

Marywood University
Clinical Supervision Handbook



Conceptual Framework for Teacher Education at Marywood University

We believe that faculty and prospective educators should be liberally educated persons who can effectively communicate with students, colleagues and parents. They model and hold themselves responsible for designing, implementing and evaluating instruction that promotes, for all students: mastery of a dynamic body of knowledge, creativity, problem solving, active learning, intellectual excitement, lifelong reflective learning, cooperation and collaboration, responsible work habits, wellness, respect for and integration of individual, group, and cultural differences, and civic responsibility for an interdependent and just world. They strive to promote learning in a developmentally appropriate technologically rich, and affirming environment.

Objectives of the Teacher Candidate Program

The teacher candidate will:

1. effect student mastery of a body of knowledge by utilizing varied instructional strategies which compliment diverse learning styles;
2. foster creativity in the learning environment;
3. engage students in problem solving activities in the appropriate discipline;
4. actively engage students in learning activities;
5. create intellectually exciting learning environments;
6. encourage students to be life long learners;
7. create a learning environment characterized by cooperation and collaboration;
8. develop student responsibility for good work habits;
9. encourage students to apply the principles of wellness to their daily lives;
10. demonstrate respect for individual and cultural differences;
11. involve students in activities that promote civic responsibility for an interdependent and just world;
12. understand principles of human development as they apply to the teaching/learning process;
13. design developmentally appropriate learning experiences;
14. appropriately utilize available educational technology;
15. create an affirming learning environment;
16. assess student learning;
17. reflect on teaching;
18. grow and develop professionally; and
19. communicate with parents

CLINICAL SUPERVISION: AN OVERVIEW

The purpose of clinical supervision is to create a learning climate in which the teacher candidate can attain the skills of teaching. The supervisor, using the clinical supervision approach, is able to supply data to the teacher candidate in a fair and equitable manner. The teacher candidate and supervisor jointly review and analyze the collected data, then develop an improvement plan.

The purpose of this handbook is to assist the supervisor in becoming comfortable with the clinical approach, which is designed to assist the teacher candidate in refining his/her teaching skills. Clinical supervision involves three basic steps:

- I. The Pre-Observation Conference
- II. The Observation
- III. The Post-Observation Conference

I. The Pre-Observation Conference

A. **Purpose**

- 1) To Obtain information as to the teacher candidate's intentions (objectives of the lesson; planned procedures; criteria of evaluation of student attention and learning)

Focus on the lesson: The supervisor asks the teacher candidate

What is your main objective for teaching the lesson?

How will you achieve your objective?

What will you be doing?

What do you expect the students to be doing?

Review the lesson plan:

What main concepts do you want to cover? (Cognitive)

What changes in student behavior can you expect? (Affective)

What motor skills do you want to develop or increase?

- 2) To establish a "contract" or agreement between the cooperating teacher/supervisor and the teacher candidate (items or problems on which the teacher candidate wants feedback)
- 3) To establish specific plans for carrying out the observation (techniques to be used; use of tape recorder or not; time limits)

II. The Observation

A. **Purpose**

- 1) To view the lesson as planned in the pre-observation conference
- 2) To develop points, questions, ideas, problems to be raised or elicited during the conference
- 3) To determine priorities since not all items can be covered in the conference

The supervisor will utilize two types of observation:

- Random, unguided looking (global scan)
- Systematic observing involving collecting and recording data (i.e., for a specific behavior)

Both forms of observation are necessary and helpful to the teacher candidate. The global scan observations will provide specific feedback on

- Cueing and reinforcement
- Classroom management
- Timing
- Communication skills'
- questioning
- knowledge of content
- Lesson implementation
- Behavior

A variety of specific techniques may be appropriate to use in observing a lesson. Which one the supervisor selects will depend on the type of information the teacher candidate and supervisor think would be most helpful. Data collection devices provide an objective basis on which the teacher candidate can develop effective teaching strategies. Suggested techniques include:

- Selective verbatim
- Verbal flow
- At task
- Class traffic patterns
- Interaction analysis

Each technique is described in more detail in this packet.

Data collection is shared with the teacher candidate so that he/she can make decisions about:

- His/her teaching
- A particular child or children's behavior, level of development, learning modality, etc.
- Planning his/her next step to increase competence

III. The Post Observation Conference

A) **Purpose**

- 1) To provide feedback and to provide a basis for the improvement of future teaching
- 2) To select a few amenable behaviors on which to work
- 3) To invite the teacher candidate to comment on the observation techniques utilized on points made and on follow-up goals
- 4) Focus on lesson.

The supervisor asks the teacher candidate:

What was your main objective for teaching the lesson?
Did you achieve your objective? How do you know?
How did the students respond?
What were your greatest strengths?
How did you feel about the lesson?
If you were to teach the lesson again, what would you do differently?
Did you cover what you wanted to cover?
What changes in student behavior did you see?
Did you achieve your cognitive, affective, and psychomotor objectives?
How did you feel about your initial motivation, development activities and closure?
Let's look at the data collected.
What did you learn?

Goldhammer, Anderson, Krajewski Clinical Supervision – Special Methods for the Supervision Of Teachers. *“The Clinical Supervision Cycle: An Overview”* (New York: Holt, Rinehart and Winston, Inc., 1980, Second Edition)

Observation Techniques

1. Selective Verbatim

The supervisor records exactly what is being said, depending on the type of verbal behavior to be collected.

MATERIALS	BEHAVIOR	DEFINITION
cassette recorder	questioning technique	how the teacher candidate asks questions
	responding to students	how pupil responses are handled
	giving directions	how specific directions are given
	speech patterns	particular speech patterns of the teacher candidate (okay, well, etc.)
	praising, correcting	how the teacher candidate praises, criticizes, or disciplines
	responding by students	how the students respond to the teacher candidate

Questioning Technique

Research states that teachers ask 30 – 40 questions in a 30-minute period. Fifty percent (50%) of the questions asked are not meant to be answered. They are used for “fill-ins.”

The teacher candidate should use a variety of questions, such as:

Knowledge	“What?”	Easy enough to slowest (simple recall) student knows the answer
Comprehension (translate information)	“How do you know?”	Student shows understanding
Application (use info in a new way)	“How would you?”	Student applies the knowledge
Analysis (draw conclusion)	“Why do you think?” “Give an example.”	Student examines information
Synthesis (uses data in a new way)	“Design _____”	Student engages in creative thinking
Evaluation (makes a judgment)	“In your opinion _____”	Student judges

The Teacher Candidate should

Use wait time (up to 10 seconds) after each question to allow students to think.
 Call on a variety of students, male and female, out of the teaching zone.
 (teaching zone students in front row and down center)
 Mention student’s name in his/her response – vary.
 Use all levels of question in a lesson.

The Teacher Candidate Should Not

Use rapid fire questioning (asking one question after the other without getting a response).
Ask questions which can be answered with a “yes” or “no” without asking “why?”
Answer his/her own questions.
Ask multiple questions without obtaining a response.
Use same word responses unless to make a point.
Parrot student responses unless to make a point.
Tell student he/she is wrong to the point of embarrassment. Say, “That shows me you are thinking, but _____.”

Responding to Students

The teacher candidate should

Vary his/her response to student's answers (enclosed – 100 ways to say good).
Help students extend their responses by adding, “Why?” “How do you know, etc?”

The Teacher Candidate Should Not

Comment after every student's answer.
Call on another student for an answer (one student's success should not lead to another student's failure).
Respond with sarcasm, “Put me downs” or other negative comments.

Giving Directions

The Teacher Candidate Should

Give clear, simple directions.
Give only several directions at a time.
Write important directions on the blackboard.
Ask for questions.

Speech Patterns

The overuse of any word, such as “okay”, “you know,” etc.
The use of slang.
Non-professional language.

Disciplining

The Teacher Candidate Should Avoid

Punishing the entire group for the misbehavior of an individual.
Sending a student outside of the classroom unless supervised.
Verbal or physical abuse.
Disrupting the class to call attention to a behavior problem.

2. Verbal Flow

The supervisor records who is talking to whom. Verbal flow is one means of identifying how classroom procedures inhibit, encourage or allow students to participate in classroom interaction.

Materials – seating Chart

Verbal Flow – Sample

Purpose: To record on a seating chart the initiator and recipient of verbal communications. The supervisor can determine the number and the variety of students on which the teacher candidate calls.

Materials Needed: Seating chart, which the teacher candidate will submit to the supervisor.

Instructions: Draw an arrow to show the direction of the communication.

Time Begun _____ Time Ended _____

Michele B	Kellie C.	Elizabeth R.	1 2 3 Sara D.	Dee A.
Joshua	Blaise	Angelica	Mike	Jesse
Melody G.	Stewart		Holly	Sheila
Forest	Paris	Jamie	Tim	Brian W.
Travis	Brittany	Lucy	Janey	Alex

Note: Questions asked:

Teacher: (1) What did the dog do? Sara?

Sara: (2) He has a bone and ate it.

Teacher: (3) Did he do anything else, Sara?

Teacher: (4) What do you think, Holly?

Holly: (5) I think _____,

The Teacher Candidate Should:

Call on a variety of students.
Treat males, females, problem students, minorities the same.
Focus attention on all areas of the classroom using eye contact.

The Teacher Candidate Should Not:

Call on one or two students.
Call only on students whose hands are raised.
Call on only the “bright” students.
Call on students only in the teaching zone.

3. At Task

Academic engaged time (at-task) correlates strongly with student achievement. During the planning conference, it is important to find out what the teacher candidate expects the students to be doing during the lesson.

