

Put up slide of today's activity.

1. Record and Prayer.
2. Review.
 - A. Individually, have students choose one competency that they feel is important for supervisors to obtain.
 1. Have them develop that competency.
 2. They should start with a goal, move on to what they have done to demonstrate a certain level of competence, what they still need to do in order to gain competence, and how they will demonstrate that competence in a professional portfolio.
 - B. Put students into groups. Have groups draft a proposal describing personal-professional attributes that they feel should be evaluated and how they would be assessed. (Give groups time to work on this activity; have groups present their proposals; discuss)
3. Topics of Discussion: (put up slide; discuss)
4. Formative Evaluation.
 - A. Formative evaluation is assessment of teacher performance by an instructional supervisor during the year for the purpose of improving instruction.
 - B. This is our focus today.
5. Clinical Supervision.
 - A. Many specialists in supervision have increasingly taken the position that supervisors should take more of a clinical approach to their jobs.
 - B. Morris Cogan defined clinical supervision this way: (put up slide; read)
 - C. Robert Anderson and Robert J. Krajewski attributed nine characteristics to clinical supervision: (put up slide; read, discuss)

- D. The basic model of clinical supervision is the one-to-one relationship between supervisor and teacher.
- E. One variation of the model includes group supervision, where supervision of individual teachers is conducted by groups of supervisors. This is common practice with Student Teachers here at Andrews University.
- F. A second variation of the model is the supervision of groups of teachers by groups of supervisors.
- G. And a third variation is the supervision of groups of teachers by an individual supervisor.

6. The Supervisor's Role in Clinical Supervision.

- A. Noreen Garman sees the role of the supervisor in clinical supervision as friend, confidante, and respected colleague. She describes clinical supervision as embracing four concepts:
 - 1. **Collegiality:** an internal state embodying a spirit of "connectedness," that is, identification with another person for whom one holds respect and affection.
 - 2. **Collaboration:** teacher and supervisor sharing a common language so that they may share each other's perceptions.
 - 3. **Skilled Service:** the supervisor's special competence based on training and experience from which teachers can benefit.
 - 4. **Ethical Conduct:** exercising judgment and maintaining trust.
- B. There is considerable debate among specialists in supervision over the question of whether the supervisor-teacher relationship should be a superior-subordinate relationship or a relationship between equals.
 - 1. Some experts feel that the superior-subordinate relationship is necessary to nudge teachers to make changes.
 - 2. Others feel that although the superior-subordinate relationship exists, the inequality of the partners should be deemphasized or ignored.
 - 3. Still others feel that a superior-subordinate relationship has no place in the modern-day supervision of professionals and can be dispensed with, at least in the case of staff supervisors who do not possess line authority.
 - 4. What do you think? (Have students discuss with their neighbor and then share with the class; discuss)

7. Models of Clinical Supervision.

- A. The literature offers quite a number of models of clinical supervision that recommend certain steps or stages be followed.
 - B. These stages could basically be categorized into a four-stage model: (put up slide)
 - 1. Preobservation conference
 - 2. Observation
 - 3. Analysis of the data
 - 4. Postobservation conference
8. Preobservation Conference (put up slide)
- A. A preobservation conference is a face-to-face talk between teacher and supervisor prior to the supervisor's visit to the teacher's classroom.
 - B. The purpose of the preobservation conference is to settle on necessary preliminaries.
 - 1. The two participants to the conference have already agreed or assumed that the supervisor will visit the teacher and observe the teacher's performance.
 - 2. Hopefully, the teacher is as desirous of having the supervisor visit as the supervisor is of making the visit.
 - C. At the preobservation conference the teacher and supervisor together should decide what class the supervisor will visit and when.
 - 1. Thus, the supervisor's schedule is set in advance.
 - 2. The clinical supervisor is not seeking to "check" on teachers, therefore a surprise visit is not necessary.
 - 3. The clinical supervisor is coming to visit and observe as a trained, skilled aide.
 - D. Once the teacher and supervisor have pinpointed the specific class, the teacher will provide background to help the supervisor understand the composition of the group. The teacher will inform the supervisor about the background of the learners and will discuss special problems he or she is encountering with the group.
 - E. In the preobservation conference the teacher will identify special teaching problems he or she is encountering and with which he or she would like some help.
 - 1. The two participants focus on specific teacher and student behaviors that the supervisor will observe.
 - 2. The teacher may feel the need for someone to observe and provide feedback about such specific behavior as:
 - a. Verbal interaction between student and teacher

- b. Teacher's use of oral questioning
 - c. Teacher's methods of subgrouping
 - d. Students' interaction with each other
 - e. Teacher's presentation of a particular item of content
 - f. Teacher's use of simple control techniques
 - g. Teacher's voice patterns
 - h. Teacher's nonverbal behavior
 - i. Classroom management techniques
 - j. Provision of individualized help to learners
 - k. Teacher's awareness of what's happening in the classroom
 - l. Teacher's use of media in presenting a lesson
 - m. Clarity with which the teacher give directions
- F. The teacher will acquaint the supervisor with the unit and lesson plans that will be taught when the supervisor visits. The teacher will explain the objectives of the lesson, the methods of presentation, and techniques of evaluating student performance.
- F. The teacher and supervisor will agree on the supervisor's role during the visit.
- 1. Some supervisors get involved with the lesson by interacting with the students and teacher.
 - 2. The more common and appropriate practice is for the supervisor to be as unobtrusive as possible.
- G. The supervisor and teacher should agree on procedure the supervisor will follow to record data. This way the teacher will not be upset when the supervisor makes marks on an observation instrument or sits busily writing a verbatim account of the events.
- H. The teacher and supervisor should decide whether the use of audio- or videotaping is desirable and, if so, must work out details of their use.
- I. The participants need to agree on how long the supervisor will remain in the classroom.
- J. The supervisor should seek to calm the anxieties the teacher may have about the visit.
- K. Supervisor should let the teacher know when s/he plans to provide feedback about the observation.
- L. You should know, that not all specialists, including Madeline Hunter, believe in the preobservation conference.

1. These individuals state that time constraints and other phenomenon are the reasons why it should be eliminated.
2. In my opinion, it could be very valuable for both teacher and supervisor.
3. What do you think? (Discuss)

M. Practice.

1. Divide students into groups of two.
2. Have one person play the role of supervisor and the other the role of teacher.
3. Have students role-play a preobservation conference.
4. Give students time to prepare.
5. Carry out the role plays.
6. Discuss with whole class; highlight strengths, make suggestions for improvement.

9. Observation.

A. If we were to draw up a list of supervisors' tasks that require specialized skills, classroom observation would head the list.

1. Classroom observation demands a high level of technical and analytical skills.
2. The supervisor must know what to look for; how to look; how to collect, analyze, and interpret the data.

B. Every observation is a new situation; classroom transactions are never the same.

C. What to Observe. There are some basic approaches to observation. We will look at three: (put up slide)

D. *Global Approach.* The global approach to teacher evaluation is a generalized assessment of teacher performance on a wide variety of teaching skills, usually generic in nature.

1. The supervisor often uses an instrument of some type to guide the assessment of teacher performance, although s/he may record the classroom events without resorting to an instrument.
2. A global approach is a useful technique for the staff supervisor when the teacher and supervisor wish to make a general appraisal of the teacher's performance.
3. This effort to identify the generic skills or competencies that make up the teaching act have moved the profession closer to the concept of teaching as a science.

4. Thus, supervisors have adopted what we might call a scientific approach, diagnosing teacher performance in respect to specific, identifiable behaviors.

E. *Artistic Approach.*

1. Some experts, most notably, Elliot Eisner, would have us look more closely at teaching as an art rather than a science and, thus, supervision as an art rather than a science.
2. Eisner advocated an artistic approach to supervision by which he meant instead of focusing on just the readily observable specific teaching skills, the supervisor should attempt to "improve the quality of educational life in the school."
3. He believed that the supervisor must "hear the music" as well as observe the action; he or she must judge the character and quality of the teacher's performance, not just the quantitative aspects.
4. Eisner did not believe that artistic supervision could be accomplished with rating instruments.
5. He said the artistic supervisor must have the ability to appreciate what is happening in the classroom, which he labeled "educational connoisseurship," and to interpret the quality of performance to the teacher, which he called "educational criticism."

F. *Interpretive and Ecological Approaches.*

1. Proponents of an interpretive approach would draw on the methodology from the social sciences.
2. The interpretive school holds that supervisors must go beyond the collection and analysis of generic teaching skills and raise questions with the teacher about why teachers and students performed as they did in a given class.
3. They do not believe in the pre- nor the post-observation conferences. The preconference would be nothing more than an occasion for gathering information about the teacher's intentions while the post-conference was ritualistic in nature, focusing on the diagnosis of teacher behaviors.
4. The ecological approach features analysis of the linguistic and cultural patterns of the classroom, an awareness of the metaphors in the teaching and supervisory process, and a sensitivity to the use of both verbal and nonverbal language.

