Summary:

The focus of the chapter is on different approaches or models of supervision, above all, the “clinical supervision model”.

The Clinical Supervision Model

The authors point out that most student teachers have a negative view of supervision and the relationship between the student teacher and those responsible for the supervision can be adversarial and provides only summative evaluation.

In this chapter, to counteract the situation, the authors introduce the clinical supervision model which proposes that student teachers be introduced to the formative evaluative approach of clinical supervision.

The model consists of five steps, illustrated as a cycle as follows:
Under the model, the following supervisory requirements for successful implementation of clinical supervision are identified:

1. Student teachers should learn specific intellectual and behavioral skills to improve instruction.
2. Supervisors should take responsibility for helping student teachers to develop skills for analyzing the instructional process, based on systematic data.
3. Supervisors should emphasize what and how the student teacher teaches: to improve instruction—not to change the student teacher’s personality.
4. Planning and analysis should center on making and testing instructional hypotheses based on observational evidence.
5. Conferences should deal with a few instructional issues that are important, relevant to the student teacher, and amenable to change.
6. The feedback conference should concentrate on constructive analysis and the reinforcement of successful patterns rather than on the condemnation of unsuccessful patterns.
7. Feedback should be based on observational evidence, rather than on unsubstantiated value judgments.
8. The cycle of planning, observation, and analysis should be continual and cumulative.
9. Supervision is a dynamic process of give-and-take in which supervisors and student teachers are colleagues in search of mutual educational understanding.
10. The supervisory process is centered primarily on the analysis of instruction.
11. Individual student teachers have both the freedom and the responsibility to initiate issues, analyze and improve their own teaching style, and develop personal teaching styles.
12. Supervision can be perceived, analyzed, and improved in much the same manner as teaching can.
13. Supervisors have both the freedom and the responsibility to analyze and evaluate their own supervision in a manner similar to teachers’ analysis and evaluation of their instruction.

I) Preobservation Conference

- Establishing a common frame of reference for the planning of the observation;
- Establishing or reestablishing rapport between the student teacher and those supervising;
- Examining the lesson plans to be implemented during the observation and discussing specific topics such as:
  - Objectives
  - Teaching strategies
  - Specific learner characteristics that may impede the lesson
  - The method of evaluation to be used to measure the objectives
- Examining critically the questioning to be used in the lesson and formulating a questioning strategy for the student teacher to enhance the lesson
- Other topics for discussion include:
  - The method of data collection (audio, video, or script)
  - What is to be done with the collected data
  - Tasks for the supervisor and the student teacher
  - What research on the instructional process the student teacher plans to employ in the lesson
- Developing understandings about the procedures in the rest of the clinical observation cycle.

II) Observation

- Purpose: providing an objective record to mirror what the student teacher actually said and did during the instructional process
- Role of observer: neutral—not to interact not interfere in the classroom activities
- Observation methods: videotaping, audiotaping, scripting

III) Analysis and Strategy

- Supervisors analyze classroom data and develop appropriate strategies that will lead to an improvement in the instructional process
- Supervisor takes the observational data, go through it and label the cause and effect situations that have been recorded. The decision/action are divided into categories that were agreed in the preobservation conference. A framework for the activity is as follows:
A suggested sequence of data analysis is listed as follows:

- First, supervisor analyzes the data for examples of strength patterns.
- Second, to have the student teacher identify strength patterns in an independent self-analysis of the observational data.
- Third, to have the student teacher, in an independent self-analysis of the observational data, identify needed growth patterns.
- Fourth, supervisor analyzes the observational data to determine where growth patterns are needed.

VI) Postobservation Conference

- Purpose: to provide feedback and guidance to improve instruction, reward the appropriate student teacher behavior, provide authentication of student teacher instructional patterns, provide techniques for self-improvement, and provide an incentive for professional self-analysis.
- Audiotape the postconference, as recommended by many educators, to provide sufficient documentation for the successful completion of the postconference analysis.

V) Postobservation analysis

- A step which focuses on the supervisor’s role
- The supervisor may want to request an examination by another supervisor to determine the effectiveness of the supervisory role.
- The supervisor should analyze the tape
A prostobervation analysis instruction could be designed.

The characteristics of the model, which is based upon trust between the student teacher and the supervisor, require individualized, close, and supportive supervision to provide the structure for changing the student teacher’s attitude toward supervision.

This model is not always welcomed by universities and public schools, as it requires a serious commitment of time and resources; it requires a change in supervisory attitudes of student teachers, public school personnel and university personnel.

**Instructional Supervision Training**

Based on the clinical supervision model, an instructional supervision training program is developed, consisting of four stages and eight steps, focusing on classroom instructional practice.
Other Models of Supervision

Other models of supervision are also included:

- Developmental Supervision
- Scientific Supervision
- Accountable Supervision
- Artistic Supervision
- Self-assessment Supervision

Bibliography


TDG Considerations: