the triad’s time. This time is devoted exclusively to the *collaboration and reflective practice* dimension.

Figure 9: Distribution of Speaking Time of Triad 3 Between Model Dimensions (% of time)**RQ2: Characteristic practices**

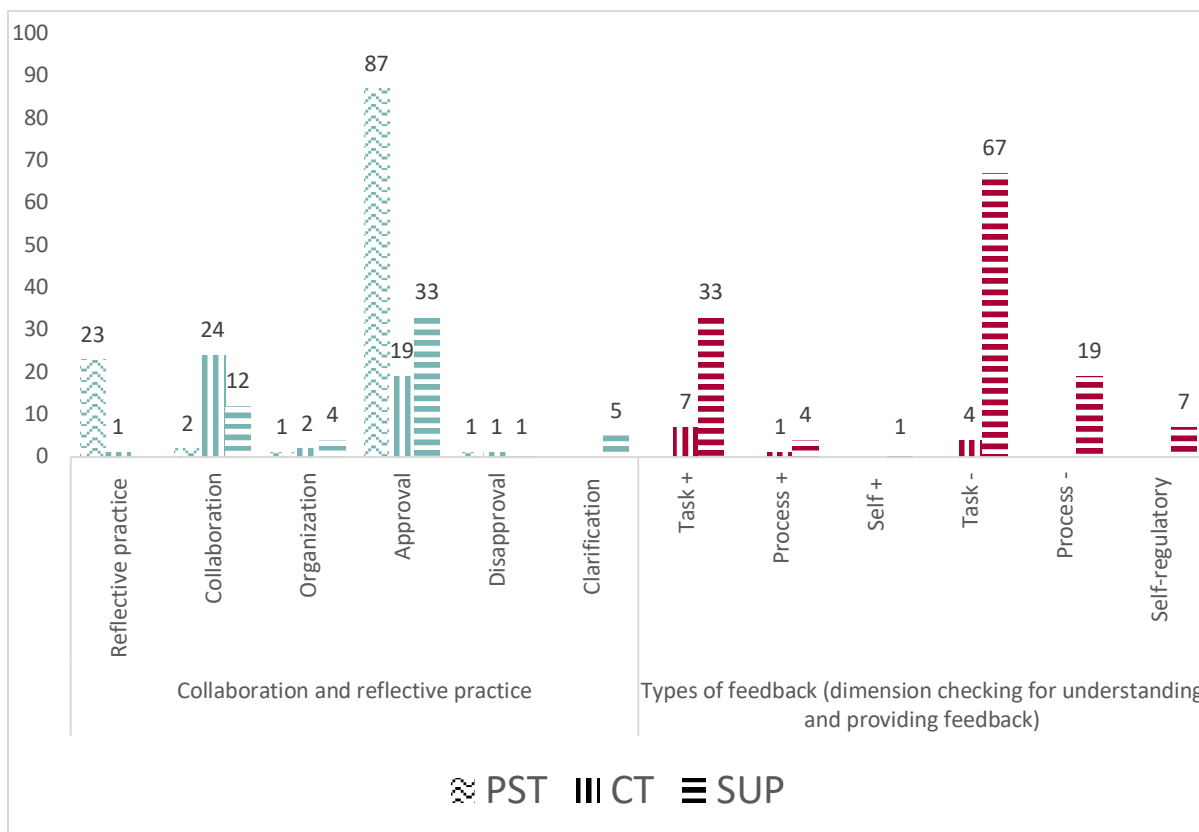
As shown in the following figure, the feedback given by the supervisor is mostly negative, concerning the task (N=67) or, to a lesser extent, the process (N=19). They also make 38 positive comments, 33 of which are task-related. For example, they say: “Orally, it went well, your explanations are clear, and so are your instructions” (SUP, Triad 3, 5 min. 18 s.). They make 7 comments aimed at the student’s self-regulation, such as: “How did you imagine this activity of associating the definition with the terms?” (SUP, Triad 3, 3 min 17 s.). Little feedback is given by the cooperating teacher (N=12), but most is positive (N=8). For example, the cooperating teacher explains that the pre-service teacher tries to do what is expected of them and to correct their mistakes: “They always try to do their best and to correct their production” (CT, Triad 3, 5 min. 32 s.). No intervention to check understanding was observed during this triad.

As far as the *collaboration and reflective practice* dimension is concerned, the members of the triad express a great deal of approval, particularly the pre-service teacher (N=87). The pre-service teacher takes the floor 23 times to reflect on their own practice. For example, after an intervention by the supervisor inviting the pre-service teacher to share their findings on the subject of the lesson with their students, the pre-service teacher says: “I’m sometimes afraid of giving them too much, and as in the verbal exchange they respond little, I’m afraid of drowning them in information” (PST, Triad 3, 10 min. 55 s.).

However, the pre-service teacher implements few interventions in support of collaboration within the triad (N=2) in contrast to the teacher educators. In fact, both the cooperating teacher and the supervisor speak out several times in support of collaboration, especially the cooperating teacher (N=24).

In this triad, the supervisor seems to be responsible for feedback. Most of their comments are negative, but they are 38 times positive. When the cooperative teacher gives feedback, it is mainly positive. In this triad, speaking time is equally divided between ‘evaluative’ comments (feedback) and comments devoted to collaboration within the triad and the pre-service teacher’s reflective practice.

Figure 10: Distribution of Verbal Interventions of Triad 3 Within the *Collaboration and Reflective Practice* Dimension Categories and Between Feedback Types (number of occurrences)

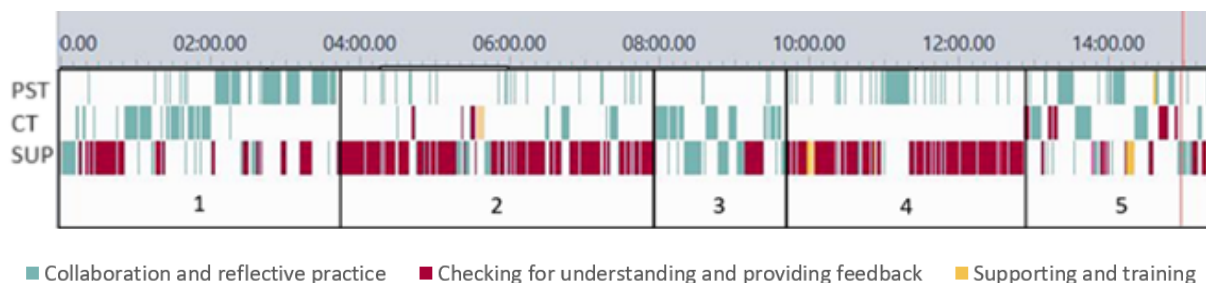


RQ3: The post-lesson conference phases

As shown in the figure below, as far as Triad 3 is concerned, first (1) following feedback from the supervisor, the cooperating teacher contextualizes by giving information about the students in the class, saying: “For example, there’s D. who’s an excellent speaker” (CT, 1 minute 34 sec.). In the second minute, the supervisor implements self-regulatory feedback, prompting the pre-service teacher to verbalize their reflective practice by pointing out their difficulties. The pre-service teacher says: “The philosophy and citizenship course is a bit complicated [...]” (PST, Triad 3, 2 min. 7 s.). Then, (2) The supervisor gives various points of feedback. It is worth noting that negative feedback on areas for improvement can also be constructive. In fact, the supervisor suggests ways to improve. For example, they say: “At the end of the hour, it’s good to end with a pooling of ideas. For example, here they had done the exercise. It would be interesting to correct it together and explain the purpose of the activity” (SUP, Triad 3, 4 min 11 s.). During this phase, the cooperating teacher regularly encourages collaboration by providing contextual information (e.g. students’ levels). After this (3), there is an exchange between the cooperating teacher and the supervisor to compare their ideas on the philosophy and citizenship course for students in technical education. The supervisor says: “It’s a course that can give them a bit of a breather [...] and have this space to discuss, reflect...” (SUP, Triad 3, 8 min. 30 s.). Then (4), as

in phase 2, the supervisor gives feedback. The exchange closes (5) with a discussion between the three actors about the pre-service teacher's performance. The supervisor gives feedback, the cooperating teacher contextualizes, and the pre-service teacher verbalizes their reflective practice and implements approvals. As with Triad 2, there is very little implementation of the *supporting and training* dimension. For example, the cooperating teacher refers to the pre-service teacher's relationship with the profession, saying: "For a second-year student, you can see they are very motivated" (CT, Triad 3, 5 min. 41 s.).

Figure 11: Chronology of Exchanges (Triad 3)



Linking the Three Triads

Analysis of the three triads shows that some elements are recurrent, while others are not. In all three triads, a large proportion of speaking time corresponds to feedback from the supervisor. This feedback is often negative, focusing on the task in hand. To a lesser extent, it may be negative and focused on the process, or positive and focused on the task. Feedback aimed at self-regulation, which can drive reflective practice, is rarer in all three triads. As a corollary, the pre-service teacher's time is short, and their reflexive discourse is brief.

The dimension of *checking for understanding and feedback* can account for up to 72% of the time spent on the post-lesson conference (Triad 2). While still important, this dimension can be more balanced with the *collaboration and reflective practice* dimension. In Triad 3, the post-lesson conference time is equally divided between these two dimensions. This is partly due to the fact that, unlike Triad 2, the supervisor in Triad 3 makes several interventions aimed at supporting collaboration within the triad. It should be noted that, in all three triads, the dimension concerning support (other than feedback) and training in professional practices is only rarely observed. This would certainly be more the case if the analysis focused on another part of the internship (e.g., co-construction of a lesson).

The role of the cooperating teacher varies from one triad to another. In the case of Triad 2, they devote much of their time to giving feedback, but very little to supporting collaboration within the triad. This is the opposite of the cooperating teacher in Triad 1 and Triad 3. As for the pre-service teacher, when they speak, it is mostly to approve of the teacher educators' comments or to reflect on their own practice. However, the pre-service teacher's speaking time is relatively brief in all three triads (10% to 21% of the post-lesson conference time).

From these three case studies, we can see that the supervisor's actions are predominantly geared towards evaluating the pre-service teacher (numerous comments), while the cooperating teachers

take on a variable role, either similar to the supervisor (Triad 2), or more supportive of collaboration within the triad (Triads 1 and 3). The pre-service teachers, for their part, seem to respond to requests from the teacher educators, but these interventions are relatively rare.

Discussion

The *checking for understanding and providing feedback* dimension is the most developed by Triads 1 and 2, in particular by the supervisor and the cooperating teacher of Triad 2. As far as Triad 3 is concerned, the *collaboration and reflective practice* dimension is the most developed. In fact, the pre-service teacher in Triad 3 has the highest proportion of speaking time, compared to the pre-service teachers in Triads 1 and 2.

These results can be linked to the more or less directive/transmissive or constructive styles (Crasborn et al., 2011; Kuhn et al., 2024) of supervising a pre-service teacher. Indeed, a teacher educator with a rather directive style will tend to guide the pre-service teacher strongly by delivering ample feedback but with little encouragement to verbalize their reflective practice (Braun et al., 2002, cited by Kuhn et al., 2024). This differs from a teacher educator who is more likely to ask the pre-service teacher to verbalize their reflective practice, for example, by providing self-regulatory feedback. On this point, although a teacher educator (supervisor or cooperating teacher) provides self-regulatory feedback at the start of each post-lesson conference, the vast majority of feedback is task-related rather than process-related, as observed by Maes and colleagues (2022) during co-evaluation conferences. These are very often followed by approvals, rather than the verbalization of the future teacher's reflective practice. This is not to say, however, that the supervisor's feedback offers the pre-service teacher few avenues for improvement. Furthermore, the *supporting and training* dimension is underdeveloped. In fact, the post-lesson conferences focus on the lesson just given, and feedback is more common. This dimension would undoubtedly be better observed during moments of "co-planning" (Smith, 2005).

The use of different supervision styles could be beneficial for pre-service teachers' sense of self-efficacy. Indeed, in a study of cooperating teachers, Amamou and colleagues (2022) found that pre-service teachers developed a greater sense of self-efficacy when their cooperating teachers used a variety of supervisory styles tailored to their needs. That said, it should also be pointed out that more directive supervisory styles can lead pre-service teachers to change their practices (Delbart et al., 2023).

The Variable Actions of the Cooperating Teacher

Most of the time spent by the cooperating teachers of Triads 1 and 3 is devoted to the *collaboration and reflective practice* dimension. These cooperating teachers offer a great deal of contextual information to the supervisor, to help refine the feedback given to the pre-service teachers and enable the supervisor to better understand the context of the internship. Their aim is to potentially reduce the gap between training institution courses and internships pointed out by Campbell and Dunleavy (2016) and Peltier and colleagues (2021). There are few direct exchanges between these two cooperating teachers and the pre-service teacher. This is relatively different from the action of the cooperating teacher in Triad 2, who uses more of their time to

give feedback (*checking for understanding and providing feedback* dimension), including self-regulatory feedback aimed at getting the pre-service teacher to verbalize their reflective practice.

These results call into question the role and status of the cooperating teacher within the triad. The actions of Cooperating Teacher 2 resemble those of the supervisor, unlike those of the cooperating teachers in Triads 1 and 3.

In French-speaking Belgium, there are few guidelines for the actions expected of cooperating teachers (Van Nieuwenhoven & Colognesi, 2015), and there is little consultation between supervisors and cooperating teachers (Baco et al., 2023a; Valencia et al, 2009), which would enable them to agree on the reciprocal roles expected of them. Moreover, the results of this study show that one cooperating teacher asks the pre-service teacher how to complete the evaluation form during the post-lesson conference, something that has not been done before (*supporting and training* dimension). Differences in the way pre-service teachers are treated could therefore be observed, and call into question the fairness and effectiveness of teacher training with regard to internships. This point is reinforced by various studies that have highlighted the impact of the cooperating teacher on pre-service teacher training (Ronfeldt et al., 2023). Training institutions could therefore propose various measures to help cooperating teachers understand their expected role. They could, for example, strengthen their collaboration with these actors by proposing meetings aimed at professional co-development (Baco et al. 2024c, for example). They could also offer training courses for cooperating teachers and supervisors. These various measures would complement more traditional ones, such as the publication of explanatory documents and information sessions.

The Pre-service Teacher's Actions Marked by Many Approvals

According to what has just been discussed, during the three post-lesson conferences in triad, the pre-service teacher has a relatively low proportion of speaking time compared to the supervisor and sometimes the cooperating teacher. Their comments are essentially approvals, and they verbalize their reflective practice following requests from their teacher educators. Even so, pre-service teachers have little opportunity to verbalize their reflective practice during post-lesson conferences, despite the fact that training reflective practitioners is an expectation of teacher training programs (Akcan & Tatard, 2010; Colognesi et al. 2021; Stingu, 2012). What's more, recent literature has pointed to the difficulties pre-service teachers have in implementing this skill (Colognesi et al., 2021). Indeed, according to the findings, at least for pre-service teachers undertaking their first internship, it is necessary for pre-service teachers to be strongly supported by their teacher educators (Hanin & Cambier, 2023). This support is all the more important as verbalizing one's reflective practice enables both the pre-service teacher to develop it and the teacher educator to accompany the pre-service teacher in developing their reflective practice. Furthermore, without this verbalization, pre-service teachers have little opportunity to develop their reflective practice, or to be trained and supported in their reflective practice. Also, pre-service teachers could be trained in reflective practice before the internship. For example, tools derived from Derobertmeasure's model could be used to train and equip both pre-service teachers and their teacher educators (Baco et al., 2024b). Next, choices should be made within institutions to mark out post-lesson conferences by spelling out what is expected of this formative moment. The minimum duration of the post-lesson conference could also be defined.