G. How to Record.

1. Depending on what the teacher and supervisor have agreed should be observed, they have the choice of recording the events of the classroom by electronic means, by written means, or by a combination of both.
2. Videotaping holds much promise as a supervisory tool. The tape reveals most of the class transaction. This can be very valuable.
3. Even if electronic equipment is used in observing, the supervisor must become proficient in recording classroom events by written means. There are four basic techniques available to the supervisor: (put up slide)
 - a. Verbatim recording
 - b. Note Taking
 - c. Instruments
 - d. Charting
4. Verbatim Recording. This is a word for word transcript of the lesson. Goldhammer strongly recommends the use of it. I don't. That is what the video-recorder is for. Just think, the supervisor would have to be skilled in short-hand and s/he would consume all of their energy trying to keep up.
5. Note Taking. Here the supervisor may discreetly take notes on everything and anything that he or she sees. Judicious notes made by a keen observer can provide an adequate recording of the classroom activities.
6. Instruments. Many supervisors prefer to use an instrument of some kind to guide their observations. The type to use will depend on the decision made by the teacher and supervisor about whether the supervisor will make a comprehensive analysis of the teacher's performance or whether s/he will limit the observation to specific behaviors.
7. Charting. Supervisors may record specific behaviors through charting techniques. Starting with a class seating chart and a devised key, the supervisor can record a wide variety of data. He or she can determine which pupils are on task and which off task. He or she can observe and record the flow of communication between teacher and students about the room. By the careful use of symbols the supervisor can record on a class seating chart a great deal of information about

what is taking place.

- H. Practice.
 - 1. Assign each of the following specific behaviors to the groups (or individual students) and have them create an instrument by which they would make an assessment:
 - Verbal Interaction
 - Nonverbal Behavior
 - Providing Feedback to the Students
 - Individualization of Instruction
 - 2. Give students time to complete; have them share; discuss.
10. Postobservation Conference. (put up slide)
- A. Soon after the observation the teacher and supervisor meet once again at a mutually satisfactory location to carry out the phase that most specialists believe to be the most difficult and most important in the entire cycle.
 - B. The major purpose of the postobservation conference is to give feedback to the teacher about the teacher's performance.
 - C. The discussion at the follow-up conference should focus on the data collected by the supervisor, not on the supervisor's experiences, biases, and feelings.
 - D. The supervisor must take every precaution to keep the conference from being a threatening situation to the teacher.
 - E. Therefore, the proper subject of the conference is the teaching observed by the supervisor, not the teacher.
 - F. Experts generally agree that a short period of time should elapse before the supervisor and teacher should get together to discuss the data.
 - 1. This give the supervisor time to organize and analyze the data and to prepare for the ensuing conference.
 - 2. It may even take a day or two before this conference can be held. The preobservation conference should let the teacher know when that this may happen.
 - G. The supervisor must give helpful, and sometimes negative, feedback without injuring the teacher's ego or arousing defensive behaviors.
 - H. The supervisor's manner and attitudes are as important as

the technical analysis he or she makes for the teacher.

- I. The supervisor needs to avoid sermonizing and conveying a loftier-than-thou attitude.
- J. The supervisor should keep in mind that teachers want specific help. They want supervisors to talk to specific points that can help them to improve.
- K. The postobservation conference has maximum chance for success if both the teacher and supervisor manifest a sense of confidence in their own roles. A successful conference cannot occur without a feeling of rapport, which the supervisor should have established with the teacher long before initiating the cycle of clinical supervision.

11. Problems In Clinical Supervision (put up slide)

- A. Clinical supervision has critics who raise these questions.
- B. Who Will Do the Supervising? Should it be the administrator or some other building supervisor? Should the person be content specific or literate, or should s/he be a generalist? Should there be peer supervision in a collegial environment? Should coaching take place instead of clinical supervision? Should there be a mentoring program?
- C. Do We Have the Necessary Resources?
 - 1. The critics point out the time factors involved in clinical supervision.
 - 2.

Preobservation	30 minutes
Observation	30 minutes
Analysis of Data	30 minutes
Postobservation Conference	30 minutes
TOTAL	110 minutes
 - 3. Takes too much time. Try to multiply this by the number of teachers in the school.
 - 4. Administrators will have to decide how to allocate their dollars for personnel, equipment, and materials between clinical supervision and general supervision, including curriculum and staff development.
- D. For Whom Should Clinical Supervision Be Provided? For all teachers? For new teachers only? For teachers who are struggling? For master teachers?
- E. Are There Models Other Than the Clinical?

12. End. All in all, logic seems to support a one-to-one, face-to-face relationship between a teacher and an able supervisor as an incomparable means of helping the teacher grow. In fact, it is

a way of helping both the teacher and supervisor to grow. When personal and professional growth takes place, the entire school benefits. Clinical supervision provides a setting for such growth to occur.