STAFF DEVELOPMENT

1. **Setting Goals and Objectives**

2. **Inservices and Professional Growth**

3. **Classroom Observation (Clinical Supervision)**

4. **A yearly Summative (hire/fire) evaluation**

CLINICAL SUPERVISION

1. **Is a deliberate intervention into the instructional process.**

2. **Is goal oriented.**

3. **Assumes a professional working relationship between teacher(s) and supervisor(s).**

4. **Requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.**

5. **Is systematic, although it requires a flexible and continuously changing methodology.**

6. **Assumes the supervisor knows about the analysis of instruction and learning and also about productive human interaction.**

ASSUMPTIONS UNDERLYING THE PROCESS OF CLINICAL SUPERVISION

1. **Teaching is a complex set of activities that requires careful analysis.**

2. **Teachers are responsible and competent professionals who desire help if it is offered in a collegial way.**

3. **The purpose of clinical supervision is to assist teachers to modify existing patterns of teaching.**

A CLINICAL SUPERVISION MODEL

1. **Pre-conference with teacher**

2. **Observation of the classroom**

4. **Analyzing and interpreting observation and determining conference approach Post-conference with teacher.**

PRE-OBSERVATION CONFERENCE DATA SHEET

Teacher: _____Observer: _____

Grade Level_____ Subject: _____

Date _____Time: _____

What are the objectives of the lesson? What type of lesson is it?

What are the specific observable student behaviors desired? What do you expect the students to learn?

How will you know if the objective have been met? Or that student learning has occurred?

What specific teaching strategies /behaviors will be used?

What led to and what follows this lesson?

What would you like me (the observer) to concentrate on? What type of observation would you like?

SOME OBSERVATION TECHNIQUES

Generic Observation
Using a standard evaluation form, the observer makes anecdotal notes and comments on the class or lesson as a whole. Often these forms will have elements of a standard five-step lesson plan or teacher competencies which can be checked or commented upon as appropriate.

Detached Open-Ended Narrative.
Observer records every person, event or thing that attracts his or her attention. Involves extensive writing to objectively record all significant class events, statements and exercises.

Educational Criticism
Modeled after the style of an art critic, this format requires a skilled observer to evaluate the lesson much as a critic evaluates a work of art, movie or book. Language is expository and the writing tries to capture the tone or mood of the class.

Question-Response Patterns
Observer uses a seating chart to record the nature of student and teacher responses to teacher-generated questions.

Key:
-- Incorrect response
→ Teacher Prompt or encouragement
+ Correct Response
X Response cannot be classified as correct or incorrect
O Positive teacher feedback or praise

Teacher Questions
Observer uses a chart such as the following to record teacher's questions

Question Category	Tally	Total	Percent
Knowledge			
Compare			
Comprehension			
Application			
Analysis			
Synthesis			
Evaluation			
Translation			

Totals

Teacher Questions

Observer records all of the questions and interrogative statements that a teacher makes. The questioning patterns are then analyzed.

Teacher Questions

Observer uses a chart such as the following to record teacher's statements

Giving Information	
Questioning	
Answering	
Praising	
Scolding	
Direction giving	

Student On-Task and Off-Task Behavior

Observer uses a chart such as the following (or a seating chart) and makes periodic Sweeps of the class recording students' behaviors.

Name	Time	Time	Time	Time	Time	Time	Time
Anderson							
Baker							

Codes to use on chart:
A= on task, listening/watching
B= on task, writing
C= on task, speaking
D= on task, reading
E= on task, hands-on activity
F= off task, passive
G= off task, disturbing others
H= off task, listening to others
1= off task, playing J= off task doing other work

Verbal Interaction

Observer uses a seating chart to trace verbal statements in the class. Arrows indicate a full statement directed to another person. Observer uses a new sheet every five minutes or so and numbers the arrows. This method can help determine which students or areas of the room are included or excluded.

Traffic Patterns

Using a diagram of the room, observer uses lines and arrows to trace movement patterns of teacher and students. (Arrows are accompanied by times.) May not be appropriate if excessive group movement will be occurring during an activity.

Verbal or Non-verbal "tics"
Observer records number of times teacher repeats certain phrases (e.g., "you know what I mean," "exactly," "Okay," etc.) or actions (e.g., playing with hair, adjusting glasses, pacing, etc.)

Control Statement-Response Observation
Observer records all statements a teacher makes (questions, sarcasm, directions, commands, or reprimands) in an effort to control or limit student behavior and the student response to the statement.

Individual Behavior-Response Observation
Good for use with a problem student. Observer records problem student's movement, behaviors and actions (both good and bad). Then records teacher's responses to those behaviors and the effectiveness of the responses.

Video or Audio Recording
An effective technique which may also be used (be sure to obtain teacher's permission before recording). Usually a 20 minute recording is enough to catch a flavor of the lesson.

Other
The above techniques can be mixed, matched, altered and adapted in any way to focus
On any area of instruction which might benefit from isolation and objective study.

{Adapted from Glickman, Gordon, & Ross, (1995) *Supervision of Instruction*, Allyn and Bakeman, }