The Succession of Phases

At the start of the three post-lesson conferences, pre-service teachers are given the opportunity to express their feelings. As mentioned by Simons and colleagues (2009), it is a teacher educator (supervisor or cooperating teacher) who invites the pre-service teacher to express themselves. However, this phase is always very short, and the pre-service teachers do not elaborate much. Then, during the three post-lesson conferences, phases in which the supervisor verbalizes their observation and analysis in a kind of monologue are observed, as presented by Chaliès & Durand (2000). Phases in which there is an exchange of experience (Chaliès & Durand, 2000) or joint suggestions for future lessons (Simons et al., 2009) are very rarely observed.

Post-lesson conferences could be improved in a number of ways. Firstly, the strengths and assets of the pre-service teacher could be emphasized to a greater extent. This could have a beneficial effect on the pre-service teacher's sense of self-efficacy. It would also be possible to focus feedback more on the process and less on the task. What's more, promising actions to support pre-service teachers' reflective practice could be mobilized further. These include feedback aimed at self-regulation, which is generally followed by reflective interventions by pre-service teachers. Finally, as a complement to moments explicitly supporting the verbalization of reflective practice, elements characteristic of 'directive coaching,' which has demonstrated a certain effectiveness in in-service education (e.g. Hammond & Moore, 2018), could be mobilized. To operationalize this, teacher educators could be provided with post-lesson conference protocols (as scaffolding) to ensure that they mobilize different phases (see Palmeri & Peter, 2019). These protocols could be presented to the pre-service teacher and the cooperating teacher, or even co-constructed with them. The roles of the triad members during the post-lesson conferences could also be clarified at this point.

Conclusion

This study has investigated the actual practices of three triads, using a three-dimensional model to analyze the triad's actions in interactions during post-lesson conferences and other moments of consultation. This enabled us to model the triad's actions during the PLC-T and to identify that the supervisor's style is rather directive. The results indicate that the dimension of checking for understanding and providing feedback may be strongly predominant, to the detriment of the dimension of triadic collaboration and reflective practice. The results also indicate a predominance of (negative) feedback from the supervisor during post-lesson conferences. The supervisor alone accounted for more than half of the triad's speaking time. There was little presence of the dimension relating to support and training in professional practices. This dimension could be developed further at other moments during the internship (e.g. co-teaching, co-planning).

The study has also revealed differences in the cooperating teachers' actions. One cooperating teacher played a role similar to that of a supervisor, giving a range of feedback. The other two cooperating teachers gave very little feedback but encouraged collaboration within the triad by providing information that enabled the supervisor to better understand the context of the internship. This raises questions about the role of the cooperating teacher during post-lesson

conferences in triad, and the place they are given. At a time when a training program for cooperating teachers is being set up in French-speaking Belgium, these results could guide future training initiatives to establish the roles expected of cooperating teachers and to train them accordingly.

As far as pre-service teachers are concerned, they have little opportunity to verbalize their reflective practice, even though reflective practice is an expectation of training programs. This raises serious questions about this aspect of training. Again, at a time when initial teacher training is being reformed in French-speaking Belgium, with the introduction of a long-term internship in the final year of training, these results could provide food for thought for training institutions in setting up systems encouraging verbalization and support of pre-service teachers' reflective practice. However, the present study has a number of limitations that should be highlighted. The participants were informed of the recording of the conversation, out of respect for ethical rules. A social desirability bias cannot, therefore, be totally ruled out, even if this is moderated by the fact that the researcher was not present during the post-lesson conferences. Participants may therefore have favored practices they thought preferable. Moreover, this is a multi-case study with a single supervisor who may not represent all the practices of their institution.

More broadly, the analysis grid mobilized in this research could be a support for the training of cooperating teachers and supervisors to develop their professionalism on the basis of their own experiences. For example, as it is currently the case in the "specialised master's degree in teacher preparation"⁴ organized at the University of Mons, the professional practices of triad could be presented on the basis of concrete examples and case studies could be analyzed. This could be followed by role-playing exercises to practice professional practices. Finally, future supervisors and cooperating teachers could self-analyze their practices by recording themselves and analyzing their practices on the basis of the analysis grid.

This study could be pursued by analyzing the impact of different supervision styles on pre-service teachers' teaching practices and their ability to reflect on their practice. Action research could be carried out with teacher educators to improve post-lesson conferences. The professional development of teacher educators could be documented, as could the impact of professional development on post-lesson conferences. Finally, it would be useful to identify the drivers of reflective practice. To this end, sequential analyses (Bakeman & Gottman, 1997) could be carried out. These identify the strength of the link between two behaviors (e.g. self-regulatory feedback/reflective practice) using a statistical index (Yules' Q). These studies could be complemented by different methodologies, such as interviews, to understand the actors' viewpoints and representations.

Ultimately, the findings of this article, which concur with previous work (e.g. Baco et al., 2024a; Hoffman et al., 2015) should be considered by training institutions and educational system pilots for the support and implementation of measures supporting the professional development of cooperating teachers and supervisors by developing the continuing education of these actors. Without this, the quality of training for future teachers, and consequently the learning of future generations, is at risk.

⁴ Master de Spécialisation en Formation d'Enseignants (MSFE) in French.

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Appendix A

The Analysis Grid

For each dimension of the model of triadic educational supervision (see theoretical framework), this appendix presents the definitions for each Level I category, as well as the reference authors, the operational definitions and examples for each Level II category. Like the analysis grid, the appendix is divided into two sections. First, the Level I and II categories used to analyze the pre-service teacher's statements are presented. Next, the Level I and II categories used to analyze the teacher educators' statements are presented.

Part I: Level I and Level II pre-service teacher categories

Table 1: *Presentation of Level I and Level II categories of the dimension collaboration and reflective practice*

Reference authors	Level II categories	Definitions	Examples
Level I category: reflective practice This category corresponds to the pre-service teacher's comments, which aim to enable "through analysis (Boutet, 2004), to improve one's practice, to regulate it, even to transform it (Perrenoud, 2001; Schön, 1983; Tochon, 1993)." (Dubois et al., 2019, p. 217).			
(Derobertmasure, 2012; Bocquillon et al., 2019)	Reflective practice (Level I)	This Level II category corresponds to pre-service teachers' reports on their practice, i.e. when they describe their practice, question it, become aware of it and point out difficulties or problems, with a view to possible improvement.	"I said, 'I don't have time to look. You try and find your sheets. In fact, he found them in two seconds.'" (pre-service teacher)
	Reflective practice (Level II)	This Level II category corresponds to comments made by pre-service teachers who distance themselves from their practice, i.e., when they legitimize their practice according to a preference or tradition, with reference to contextual, pedagogical or ethical arguments. This Level II category also corresponds to pre-service teachers' comments aimed at self-assessment or diagnosis of their practice, with a view to possible improvement.	"Honestly, compared to last week, I still think there's a clear improvement." (pre-service teacher)
	Reflective practice (Level III)	This Level II category corresponds to pre-service teachers' statements in which they envisage their future experiences, i.e. when, in particular, they go beyond a reflection on their previous action to consider their next actions. This Level II category also corresponds to pre-service teachers' statements aimed at proposing and/or exploring one or more alternatives to their own practice, as well as theorizing and formulating rules based on their own experience, with the ultimate aim of improving.	"On Monday, I'm going to put a post-it note on my file to remind me to make them take their coats off." (pre-service teacher)
Level I categories: Encouraging collaboration This category corresponds to interventions by the pre-service teacher designed to support collaboration within the triad. This is particularly the case when the pre-service teacher explains the content of the courses they are receiving at the training institution to the cooperating teacher.			
(Campbell & Dunleavy, 2016; Pellerin et al., 2020; Portelance & Caron, 2021; Valencia et al., 2009)	Encouraging collaboration	This Level II category corresponds to comments made by the pre-service teacher to encourage cooperation between the members of the triad. This is particularly the case when the cooperating teacher is informed of the content of the pre-service teacher's course.	"One of our teachers told us about it [use of the Interactive Whiteboard] in first year." (pre-service teacher)

Level I category: Organization and thanks This category corresponds to the pre-service teacher's involvement in organizing the post-lesson conference and thanking their teacher educators.			
(Baco et al., 2024a; Portelance et al., 2008)	Organization and thanks	This Level II category corresponds to the pre-service teacher's comments aimed at respecting the ethics specific to internships and at organizing the post-lesson conference (organization of the post-lesson conference room, organization of speaking turns, etc.). This category also includes comments by the pre-service teacher aimed at clarifying the supervisor's and/or cooperating teacher's approach to assessment. In addition, this category corresponds to the pre-service teacher's comments concerning the signing of administrative documents (e.g. the evaluation form). Finally, this category also includes the pre-service teacher's expressions of thanks.	"We're slowly coming to the end. I just wanted to say thank you." (pre-service teacher)
Level I category: Approving, disapproving and asking for clarification This category corresponds to the pre-service teacher's interventions to approve or disapprove of the teacher educators' statements. It also includes pre-service teachers' requests for clarification from their teacher educators.			
(Baco et al., 2024a; Portelance, 2011; Portelance & Caron, 2017)	Approving	This Level II category corresponds to the pre-service teacher's statements in agreement with one of the two teacher educators.	"Okay" "Yes" "That's it." "Hum hum." (pre-service teacher)
(Baco et al., 2024a; Portelance, 2011; Portelance & Caron, 2017)	Disapproving	This Level II category corresponds to the pre-service teacher's disapproval of the statement made by one of the two teacher educators.	"No, I completely forgot. No, what I gave was the rules." (pre-service teacher)
Inductive category	Asking for clarification	This Level II category corresponds to the pre-service teacher's request for clarification.	"So I'll have to modify my lesson plan again to take your comment into account. Is that right?" (pre-service teacher)

Table 2

Presentation of Level I and Level II categories of the dimension checking for understanding and providing feedback

Reference authors	Level II categories	Definitions	Examples
Level I category: Checking for understanding This category corresponds to comments made by the pre-service teacher to check the understanding of their teacher educators.			
Baco, 2022; Baco et al., 2022a; Bocquillon et	Checking for understanding	This category corresponds to the pre-service teacher's statements aimed at checking the understanding of one of their teacher educators. These interventions can be stereotyped or specific. Stereotypical checking for understanding is mainly in the form of closed questions such as "Do you understand?". Specific checking for	"See what I mean?" (fictitious example)

al., 2020; Lumpkin, 2022		understanding usually involves asking teacher educators to rephrase what they have understood.	
Level I category: Feedback This category corresponds to statements made by the pre-service teacher to give feedback to their teacher educators on their practice (coaching and/or teaching).			
Hattie & Timperley, 2007	Feedback	This category corresponds to statements made by the pre-service teacher with a view to providing feedback on a task performed, a process implemented by a teacher educator, or on the teacher educator themselves (feedback on the self). Such feedback may also be aimed at the teacher educator's self-regulation, although feedback aimed at self-regulation is probably very rare.	"It was really perfect with Mr. [my cooperating teacher]" (pre-service teacher)

Table 3

Presentation of Level I and II categories of the dimension supporting and training

Reference authors	Level II categories	Definitions	Examples
Level I category: Support This category corresponds to statements made by the pre-service teacher to offer (or ask for) support and assistance to (from) their teacher educators, for example, by suggesting them a way of acting in relation to their teaching or training practice. It also includes statements made by pre-service teachers about managing their own professional development.			
Colognesi et al., 2019	Support	This Level II category corresponds to statements made by the pre-service teacher in support of one of their teacher educators. This help can take the form of a proposal, advice, etc., but cannot be feedback (feedback category). Nor can it be intended to support the cooperating teacher's collaboration with the supervisor (collaboration category).	"We could use this material to introduce the concept of the meter." (fictitious example)
Derobertmasure, 2012; Ellis et al., 2020	Ask for support	This Level II category corresponds to interventions in which the pre-service teacher asks one of their teacher educators for help. This help can cover a wide range of aspects (pedagogical, organizational, contextual, etc.). Pre-service teachers can also ask their teacher educators to explain a notion to make sure they understand what the teacher educator is saying. Similarly, they can ask their teacher educators to explain/analyze their own practice, to support their own professional development. In addition, the pre-service teacher can ask for help in managing their own professional development. For example, they can ask what the expectations are for future internships.	"Is that how you spell the word?" (pre-service teacher)

Baco et al., 2024a; Brodeur et al., 2005; Richard (2020)	Professional development management	This Level II category corresponds to the pre-service teacher's statements aimed at exploring their professional identity or the management of their professional development in the short, medium or long term. This includes prioritizing the skills they need to develop, and organizing and understanding their training path. It also includes the pre-service teacher's statements about their relationship with the profession, such as "I love teaching".	"Ah yes, yes. I like it, I like it a lot [being a teacher]." (pre-service teacher)
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Table 4

Presentation of the level I category and the complementary level II category (other statements)

Reference authors	Level II categories	Definitions	Examples
Level I category: Other This category corresponds to statements made by the pre-service teacher that cannot be coded in the other categories of the analysis grid.			
The exhaustive nature of the grid is ensured by this category (Bocquillon et al., 2022).	Other	This Level II category corresponds to statements made by the pre-service teacher that have a function other than those presented in the analysis grid.	"Here, I've got a little cold starting, but that's like everyone else." (pre-service teacher)

Part II: Level I and Level II categories for cooperating teachers and supervisors

This second part presents the Level I and II categories used to analyze the statements of the cooperating teacher and the supervisor.

Table 5

Presentation of Level I and Level II categories of the dimension collaboration and reflective practice

Reference authors	Level II categories	Definitions	Examples
Level I category: reflective practice This category corresponds to statements made by the cooperating teacher or supervisor that aim to enable “through analysis (Boutet, 2004), to improve one’s practice, to regulate it, even to transform it (Perrenoud, 2001; Schön, 1983; Tochon, 1993).” (Dubois et al., 2019, p 217).			
Derobertmasure., 2012; Bocquillon et al., 2019	Reflective practice	This category corresponds to statements made by the cooperating teacher or supervisor with a view to exercising “reflective practice” in order to question, improve or reinforce one’s own practice. This can be achieved by “describing one’s practice” (Level I), by “distancing oneself from one’s practice” (Level II) or by “considering one’s next actions” (Level III).	“But I still left you a panel of freedom. So maybe it’s an error that I gave you too much freedom, maybe I should have imposed more. But here you are in 3 rd year. I think you’re a bit autonomous too.” (cooperating teacher)
Level I categories: Encouraging collaboration This category corresponds to interventions by the cooperating teacher or supervisor to support collaboration within the triad.			
(Campbell & Dunleavy, 2016; Pellerin et al., 2020; Valencia et al., 2009)	Encouraging collaboration	This category includes statements made by the cooperating teacher or supervisor to support collaboration within the triad. Interventions enabling the cooperating teacher to gain a better understanding of the content of the courses given at the training institution are also coded into this category. This is also the case for statements by the cooperating teacher aimed at providing contextual information or explaining their practices.	“I was wondering whether the training institution has any training in the use of interactive whiteboards” (cooperating teacher). “Mrs X’s comments [here the cooperating teacher] are very judicious.” (supervisor)