The supervisor should record, on the seating chart, what each student is doing as the teacher candidate is being observed. It will usually take approximately five minutes to make one complete sweep. Ten sweeps are recommended.

By analyzing the data, the supervisor can determine if the teacher candidate is keeping students' attention and if students are doing what they are supposed to be doing.

At Task – Sample

Purpose: to systematically note the behavior of each pupil at regular intervals.

Directions: Observe each student and record, at five-second intervals, the activity in which the student is participating. After sweeping the class, return to the first student and repeat the procedure approximately ten times. This will indicate how well the teacher candidate is instructing and in control.

Code

- A** – at task (involved in assignment)
- S** – stalling (seems confused or experiencing difficulty)
- D** – distracted (listening or looking at others, etc.)
- O** – out of seat (out of seat unnecessarily)
- T** – talking (engaged in neighborly conversation)

Name _____

Date _____

1 T 2 A 3 S 4 D 5 D	6 A 7 A 8 P 9 P 10 T	1 T 2 S 3 D 4 A 5 P	6 S 7 T 8 A 9 A 10 A	1 T 2 A 3 A 4 A 5 D	6 S 7 A 8 P 9 A 10 O	Etc.
Bill		Sue		Doug		Jill

Class Traffic Patterns

The teacher candidate's movements during a lesson can be recorded to determine if traffic patterns are repeated. The teacher candidate is encouraged to move about the room visiting with individual students, groups, or staying within close proximity to those students who pose behavior problems. Pacing, as a movement pattern, is to be avoided.

Class Traffic Patterns – Sample

Purpose: to determine if the teacher candidate is using appropriate patterns when moving about the room.

Directions: Use arrows to show direction of movement. Use an O to indicate when the teacher candidate paused or stopped. Place the number corresponding to the number of stops made by the teacher candidate in the O.

Materials: Seating chart with layout of room

Name _____ **Date** _____

Interaction Analysis (Flanders)

This is the most thoroughly researched instrument for recording interactions between teachers and students. The codings are recorded at intervals on a timeline using the following key:

The teacher candidate

P – praises the student	L – lectures
E – encourages the student	C – criticizes
U – uses a student's ideas	A - is antagonistic
Q – asks a question	D – gives direction

The student

I – voices an idea
R – Recites

The most common pattern is L.Q.I.P.E. The teacher candidate lectures for some time (L, L, L...), asks a question (Q), gets a response (I), praises (P), and returns to lecturing (L, L, L...).

The data analysis can determine the amount and kind of student responses, how much the teacher candidate talks, how much the student participates, the amount of praise given and how often, and if the teacher candidate uses negative interaction.

Global Scan

This instrument is used by the majority of the supervisors. This is the “wide lens” technique and gives the supervisor general information on what is happening in the classroom. A twenty-minute analysis is effective.

100 WAYS TO SAY VERY GOOD

You've got it made.
RIGHT.
You're on the right track now!
You are very good at that.
That's coming along very nicely.
That's very much better!
GOOD WORK!
You're doing a good job.
You've just about got it.
THAT'S IT.
Congratulations!
I knew you could do it.
That's quite an improvement.
Now you've figured it out.
Now you have it.
GREAT!
You are learning fast.
Good for you!
You make it look easy.
You really make my job fun.
That's the right way to do it.
You're getting better every day.
You did it that time!
That's not half bad!
WOW!
That's the way!
Nice going.
SENSATIONAL!
You haven't missed a thing.
That's the way to do it.
Keep up the good work.
That's better.
Nothing can stop you now.
That's first class work.
EXCELLENT!
PERFECT!
That's the best ever.
You're really going to town.
FINE!
TERRIFIC!
That's better than ever.
Nice going!
OUTSTANDING!
You did very well.
You're really improving.
Right on!
Good remembering!
SUPER!

I'm happy to see you working like that.
You've just about mastered that.
I'm proud of the way you worked today.
That's the best you've ever done.
You're doing that much better.
Keep working on it, you're good.
Couldn't have done it better myself.
Now that's what I call a fine job.
You must have been practicing.
You're doing beautifully.
SUPERB!
Keep it up.
You did a lot of work today.
You've got that down pat.
You certainly did well today.
TREMENDOUS!
You're doing fine.
Good thinking.
You are really learning a lot.
Keep on trying!
You outdid yourself today.
I've never seen anyone do it better.
Good for you!
Good going!
I like that.
One more time and you'll have it.
I'm very proud of you.
That's a good boy/girl.
I think you've got it now.
Good job (student's name)!
You figured that out fast.
You remembered.
That's really nice.
It's a pleasure to teach you when
You work like that.
You're right.
CLEVER!
That makes me feel good.
That's great!
That's it!
Way to go!
Well, look at you go!
Now you have the hang of it.
Congratulations!
You've got your brain in gear today.
Much better!
WONDERFUL!
MARVELOUS!