Level I categories: Organization and thanks			
This category includes interventions by the cooperating teacher or supervisor to help organize the post-lesson conference and thank the pre-service teacher or other teacher educator.			
Baco et al., 2024a; Portelance et al., 2008	Organization and thanks	This category covers statements made by the cooperating teacher or supervisor to ensure compliance with the ethics of pre-service teacher support, and to organize the debriefing (setting up the room for the post-lesson conference, organizing speaking turns). This category also includes statements made by teacher educators to clarify the supervisor's and/or cooperating teacher's assessment procedures. This category also includes teacher educators' statements concerning the signing of administrative documents (e.g., the evaluation form). Last but not least, this category also includes thanks from teacher educators.	"So there you have it, a little debrief of what I saw... maybe close the door because there are always curious youngsters." (supervisor)
Level I category: Approving, disapproving and asking for clarification			
This category corresponds to interventions by teacher educators to approve or disapprove of statements made by the pre-service teacher or the other teacher educator. It also includes statements by teacher educators seeking clarification from the pre-service teacher or the other teacher educator.			
Baco et al., 2024a; Portelance, 2011; Portelance & Caron, 2017	Approving	This Level II category corresponds to statements made by the cooperating teacher or supervisor to approve the statement made by the pre-service teacher or the other teacher educator.	"Okay" "Yes." "That's it." "Hm hm." (supervisor)
Baco et al., 2024a; Portelance, 2011; Portelance & Caron, 2017	Disapproving	This Level II category corresponds to statements made by the cooperating teacher or supervisor in disapproval of a statement made by the pre-service teacher or the other teacher educator.	"Well actually, so you didn't know about it, that's not possible." (supervisor)
Inductive category	Asking for clarification	This Level II category corresponds to statements made by the cooperating teacher or supervisor to ask the pre-service teacher or the other teacher educator for clarification.	"Is it the same synthesis as the one in your lesson plan?" (supervisor)

Table 6

Presentation of Level I and Level II categories of the dimension checking for understanding and providing feedback

Reference authors	Level II categories	Definitions	Examples
Level I category: Checking for understanding This category includes statements made by the cooperating teacher or supervisor to check the understanding of the pre-service teacher or the other teacher educator.			
Baco, 2022; Baco et al., 2022a; Bocquillon., 2020; Lumpkin, 2022	Stereotypical checking for understanding	This Level II category corresponds to statements made by the cooperating teacher or supervisor which are intended to check the pre-service teacher's understanding in a stereotypical way. Stereotypical checking for understanding is mainly in the form of closed questions such as "Do you understand?" and therefore does not really check the pre-service teachers' understanding.	"You see?" (cooperating teacher)
	Specific checking for understanding	This Level II category corresponds to statements made by the cooperating teacher or supervisor to check the pre-service teacher's understanding in a specific way. Specific checking for understanding usually involves asking pre-service teachers to rephrase what they have understood, which really checks pre-service teachers' understanding	"Can you explain to me again what I've just said?" (fictitious example)
	Checking the understanding of the other teacher educator	This Level II category corresponds to statements made by the cooperating teacher or supervisor that are intended to check the other teacher educator's understanding in a stereotyped or specific way.	"Ok?" (fictitious example)
Level I category: Feedback This category corresponds to statements made by the cooperating teacher or supervisor to give feedback to the pre-service teacher or the other teacher educator about their practices (supervisory and/or teaching).			
Hattie & Timperley, 2007; Maes et al., 2022; Rosenshine & Stevens, 1986	Positive feedback on task	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at providing positive feedback on the task performed by the pre-service teacher.	"In any case, what I really like is that, in terms of methodology, the objectives are present." (supervisor)
	Negative feedback on task	This Level II category refers to interventions by the cooperating teacher or supervisor aimed at giving negative feedback on the task performed by the pre-service teacher. This category also includes statements made by teacher educators to suggest ways of improving pre-service teachers' work after they have given negative feedback.	"There were four students with coats on [in class, for the entire class hour]." (cooperating teacher)

	Positive feedback on process	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at providing positive feedback on the process implemented by the pre-service teacher.	"I really liked the beginning where you had the instructions rephrased... that you really made sure... that the students had understood the instructions. You did the reminder, by the way." (supervisor)
	Negative feedback on process	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at giving negative feedback on a process implemented by the pre-service teacher. It also includes statements made by the teacher educator to suggest ways of improving the pre-service teacher's performance, after having made a negative judgment about the process implemented by the pre-service teacher.	"When you asked them to make their diagram, maybe you should have reminded them, to highlight the elements in the text and possibly on the cover..." (cooperating teacher)
	Positive feedback on self	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at giving positive feedback about the pre-service teacher (self) following their production or performance.	"You're serious and conscientious." (supervisor)
	Negative feedback on self	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at giving negative feedback about the pre-service teacher (self) following their production or performance.	"You're not talented." (fictional example)
	Self-regulatory feedback	This Level II category corresponds to interventions by the cooperating teacher or supervisor designed to encourage the pre-service teacher to self-regulate. This is particularly the case when the feedback is designed to encourage the pre-service teacher to self-assess, propose and/or explore alternatives to their practice, and theorize.	"You have to tell us all about it; we always start with you." (cooperating teacher)
	Feedback to other teacher educator	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at giving feedback on the other teacher educator's task, process or self. This feedback may fall under one of the four levels of feedback proposed by Hattie and Timperley (2007), namely task, process, self-regulation and self.	"[about the cooperating teacher's practice of making students copy] I don't know. For dyslexics, it's a nightmare." (supervisor)

Table 7*Presentation of Level I and Level II categories of the dimension supporting and training*

Reference authors	Level II categories	Definitions	Examples
Level I category: Support This category corresponds to statements made by the cooperating teacher or supervisor to offer (or request) support or assistance to (from) the pre-service teacher or the other teacher educator.			
(Baco et al., 2022a; 2023a; Colognesi et al., 2019; Derobertmasure., 2012; Mok & Staub, 2021; Saunders et al., 1995	Support	This Level II category corresponds to statements made by the cooperating teacher or supervisor to help the pre-service teacher. This includes interventions aimed at suggesting a resource, clarifications and exemplifications. The verbal interventions corresponding to this Level II category cannot correspond to those relating to feedback (see above).	“You could go to the library”. (fictitious example)
Baco et al., 2021a; 2022a; 2023; Colognesi et al., 2019; Ellis et al., 2020; Saunders et al., 1995; Zeichner & Liston, 1985	Reassuring and securing	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at reassuring and securing the pre-service teacher. To do this, they may, for example, play down a situation experienced by the pre-service teacher, reassure them, help them put into perspective the difficulties they are encountering and give them confidence...	“I can reassure you, everything went well for me [my evaluation is positive].” (supervisor)
Baco et al., 2024a; Brodeur et al., 2006; Huberman, 1989; Portelance et al., 2008; Richard (2020)	Professional development management	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at guiding the pre-service teacher in their short-, medium- and long-term professional development. This Level II category also corresponds to statements made by one of the teacher educators when formulating learning goals for the pre-service teacher (e.g., prioritizing the skills they should develop, informing them about the next step in their teacher education program, explaining the stages of a teacher’s career). It also corresponds to statements designed to evoke the pre-service teacher’s relationship to the profession (professional identity) (for example, if the teacher educator asks the pre-service teacher if they like teaching).	“Either this internship, maybe it’s going to be difficult because you’ve already established another climate, or at the next internship, but establish something...” (supervisor)
Baco et al., 2021a; 2022a; 2023; Bashan & Holsblat, 2012; Christensen, 2021; Cutrer-Párraga et al., 2022; Childre & Van Rie, 2015)	Professional practice training	This Level II category corresponds to statements made by teacher educators to present practices and possibly discuss them with the pre-service teacher, without this constituting feedback.	“You can capture students’ attention by using different strategies. For example, you can clap your hands and say a word to get

			their attention.” (fictitious example)
Colognesi et al., 2019	Support other teacher educators	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at supporting the other teacher educator in their teaching/training practices. For example, they may give advice and suggest ways of acting. This advice should not be taken as feedback.	“You could use this textbook for math.” (fictitious example)
Colognesi et al., 2019	Ask for support	This Level II category corresponds to interventions by the cooperating teacher or supervisor aimed at requesting support from the other teacher educator or the pre-service teacher, whether in terms of teaching or support for the pre-service teacher. For example, a cooperating teacher might ask the supervisor how they should approach a particular point in the curriculum with their students, or how they should deal with the pre-service teacher in relation to the expectations of the training institution.	“What do you think of different fonts to help students with dyslexia?” (fictitious example)

Table 8

Presentation of the complementary Level I and level II categories (other statements)

Reference authors	Level II categories	Definitions	Example
Level I category: Other This category corresponds to statements made by the cooperating teacher or supervisor that cannot be coded in the other categories of the analysis grid.			
The exhaustive nature of the grid is ensured by this category (Bocquillon et al., 2022).	Other	This Level II category corresponds to statements made by the cooperating teacher or supervisor that have a function other than those presented in the analysis grid.	“I set up the recorder” (supervisor)

Appendix B

Descriptive Statistics

Table 1
Descriptive Statistics

		Speaking time	Number of verbal interventions	Mean number of verbal interventions per minute*	Mean duration of a verbal intervention (rounded to the nearest second)
Triad 1	S	3 min 22 s (16%)	111	37	2 s
	MDS	5 min 02 s (23%)	60	12	5 s
	SUP	13 min 18 s (61%)	167	13	5 s
	Total	21 min 42 s (100%)	338	15	4 s
Triad 2	S	1 min 44 s (10%)	93	47	1 s
	MDS	3 min 38 s (21%)	47	12	5 s
	SUP	11 min 38 s (68%)	88	7	8 s
	Total	17 min 0 s (100%)	228	57	4 s
Triad 3	S	3 min 14 s (21%)	114	38	2 s
	MDS	3 min 25 s (22 %)	58	19	4 s
	SUP	8 min 52 s (57%)	173	19	3 s
	Total	15 min 30 s (100%)	345	22	3 s
		Note: * number of occurrences / minute (rounded to the nearest minute)			