

# Research

## R E P O R T

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## PROFESSION-BASED INSTRUCTIONAL SUPERVISION A Toolkit of Resources

This report is a toolkit of comprehensive resources for the development of an effective school instructional supervision program. The toolkit supports the development of a personal philosophy of instructional supervision grounded in reflective practices and based on knowledge of effective teaching practices.

The report includes:

- ✓ A review of the underlying principles effective supervision, nature of professionalism and implications for instructional supervision.
- ✓ Elaboration on the supervisory role in the broader context of the school.
- ✓ A comprehensive set of worksheets to assist in the observation of a full array of teaching elements, strategies, choices, and classroom interaction in the areas of
  - Classroom organization
  - Classroom attitudes
  - Classroom talk
  - Classroom evaluation

## **Acknowledgments**

This toolkit was developed as a support for central office and school-based administrators in carrying out their supervisory responsibilities in school divisions. As a research-based resource, it has the potential of advancing professionalism, improving the quality of teaching and enhancing student learning.

I would like to take this opportunity to thank the Saskatchewan School Boards Association for their interest in contracting SELU and myself for the development of the resource. The idea first surfaced with the late LaVonne Beriault who was Director of Legal Services with the Saskatchewan School Boards Association. After her death, Barry Bashutski, Associate Executive Director Education Services and Richard Buettner, Associate Executive Director Corporate Service advanced the idea for the development of this important resource.

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# About This Document

The materials presented in this document have been prepared with a view to assisting in-school administrators, and all those interested in the observation and enhancement of teaching performance, with the tasks and processes of supervision and instructional improvement. This document is intended for a variety of uses, including:

- 1. Guided self-reflection for individual teachers regarding their teaching;**
- 2. A basis for the collegial discussion of the elements of teaching;**
- 3. The facilitation of choice among alternative teaching strategies;**
- 4. Information regarding the location of further information about teaching and supervision;**
- 5. Clarification of the key activities in the instructional supervision process.**

Of course, as the title of this “toolkit” implies, the original aim is to facilitate the administrative (and collegial) role in the supervision of instruction. It will hopefully be of value to those assuming the supervisory role for the first time, and with this in mind it deals significantly with the nuts and bolts of supervisory activity, clarifying the alternative choices and providing related rationales for approaches to conferencing, the analysis of teaching, and assistance with the process of teaching development.

For those who have been involved in the process of instructional supervision for some time, these materials will hopefully provide a welcome refresher regarding supervisory practice. However, the research in this area reflects (and has been reflected by) a variety of significant changes. The industrial model of supervisory practice in schools has been seriously challenged by several developments in the way in which we view the profession. Specifically, paradigms of the past have been increasingly brought into question by emerging perspectives on the nature of change, by dynamic and widely accepted new views of professional learning communities, by increasingly powerful arguments as to the benefits of professional collaboration and interdependence, by reforms in the way in which we view effective teaching, by constructivist

philosophies that have revolutionized the manner in which we engage students in the learning process, and by emerging perspectives on instructional leadership and moral purpose.

With the above developments in mind, this toolkit is based upon several basic principles:

1. Supervision is essentially a professional endeavour, and as such must take cognizance of such professional expectations as teacher choice in supervisory processes;
2. Self-reflection is critical to effective change in teaching approaches;
3. Teachers benefit significantly from collaborative orientations to their own teaching improvement;
4. There is no 'one best way' in contemporary instructional supervision. Effective supervision demands serious consideration of the appropriate matching of teacher needs/teacher contexts and supervisory approaches.
5. An understanding of the latest research on effective teaching, and on alternative teaching strategies is a critical and continuing professional information need of instructional supervisors.



The industrial model of supervisory practice in schools has been seriously challenged by several developments in the way in which we view the profession.

# Organization of the Document

The first sections of this document deal with the supervisory process. Initially, the underlying principles of effective supervisory practice are examined, following which a general overview of the broad processes of instructional supervision is provided. Just as teaching is itself a complex process, so too is the process of contemporary instructional supervision.

Later in this document, some evidence of this complexity becomes evident.

However, the various frameworks and conceptualizations described, particularly in the early stages of the document, represent very generalized perspectives, with a view to introducing the processes and skill sets, anticipating the variety of knowledge bases and skill levels with which readers will undoubtedly approach these materials. The document is organized to facilitate a variety of entry points, dictated by the needs of the individuals, groups and facilitators working with it.

In the first section, attention is devoted to clarifying the principles underlying this work, namely, the nature of effective reflection, the nature of professionalism and its implications for instructional supervision, and the nature of effective supervisory practice. Practical implications of these are described.

The second section of the document elaborates upon the supervisory role in the broader context of the school, and provides a “flow chart” of the supervisory process that may be used for initial practice and as a point of departure for further and more intricate supervisory activity. Several alternatives regarding supervisory discussions and styles relating to teacher context and developmental needs are suggested, as is a guide to choices among supervisory approaches.

Section three is by far the most comprehensive part of this “toolkit.” It deals with the wide variety of teaching strategies and sets of teaching skills that provide the basis for the analysis and discussion of instructional behaviour and classroom interaction. No text can capture in its

entirety the full array of teaching elements, strategies, choices, and classroom interactions available for observation. Aside from the natural complexity and intricacies of the teaching function, instructional technologies and approaches are changing constantly.

This material therefore, is partly obsolete from the outset. To provide some basis for presenting the supervisory, reflective and choice implications of the material, teaching approaches and their sub-areas are presented in the form of a conceptual framework. In this framework, considerations are organized according to choices among teaching strategies, the observation of classroom organization, classroom attitudes, classroom talk, and classroom evaluation. Worksheets and ideas for supervisory discussion of a variety of elements of each of these areas are provided.



No text can capture in its entirety the full array of teaching elements, strategies, choices, and classroom interactions available for observation.

# PART ONE

## STARTING POINTS:

### Underlying principles

*All supervisory activity should have as its super-ordinate goal the improvement of student learning. This can best be accomplished through a policy-directed collaborative approach to teacher growth, based upon an initial assumption that teachers are professional, intelligent and committed to the enhancement of their instructional performance.*

In this section, several basic principles guiding this “toolkit” of resources are presented. First, we devote attention to the nature of effective instructional supervision in contemporary schools. The point should be made early in this document that orientations to instructional supervision must take cognizance of the prevailing **environment** for teacher growth, and this presupposes serious self-reflection among supervisory personnel regarding the work environment within which teachers operate. It seems fitting, therefore, that one of the first worksheets facilitates supervisory introspection on these provisions.

### Effective Supervision

There is little doubt that what has traditionally been referred to as effective supervision has changed drastically over the past couple of decades. The contemporary contexts of schools, and the theoretical and technical reforms governing them, call for an orientation to instructional supervision that is more developmental than evaluative, more professional than bureaucratic, more constructive than negative, more planned and sustained than intermittent and random. Effective instructional supervision for today’s schools takes into consideration the individual circumstances and individual needs of each teacher; it encourages experimentation and teacher creativity; it is premised upon principles of effective communication; and it is based upon a



variety of supervisory approaches matched to the developmental and contextual realities of the teacher.

## **If Teaching is a Profession, Then...**

In short, the nature of teaching as a professional endeavour dictates an orientation to teaching enhancement that promotes **professionalism**. In Figure 1, the key characteristics of profession are highlighted, together with the implications of each for the professional demeanour of its members. This document is therefore premised upon the assumption that, in teaching, there is a significant intellectual emphasis with an expectation of long-term training. The professional identity brings with it a calling to a social service emphasis and a commitment to a code of ethical and “professional” behaviour. It is largely self-governing, particularly in regard to the professional status and the development of expectations regarding the conduct of its members.

The critical implications of this basic assumption for the supervisory role in teaching is that teachers are professional persons, and that as such they bring to their responsibilities a concern for their own growth, an ideal of service, a desire to be continually informed regarding their practice, and an awareness (and observance) of the ethical standards of their field. As professional persons, they enjoy autonomy and exercise choice regarding the core aspects of their work. This must be the initial assumption, the point of departure, of supervision in any professional context.

It should be confessed that that the term “supervision” does not sit well with the qualities we have outlined. It flies in the face of the professional ideal, and there are numerous authors (Glatthorn, 1984; Glickman, 1999) who have advocated alternatives to the use of the term with this point in mind. However, it was decided to utilize the “supervision” term for the purposes of this document, given its frequent use across a variety of contexts in the related research and conceptualizations devoted to the topic throughout the world.

**Figure 1: Defining Elements of Profession:  
Implications for Professional Behaviour**

<b>Characteristics of A Profession</b>	<b>Characteristics of A Professional</b>
Intellectual emphasis	Concerned about continuing professional development
Social service emphasis	informed about social issues and related responsibilities. Has ideals of service.
Specialized knowledge	Informed and current in teaching /specialization
Long-term training	Knowledgeable about basic principles and processes of area of work
Code of behaviour	Observes ethical standards Models behavioural norms
Self-government	Exercises independent choice and initiative. Self-reflective, and action-research oriented

## Teacher Self-Reflection: A Point of Departure

We have established that a significant element of professionalism is **self-reflection**, the focused thinking about one's own teaching. Stronge (2002) points to research evidence that teachers whose students have high achievement rates continually mention reflection on their work as an important part of improving their teaching. He adds that belief in one's efficacy and maintaining high expectations for students are common among teachers who reflect (p.21).

Using the process articulated by Moallam (1998), reflection might involve:

- Problem recognition;
- Problem clarification;
- Hypothesis or suggestion formation;
- Mental elaboration of suggestions;
- Action taken on the best-supported hypothesis.

According to Blasé & Blasé (1998) self-reflection, when effectively done, enhances “withitness,” creates a larger repertoire of teaching behaviours, builds confidence in the teaching role, elevates understandings of alternative pedagogical responses, and opens avenues to alternative sources of support for the teacher. The implications of this perspective for the supervisory role relate significantly to the goal of helping professionals hone their reflective skills.

In reflecting on one's own teaching, the following would constitute worthy issues for consideration:

- Reviewing one's own teaching priorities and philosophy;
- Analyzing the effects of context (diversity, gender, class size etc.) on teaching environment;
- Recalling student behaviours;
- Recalling one's own behaviours;
- Weighing the extent of achievement of lesson objectives;
- Analyzing alternative consequences of instructional behaviours;
- Developing and selecting alternative strategies;

- Evaluating newly implemented processes and strategies;
- Evaluating the levels and possible causes of variations in student achievement and behaviour.

Five levels of self-reflection identified by Blase & Blasé (1998) provide some useful perspective as to the various ways in which self-reflection can be nurtured in the observation and enhancement of teaching. These are represented in Figure 2.

**Figure 2: Levels of Reflection**

- |  |
|--|
| <p>a. <b>Technical:</b> Decisions about immediate behaviours and skills;</p> <p>b. <b>Descriptive:</b> Analysis of one's own development. Seeking best practice;</p> <p>c. <b>Dialogic:</b> Weighing competing viewpoints, exploring alternatives;</p> <p>d. <b>Critical:</b> Examining practices as problematic, based on ethical criteria;</p> <p>e. <b>Contextual:</b> Applying all the above levels to situations as they are taking place</p> |
|--|

**Adapted from Blasé & Blasé, 1998**

In the materials that follow, we spend significant space exploring the means by which teacher self-reflection can be facilitated and nurtured. In fact, the enhancement of teacher self-reflection is seen as a major objective of the variety of supervisory approaches and styles represented in this document. The greater the quality, depth and incidence of self-reflection, the lower the demand for ongoing supervisory activity. Paradoxically, therefore, in a professional context, the ultimate goal of supervisory personnel must be their own obsolescence.

In the following sections, we examine specific processes and instrumentation for the enhancement of self-reflection through three routes:

- a) Reflection through **action research**;
- b) Reflection through **formalized self-evaluation**;
- c) Reflection through **student feedback on teaching**.

### ***Teacher Reflection Through Action Research.***

We have discovered that reflection can best be achieved through a continuing action research cycle, consisting of planning, experience and reflection. Kemmis & McTaggart (2000) define action research as a form of collaborative self-reflective enquiry that is done by participating in a situation in order to improve the common environment. This may be done in any context where there is a shared concern and a desire for improvement. It provides a way of linking theory and practice. It represents ideas-in-action, or “praxis.”

The goal of action research is to provide a way of thinking systematically about what happens in the school (or, in this instance, the classroom) in order to help manage improvement. Figure 3 contains an overview of the major steps involved in the action research process.

**Figure 3: Action Research: How it Works**

**Action research proceeds in a spiral of steps, each is composed of:**

- **Planning** - forward looking but very flexible;
- **Action** - a thoughtful variation in practice that is critically informed;
- **Observation** - documenting the effects of critically informed action to be used as the basis for reflection;
- **Reflection** - seeks to make sense of the observations, evaluate the action, and provide the basis for the next plan.

**Steps to action research:**

- Develop a thematic concern -decide change is necessary;
- Develop a general plan of action - decide how you want to proceed:
- Steps: break the plan down into achievable steps;
- Monitoring: devise a way of monitoring the effects of the first action
- Action - the first step is taken
- Action is monitored - evidence collected
- Team evaluates what happened (weighs evidence)
- Team revises the plan and sets up the next observation phase

**Source: Kemmis & McTaggart**

### ***Teacher Reflection Through Self Evaluation.***

Any form of self-evaluation focused on teaching can create opportunities for meaningful change and individual staff development. Consequently, even without formal classroom observation, the identification of as many vehicles as possible for this to happen can be an excellent accompaniment to formal supervisory activity. In fact, when teachers have had the opportunity to review and assess aspects of their own teaching, they bring to the discussion of their teaching a more focused, better-informed perspective of the elements discussed. Furthermore, they are more likely to have a more comprehensive array of alternative strategies and processes from which to choose when considering possible instructional changes.

The three instruments that follow are suggested for an overall self-evaluation of teaching. The first provides for teacher self-evaluation of aspects of the **Teaching Behaviours Model** that comprises the central conceptual framework for the classroom observation material in this document. The second instrument is a general assessment, developed from the material presented in the Saskatchewan Teachers' Federation (2000) document "Enhancing Teacher Success." The third instrument is more specific to the instructional process, and provides the opportunity for introspection regarding a variety of skill areas.

When teachers have had the opportunity to review and assess aspects of their own teaching, they bring to the discussion of their teaching a more focused, better-informed perspective of the elements discussed.



## TEACHER SELF-REFLECTION BASED ON THE INSTRUCTIONAL BEHAVIOURS MODEL

### A. CLASSROOM ORGANIZATION

- Ratings:
- 1: I see this aspect as one of my major strengths
  - 2: I am usually pleased with my performance in this area
  - 4: I need some improvement in this aspect of my teaching
  - 5: I need to pay a lot of attention to this aspect of my teaching

	Rating	Comments
<hr/> <i><b>Cosmetic Care</b></i>		
I Create a positive atmosphere conducive to effective learning	_____	
I Maintain a neat and clean classroom which reflects good organization	_____	
Student work is displayed effectively	_____	
<hr/>		
<i><b>Commencement</b></i>	Rating	Comments
I begin classes and instructional segments effectively	_____	
I clarify lesson objectives for students	_____	
I am well prepared for instruction	_____	
<hr/>		
<i><b>Pacing</b></i>		
I pace instruction appropriately with consideration for the content and the nature of the students	_____	
<hr/>		
<i><b>Structuring</b></i>		
I provide clear instructions regarding student assignments	_____	
I structure lessons in logical steps	_____	
I make smooth transitions between activities/episodes	_____	
I provide effective summaries	_____	
<hr/>		

***Control***

- I clarify expectations and stick to them \_\_\_\_\_
- I make consequences for inappropriate behaviour clear \_\_\_\_\_
- I apply consequences consistently \_\_\_\_\_
- I am aware of classroom events \_\_\_\_\_
- 

***Knowledge of Students***

- I am aware of behavioural, academic, and skill differences among students \_\_\_\_\_
- I provide appropriate instruction referral where special student needs require it. \_\_\_\_\_
- 

**B. CLASSROOM ATTITUDES**

Rating

Comments

***Enthusiasm***

- I utilize a variety of teaching techniques/materials \_\_\_\_\_
- I elicit appropriate levels of student involvement \_\_\_\_\_
- I demonstrate respect for students \_\_\_\_\_
- I demonstrate enthusiasm for subject(s) \_\_\_\_\_
- I demonstrate enthusiasm for students \_\_\_\_\_
- 

***Teacher Non-Verbal Behaviour***

- I communicate appropriately with gestures, facial expressions, body movement \_\_\_\_\_
- I maintain an appropriate appearance (neatness and grooming) \_\_\_\_\_
- I use my own classroom mobility effectively \_\_\_\_\_
- 

***On-task Behaviour***

- I maintain acceptable levels of on-task behaviour \_\_\_\_\_
-



I demonstrate an awareness of off-task behaviours \_\_\_\_\_

I take appropriate corrective action \_\_\_\_\_

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***Gender Considerations*** \_\_\_\_\_

I demonstrate gender-equitable teaching behaviour \_\_\_\_\_

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## **CLASSROOM TALK**

Rating

Comments

### ***Questioning***

I encourage student involvement and thinking through a variety of types and levels of questions \_\_\_\_\_

I probe student answers effectively \_\_\_\_\_

I frame questions clearly \_\_\_\_\_

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### ***Feedback***

I respond constructively to student answers \_\_\_\_\_

I treat student answers with respect \_\_\_\_\_

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### ***Verbal Interaction***

I involve all students in questions and discussions \_\_\_\_\_

I use pacing effectively in discussion \_\_\_\_\_

I encourage independent thinking \_\_\_\_\_

---

## **C. CLASSROOM EVALUATION**

I provide clear information to students on assignments and grading practices \_\_\_\_\_

I utilize a variety of evaluation tools \_\_\_\_\_

I return assignments in reasonable time \_\_\_\_\_

I make assignments fairly \_\_\_\_\_

I keep clear records of student progress \_\_\_\_\_

I effectively communicate student progress to  
parents \_\_\_\_\_

I let students know how they are doing. \_\_\_\_\_

---

#### **D. PROFESSIONAL DEMEANOUR**

I demonstrate respect for colleagues \_\_\_\_\_

I contribute effectively to the professional work of  
the staff \_\_\_\_\_

I take an active and constructive role in meetings  
of professional staff \_\_\_\_\_

I contribute to the administration/organization of  
school activities \_\_\_\_\_

I demonstrate a positive orientation to my own  
professional growth \_\_\_\_\_

I reflect on my own effectiveness in teaching \_\_\_\_\_

I relate effectively with parents and  
individuals/agencies associated with the school \_\_\_\_\_

---

#### **Summary Comments:**

From above self-assessment, which specific aspects of teaching would be valuable as areas of focus for observation by, and discussion with, others?

Which aspects of my teaching will constitute themes for attention in my personal professional growth plan?

## **ENHANCING TEACHER SUCCESS: A SELF-EVALUATION**

According to the STF Policy statement, “Enhancing School Success”, success is the degree to which individual teachers, within the context of their entire teaching careers, attain their desired professional goals. To a significant extent, this depends upon the degree to which teachers approach their various responsibilities with intelligence, commitment, and professionalism. As a basis for general introspection, you are invited to rate yourself on each of the following broad elements guiding your professional organization’s guiding principles for successful teaching practice. Rate yourself on each item according to the following scale:

- 3: I always demonstrate this behaviour.**
- 2: I often demonstrate this behaviour.**
- 1: I need to make improvements on this item.**

**I conduct my professional relationships in ways that are consistent with the principles of equity, fairness, and respect for others.** \_\_\_\_\_

**I create and maintain a learning environment that encourages and supports each student to reach their highest level of individual achievement** \_\_\_\_\_

**I demonstrate a professional level of knowledge about the curriculum.** \_\_\_\_\_

**I have a repertoire of instructional strategies and methods that I apply in my teaching activities.** \_\_\_\_\_

**I assess and evaluate my students consistently and responsibly.** \_\_\_\_\_

**I continually reflect, on my own and with others, on my professional practice, and adapt my teaching accordingly.** \_\_\_\_\_

**I work with my colleagues in ways that are mutually supportive.** \_\_\_\_\_

**I develop effective professional relationships with students.** \_\_\_\_\_

**I develop professional relationships with administrators.** \_\_\_\_\_

**I develop professional relationships with parents and other members of the community.** \_\_\_\_\_

## TEACHER SELF-EVALUATION

**Teacher:** \_\_\_\_\_ **Grade Level:** \_\_\_\_ **Subject(s)** \_\_\_\_\_

The most important vehicle for the enhancement of teaching is honest, focused and continuing self-reflection by teachers as to their own performance. While this should continue throughout every teaching experience, it is useful to occasionally stand back and reflect in a general sense, on one's overall effectiveness in each broad aspect of teaching.

For each of the following items, reflect upon your own teaching performance, and rate yourself by indicating your level of agreement with each statement as indicated.

**4 – Strongly Agree**

**3 – Agree**

**2 – Disagree**

**1 – Strongly Disagree**

1. I always make my lesson objectives clear for students.	1	2	3	4
2. Students are always clear as to what we are doing.	1	2	3	4
3. I always commence my lesson effectively.	1	2	3	4
4. Students find my instruction to be enthusiastic.	1	2	3	4
5. I am always well organized for teaching.	1	2	3	4
6. The pacing/timing of my instruction is usually well done.	1	2	3	4
7. My instructions and explanations are usually clear.	1	2	3	4
8. All students are actively involved in my lessons.	1	2	3	4
9. I make effective provision for student differences.	1	2	3	4
10. Effective student learning occurs in my classes.	1	2	3	4
11. I encourage students to work cooperatively.	1	2	3	4
12. I mark student assignments in a timely manner.	1	2	3	4
13. I am fair and consistent in my grading practices.	1	2	3	4
14. I communicate well with parents regarding student progress.	1	2	3	4
15. My classroom management techniques are effective.	1	2	3	4
16. Levels of student on-task behaviour are high in my classes.	1	2	3	4
17. My evaluation methods are consistent with my learning goals.	1	2	3	4

### ***Teacher Reflection Through the Use of Student Evaluations.***

Student evaluations of teaching represent an exceptionally powerful vehicle for teacher self-assessment, and a strong motivation for instructional change. **However, it is very much in keeping with the professional ideal that the choice of this activity should rest with the individual teacher.** It is a matter of individual choice. The supervisory role in relation to this lies in making these resources and related possibilities (and the self-reflection that comes from the process) available to individual teachers, and leaving their use as a matter between the teacher and his/her students.

The following instruments are designed for student feedback on teaching at the high school, middle-level, elementary and primary levels. They can, and should, be modified to suit individual contexts and circumstances.



Student evaluations of teaching represent an exceptionally powerful vehicle for teacher self-assessment, and a strong motivation for instructional change.



## STUDENT EVALUATION OF TEACHING: GRADES 7-12

Teacher: \_\_\_\_\_

Subject Area: \_\_\_\_\_

**In this questionnaire, you are asked to evaluate your teacher by thinking about the following statements about how your teacher teaches. For each statement, circle the number that most closely relates to how much you agree.**

**4 – Strongly Agree**

**3 – Agree**

**2 – Disagree**

**1 – Strongly Disagree**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. The teacher gets me to be actively involved in classes.        | 1 | 2 | 3 | 4 |
| 2. The teacher's expectations for my work are clear.              | 1 | 2 | 3 | 4 |
| 3. This teacher is a good teacher.                                | 1 | 2 | 3 | 4 |
| 4. The teacher uses a variety of instructional methods.           | 1 | 2 | 3 | 4 |
| 5. The teacher's instructions are clear.                          | 1 | 2 | 3 | 4 |
| 6. The teacher is well organized.                                 | 1 | 2 | 3 | 4 |
| 7. The teacher is well prepared for classes.                      | 1 | 2 | 3 | 4 |
| 8. Homework assignments given by this teacher are reasonable.     | 1 | 2 | 3 | 4 |
| 9. The teacher lets me know how I am doing.                       | 1 | 2 | 3 | 4 |
| 10. The teacher lets my parents know how I am doing.              | 1 | 2 | 3 | 4 |
| 11. I am satisfied with how much I am learning from this teacher. | 1 | 2 | 3 | 4 |
| 12. My assignments are corrected and returned in reasonable time. | 1 | 2 | 3 | 4 |
| 13. My work is evaluated fairly.                                  | 1 | 2 | 3 | 4 |
| 14. The teacher gives me extra help when needed.                  | 1 | 2 | 3 | 4 |
| 15. The teacher runs a well-disciplined classroom.                | 1 | 2 | 3 | 4 |
| 16. The teacher respects students in class.                       | 1 | 2 | 3 | 4 |
| 17. The teacher's classes are interesting.                        | 1 | 2 | 3 | 4 |
| 18. The teacher allows students to work cooperatively.            | 1 | 2 | 3 | 4 |

## STUDENT EVALUATION OF TEACHING: GRADES 4-6

This questionnaire makes statements about your teacher. For each statement you are to circle the number that describes how much you agree.

**4 – Strongly Agree**

**3 – Agree**



























**2 – Disagree**

**1 – Strongly Disagree**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. My teacher is well organized.                               | 1 | 2 | 3 | 4 |
| 2. I always understand my teacher's instructions.              | 1 | 2 | 3 | 4 |
| 3. I like the way my teacher teaches.                          | 1 | 2 | 3 | 4 |
| 4. My teacher respects me.                                     | 1 | 2 | 3 | 4 |
| 5. My teacher uses various ways to teach us.                   | 1 | 2 | 3 | 4 |
| 6. I get to be involved in class activities.                   | 1 | 2 | 3 | 4 |
| 7. My teacher gives me extra help with my work when I need it. | 1 | 2 | 3 | 4 |
| 8. I enjoy being in this classroom.                            | 1 | 2 | 3 | 4 |
| 9. My homework assignments are fair and reasonable.            | 1 | 2 | 3 | 4 |
| 10. My teacher is always well prepared for class.              | 1 | 2 | 3 | 4 |
| 11. My teacher talks to my parents about my work.              | 1 | 2 | 3 | 4 |
| 12. I am satisfied with how much I am learning in my class.    | 1 | 2 | 3 | 4 |
| 13. My teacher corrects my work fairly.                        | 1 | 2 | 3 | 4 |
| 14. My work is corrected on time.                              | 1 | 2 | 3 | 4 |
| 15. My teacher praises me for good work.                       | 1 | 2 | 3 | 4 |
| 16. My teacher encourages us to work well with one another.    | 1 | 2 | 3 | 4 |
| 17. My teacher makes lessons interesting.                      | 1 | 2 | 3 | 4 |
| 18. My teacher is friendly.                                    | 1 | 2 | 3 | 4 |
| 19. My teacher deals with problems quickly.                    | 1 | 2 | 3 | 4 |
| 20. My teacher disciplines students fairly.                    | 1 | 2 | 3 | 4 |
| 21. My teacher listens to what I have to say.                  | 1 | 2 | 3 | 4 |

### TEACHER EVALUATION: K-3

Here are some questions about your teacher. After each one there are some faces. Place a big X on the happy face if you agree with the question. Please a big X on the sad face if you do not agree with the question. If you are not sure do not put any X in.

- |   |   |   |
|---|---|---|
| 1. My teacher is nice.                  |    |    |
| 2. My teacher talks to us nicely.       |    |    |
| 3. My teacher helps me with my work.    |    |    |
| 4. My teacher reads to us nicely.       |    |    |
| 5. I am learning a lot.                 |    |    |
| 6. My classroom is tidy.                |    |    |
| 7. Other children in the room are nice. |    |    |
| 8. Class rules are fair.                |    |    |
| 9. My teacher treats us nicely.         |  |  |
| 10. We have fun in our classroom.       |  |  |
| 11. Our classroom is not too noisy.     |  |  |
| 12. Our teacher is fair to us.          |  |  |
| 13. I like to come to school.           |  |  |



**Figure 4: Guided Self-Reflection: Summary Reflections**

***From my self-evaluation:***

1. What do I see as my major teaching strength?

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2. What aspects of my teaching do I see as areas needing development?

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***From student assessments of my teaching:***

1. What areas emerge as greatest strengths?

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2. What do my students tend to rate least positively?

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## **SUPPORTING SUCCESSFUL TEACHING: AN ADMINISTRATIVE SELF-REVIEW**

From the forgoing materials, it seems clear that, for teachers to be successful in the practice of teaching, they need to give individual and consistent attention to several professional considerations. Additionally, however, all professionals require a base of solid support, and an environment conducive to professional behaviour and professional growth. Smylie (1995) suggested that, for school environments to be conducive to teacher learning, several important elements must be present, including

- **Teacher collaboration,**
- **Shared power and authority**, in terms of relationships between teachers and administrators and among teachers,
- **Egalitarianism** among teachers emphasizing talents each has to bring over hierarchical status differences
- **Variation, challenge, autonomy, and choice** in teachers' work
- **Collaboratively developed goals** and feedback mechanisms
- **Integration of work and learning**
- **Accessibility to external sources of learning**

Further, a recent document on enhancing teacher success (Saskatchewan Teachers' Federation, (2001) identified basic elements that should be available in the school and school system to support teaching. They include **an ethical/healthy and safe work environment, work assignments commensurate with training, and teacher involvement in the goals, development and renewal of curriculum.**

### **ACTIVITY:**

- **Complete the Administrative Self-Review;**
- **Identify the major strengths of the school and/or system in relation to the working conditions and resource support for teachers;**
- **Identify areas where improvements need to be made, and of which you should be aware as you engage the supervisory process.**

## AN ADMINISTRATIVE SELF-REVIEW

In the following items, you are invited to reflect upon the working conditions and resources available to the teachers in your school(s), and to consider related strengths and needed improvements. Rate each item according to the following scale:

- 3: This element is always provided.**
- 2: This element is usually provided.**
- 1: We need to make improvements in this area.**

<b>Teachers work in a healthy and safe work environment.</b>	_____
<b>Teachers have work assignments that are commensurate with their professional knowledge, taking into consideration the context in which they work.</b>	_____
<b>Teachers are provided with the time to create a learning environment that meets students' diverse educational needs.</b>	_____
<b>Teachers are provided with the resources and supports to create a learning environment that meets students' educational needs.</b>	_____
<b>Teachers have direct involvement in the decision-making processes that are used to define and refine the goals and direction of education.</b>	_____
<b>Teachers have direct involvement in the processes of curriculum development, implementation and renewal.</b> <b>Teachers have variation and challenge in their work.</b> <b>Teachers have autonomy and choice in their work.</b> <b>Teachers have sufficient opportunity for professional collaboration with other teachers.</b> <b>Teachers have accessibility to external sources of learning.</b> <b>Goals and feedback mechanisms are collaboratively developed.</b>	_____

**Summary:**                      **Major system strengths:**

**Support shortcomings to be aware of:**

# PART TWO

## SUPERVISORY PROCESSES:

### Professional Needs/ Professional Choices

The supervision of teaching is one of the most important and potentially far-reaching activities in school systems. Well done, it can advance the quality of professionalism, enhance the quality of teaching, and improve the learning environment for students. Badly done, it can undermine the credibility of the profession, destroy the morale of a professional community, and diminish opportunities for student success. In this regard, the supervision of teaching is very much a high-stakes enterprise.

This section provides us with an opportunity to elaborate upon supervisory processes in the broader context of the school. An initial “flow- chart” is provided for the consideration of those new to the supervisory role, and as a point of departure for further teaching observation and/ or supervisory work. There is no “one best way” to observe, discuss, and supervise instruction. The days of “one size fits all” supervision have long gone. One of the most telling supervisory skills, therefore, is the appropriate **choice** among modes of supervisory discussion and supervisory activity, given the variety of teacher needs, teaching contexts, and developmental stages that are brought to the process.

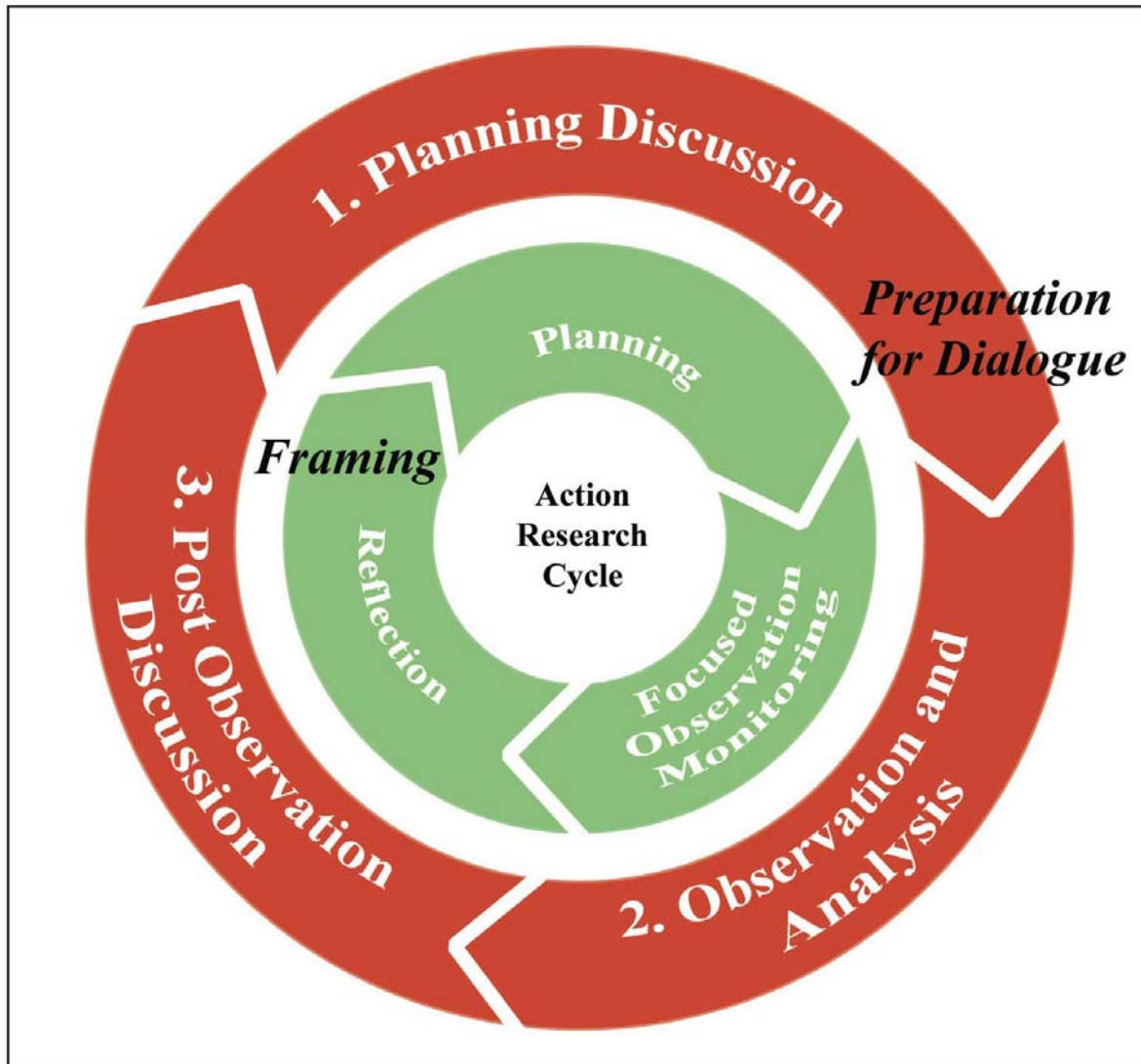
### The Supervisory Process: Engaging the Action Research Cycle

In light of the above discussion, three broad factors demand consideration in engaging the cycle of observation and discussion of teaching:

First, any meaningful observation and discussion will benefit considerably from initial structured *self-reflection* on the part of the supervisor and supervisee, relating to supervisory beliefs, and priorities regarding teaching effectiveness. Second, decisions need to be made concerning the *context and purpose* of the intended observation (is a reflective, a mirroring, a collaborative, a mentorship, or a directive orientation called for?). Third, the supervisory *action research*

“cycle” (consisting of a **planning discussion**, **focused observation**, **framing**, **reflection** and **post-observation discussion**) is put into operation. The resultant supervisory process is depicted in Figure 5.

**Figure 5: The Supervisory Process: An Action Research Perspective**



In engaging the action research cycle, there are several basic understandings that, in their totality, we might refer to as “*supervisory protocol*.” These understandings relate to supervisor demeanour, and the basic respect for professional colleagues and their contexts that one would expect a supervisor to model in the exercise of their responsibilities. Such ‘supervisory protocol’ finds expression in such behaviours as:

- **Having (in the normal course of events) a prearranged time for classroom visits;**
- **Ensuring arrival prior to the commencement of the lesson or activity;**
- **Seeing the lesson of activity through to completion;**
- **Ensuring unobtrusiveness and minimizing distractions;**
- **Exercising a wise selection of a location appropriate to the focus of observation;**
- **Avoidance of unsubstantiated and unwarranted value judgments;**
- **Ensuring a realistic observation load and focus;**
- **Remaining true to the focus and process of the planned observation.**

Many educators have had their own ‘horror stories’ to share regarding the manner in which supervisory visitors to classrooms have disregarded one or more of the above principles. These issues were summarized effectively by Magnuson et al. (2002) in their research-based profile of “lousy supervision.”

The selection of observation *techniques* is an issue of context, and will, of course, be dictated by the nature of the instructional episode(s) to be observed. Two questions/decision-points present themselves to the observer at this stage:

1. Should I employ a wide-lens or a specific focus observation?
2. What method is most appropriate for information gathering?

The ‘focused observation’ activity is the primary purpose of the third section of this document. The sections that follow elaborate upon tools to facilitate *the planning discussion*, some of the more common *techniques of observation*, and *the post-observation discussion*.

### ***The Planning Discussion.***

The underlying rationale of the planning discussion is that dialogue regarding plans for teaching enhances the reflective skill, and provides a clearer and more public mapping of the processes and sequences of the teaching episode. It brings teaching issues into higher profile, creating a modeling of the action research cycle and of the process of teacher thinking.

Of course the flow, duration and points of emphasis in the planning discussion will vary significantly according to teacher and class context and content. However, it is important that certain elements be present. The most common manifestation of the planning discussion is a formal exchange prior to a lesson. However, it is also a useful practice, particularly where a face-to-face meeting is impossible, to have a teacher put responses to key questions about an upcoming class in writing. An overview of the discussion process is provided in Figure 6.

**Figure 6: The Planning Discussion**

Teacher: _____ Observer: _____ Subject: _____ Date: _____
<b>Class Setting</b>
<ul style="list-style-type: none"><li>• What have you and the students been doing in recent lessons?</li><li>• What is the topic of the lesson that will be observed?</li><li>• What is the physical setting of the class?</li></ul>
<b>Student Characteristics</b>
<ul style="list-style-type: none"><li>• Are there any prerequisite skills or knowledge needed by the students in order to accomplish the objectives?</li><li>• Are there any unique characteristics of these students?</li></ul>
<b>Objectives</b>
<ul style="list-style-type: none"><li>• What are your objectives for this lesson?</li><li>• What will the learner be able to do after your instruction?</li></ul>
<b>Evaluation</b>
<ul style="list-style-type: none"><li>• How will you know if the students have achieved the objectives of the lesson?</li></ul>
<b>Instructional Strategies and Material</b>
<ul style="list-style-type: none"><li>• What is your role in this lesson?</li><li>• What do you expect the students to do as far as involvement with you or with each other?</li><li>• What materials will you use in the lesson?</li></ul>
<b>Supervisory Role</b>
<ul style="list-style-type: none"><li>• What should I focus on while observing your class</li></ul>

## ***Techniques of Observation.***

In this section, information regarding specific observation techniques is shared in order to facilitate decisions that will appropriately match supervisory approaches and supervisory contexts. First, *the wide lens technique* is examined with reference to its pros and cons. The use of *the anecdotal record* for general and specific-purpose observations is also examined, as are *the running record*, and *the technique of selective verbatim*. Finally, the use of *technological aids* such as the video recorder and the audio recorder is discussed.

**The Wide Lens Technique.** The wide lens approach to the observation of teaching provides an opportunity for a holistic perspective not allowed by other approaches. Given the limited capability of individual observers to adequately capture the teaching episode with all its complexities and interactions, some form of data collection support is necessary. Checklists and anecdotal records can partly address this need. However, the most accurate aids are technological.

The audiotape and videotape provide the irrefutable “global picture,” and their memory, their ability to accurately portray teaching (and their accessibility), make them invaluable tools for capturing the teaching reality. Some of the advantages of the wide lens are that it provides a **focus for future observation**; it provides an opportunity for a **holistic view** of teaching; and, it serves as a **valuable introductory activity** in a series of observations of teaching.

On the other hand, the drawbacks are observer inability to assimilate all teaching information without the aid of technological resources; the tendency for supervisors to “zero in” on (and be side-tracked by) their own conceptions of good teaching; and, the tendency to rely excessively on subjective responses to teaching.

**When to use:** to provide a focus for discussion when observing a teacher for the first time and to identify one or more instructional behaviours for more specific later attention.

**The Anecdotal Record** is a useful technique for describing classroom events. Rather than providing a full account, however, it develops a summary of key behaviours throughout the observation period. As its name suggests, it highlights, chronologically, a series of anecdotes



pertaining to the focus of the observation (the behaviours of one, some or all of the students, teacher or interactions within the room). Good & Brophy (1987) propose the following guidelines:

- a. Write down the incident as soon as possible after it occurs;**
- b. Identify the basic action of the key person and/or what was said;**
- c. Include a statement identifying the time of the interaction;**
- d. In describing a person's actions, include the reactions of other people;**
- e. Wherever possible, note the exact words used;**
- f. Preserve the sequence of the episode;**
- g. Be objective, accurate and complete.**

One suggested format for the anecdotal record is represented in Figure 7. This allows for the recording of teacher and students behaviours, significant interactions and comments throughout a teaching episode. In this format, the observer is advised to also record their own general comments or key reflective questions for later consideration in a post-observation discussion.

**The Running Record** is a more complete written account of the teaching episode. It is a detailed, continuous account of behaviours and their contexts. Procedures for this approach include:

- a. Describe the scene as it is at the outset of the observation;**
- b. Focus on the behaviour of the subject(s) and aspects of the context that affect the behaviour;**
- c. Be as accurate as possible about what the subject says and does;**
- d. Put brackets around all interpretive material;**
- e. Describe "how" specific behaviours are carried out (e.g. how loudly or softly something is said);**
- f. Report the main steps in their proper order.**

Source: Good & Brophy (1987) p. 93.

**Figure 7: Supervision for the Improvement of Classroom Instruction  
Anecdotal Record and Analysis**

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_

<b>Time</b>	<b>Teacher Behaviours</b>	<b>Student Behaviours</b>	<b>General Comments</b>

**Writing it Like it is': Selective Verbatim.** Selective verbatim is the recording, by an observer, of specific words and/or phrases spoken by teachers and students during the course of classroom interaction. Though not a perfect substitute for audio and video recording, it enables the observer to hone in on aspects of instruction for analysis and subsequent discussion. Data collection simply involves the verbatim recording of the actual words used in a specific verbal skill selected for observation. The following guidelines are provided to facilitate the process:

- 1. Do not select too many categories of verbal behaviour for recording;**
- 2. For extended and fairly rapid verbal exchanges, avoid the temptation to fully record every word;**
- 3. Adopt a suitable (and recognizable) system of shorthand;**

Re-read the recorded information immediately following the observation to ensure accurate recording of information

- 4. Summarize data from the verbatim record according to the category chosen for observation.**

**Common foci for selective verbatim:**

- Preformulations
- Reformulations
- Question phraseology
- Question level
- Directed, non-directed and targeted questions
- Probing and expansion of student ideas by the teacher
- Teacher responses to student answers
- Structuring statements
- Control comments
- Student questions/comments
- Appropriateness of language for the level of the students
- Observable differences in mode of response to individual students



### ***Talking About Teaching: The Post Observation Discussion***

The nature of the post observation discussion is dictated significantly by the initial goals of the observation, and by the varying needs and interests of the professionals involved. The nature of the dialogue in a mentoring conference, for example, will be very different from that in a reflective or a collaborative conference. These differences are important, and are examined in some detail later in this document.

However, regardless of the focus of the post-observation discussion, there are basic organizing considerations that are common across all types. Five basic stages can be identified. These relate to the unfolding of the discussion, commencing with the establishment of an appropriate and conducive setting, and followed by a re-clarification of the initial focus for the observation, a review and analysis of information gathered during the observation, a summary of the implications of discussed material for instructional change, and a finalization of concrete plans for future observations.

This template for post observation discussions of teaching is illustrated in Figure 8.

**Figure 8: The Post Observation Discussion  
A Five-Step Model**

- 1. Setting an appropriate environment.**
- 2. Review focus of observation.**
- 3. Review and analysis of observations.**
- 4. Summary of implications for instruction.**
- 5. Plans for future observation and related roles.**

## ***Observation Types and Related Roles.***

The nature of the post observation discussion will vary according to the circumstances of the teacher and the context. This issue has been the subject of significant emphasis during the past twenty years, by such writers as Glickman (1999) and Glatthorn (1984). *Five* alternative modes of observation and discussion are presented below with this point in mind.

1. **The Self-Reflective Focus**



The observer poses key questions directed at encouraging and nurturing teacher talk and self-reflection. (Schön etc.)

2. **The Mirroring Focus**



The observer provides objective description of classroom processes and events as information for teacher decisions.

3. **The Mentoring Focus**

The observer presents objective data and developmental suggestions for teaching skills. Promotes teacher encouragement, reflection and analysis.

4. **The Collaborative Focus**



The observer and teacher discuss aspects of teaching and share ideas for future action, engaging an action-research spiral. (Carr & Kemmis)

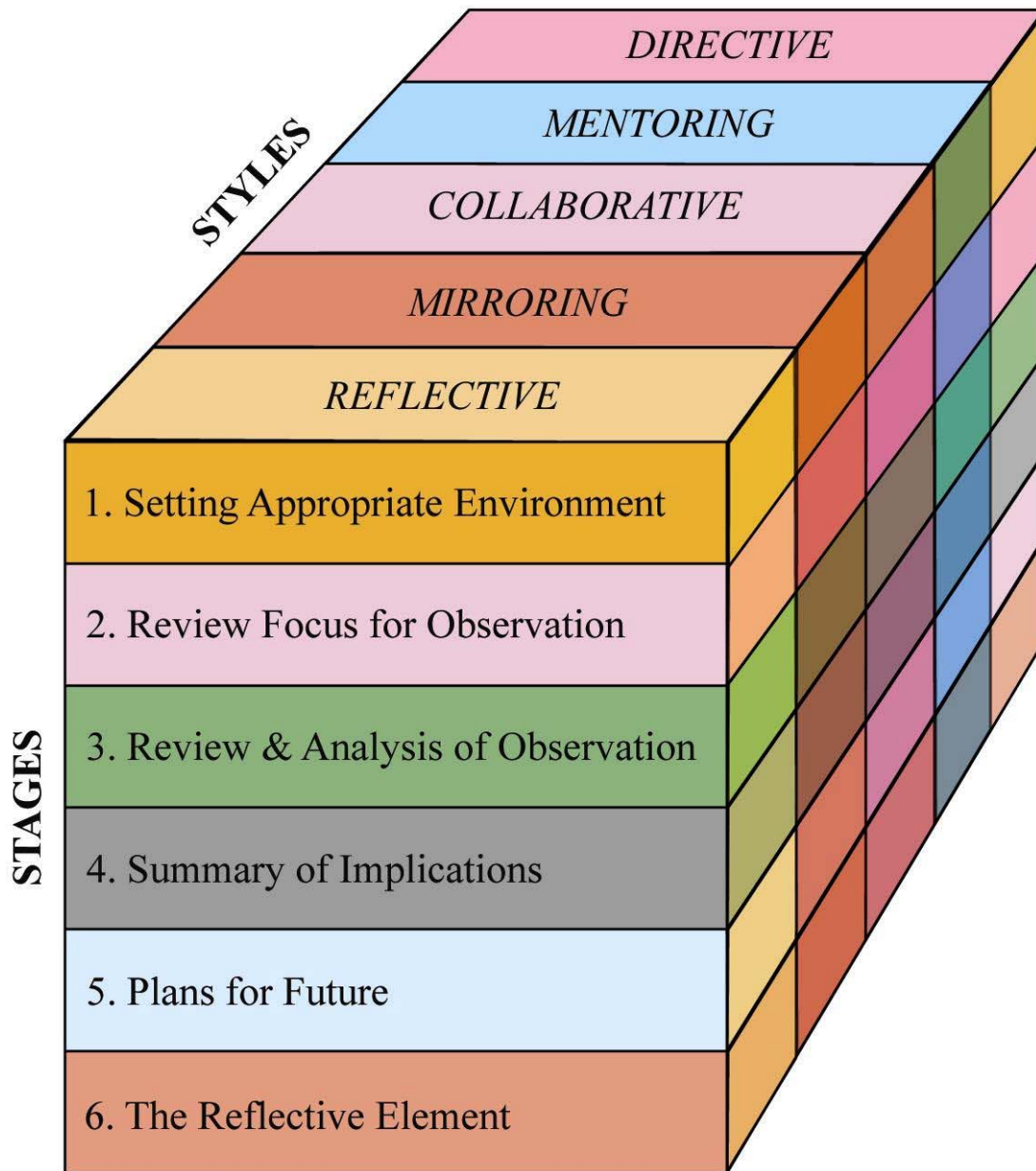
5. **The Directive Focus**



The observer provides clear, objective and warranted data on instructional performance, interprets the data in terms understood by the teacher, directs actions directly related to the lesson that will be taken by the teacher, and establishes timelines and follow-up plans.

To reiterate, the discussion stages are common across all types of supervisory style. This alignment is represented in Figure 9.

**Figure 9: Post-observation Discussion:  
Styles and Stages**



**Figure 10: Initial Supervisory Interaction: A Suggested Flow-Chart**

**Clarifying Beliefs:**

What are my supervisory beliefs? What are my initial supervisory assumptions?

Activity: Supervisor self-reflection (see supervisory beliefs sheet)

**Initial Dialogue:**

Who is the supervisee?

What are his/her teaching beliefs?

Activity: Initial Communication: Dialogue on teaching (see 'reflection on teaching.')

**Observation #1 Wide lens**

Planning discussion (see conference guide#1)

Observation and anecdotal record (use anecdotal record form#1)

**Framing**

Develop 4 or 5 questions to encourage teacher self-reflection

See guidelines for the framing of reflective questions

**Post-Observation Reflection:**

See guide: wide lens reflective conference

**Figure 11: The Wide Lens Reflective Conference**

1. Establishment of a non-threatening and comfortable context;
2. Review of objectives for the observation;
3. Introductory general teacher and supervisor observations about the lesson;
4. Supervisor reflective questions (4 or 5) eliciting teacher inferences, analysis and opinions:

**Supervisory role:**

- a) Nurturing interpretation
  - b) Encouraging teacher consideration and dialogue on alternative teaching strategies
  - c) Acting as a catalyst for teacher ideas
  - d) Providing receptivity and support for teacher ideas
  - e) Encouraging an attitude of change and experimentation;
  - f) Keeping supervisor explanation to a minimum.
5. Eliciting future observation foci;

**The nature of the post observation discussion is dictated significantly by the initial goals of the observation, and by the varying needs and interests of the professionals involved.**





**Figure 12: Goal and Context-Directed Supervisory Roles**

STYLE	GOAL	POST OBSERVATION DISCUSSION
<i>REFLECTIVE</i>		Setting an appropriate environment
	Encouragement of teacher	General observations (teacher/observer)
	Self-reflection	Observer question #1...teacher response
		Observer question #2...teacher response
	(Supervisor-directed)	Observer question #3...teacher response
		Plan for next observation:
		Date/time/place
		Focus for observation
<i>MIRRORING</i>		Setting an appropriate environment
	Description of	Review focus for observation
	Classroom events	Observer presentation of data
		Teacher analysis of information
	(Teacher-directed)	Observer clarification questions
		Teacher solicitation of observer opinion
		Teacher planning for classroom change
		Plans for further observations (teacher-directed)
<i>COLLABORATIVE</i>		Setting an appropriate environment
	Collegial discussion of	Review focus of observation
	Teaching	Observer presentation of data
		General opinions (teacher & observer)
		Identification of topics for discussion
		Topic#1: Teacher/observer: change implications
		Topic#2: Teacher/observer: change implications, etc.
		Focus/approaches for further observation

<i>MENTORING</i>	Sharing advice and expertise of experienced teachers	Setting an appropriate environment Observer presentation of data General observer opinion Solicitation of teacher opinion
(Supervisor-directed)		Data-based observer analysis: Topic #1 Solicitation of teacher opinion Data-based observer analysis: topic #2 etc Observer suggestions for teaching strategies: discussion Focus for further observation/ Observer role? Plans: where? When? Level/subject?
<i>DIRECTIVE</i>	supervisory analysis and direction regarding teaching skills and strategies	Setting an appropriate environment Review focus for observation Supervisor presentation of data Topic #1: Issue; needed change; teacher comment Topic #2: Issue; needed change; teacher comment Supervisor summary of change directions/ Plans for follow-up observation

**Figure 13: Mirroring Style**

STYLE	GOAL	POST OBSERVATION DISCUSSION
<p style="text-align: center;"><b>M I R R O R I N G</b></p>	<p>Description of Classroom events</p>	<p>Setting an appropriate environment.</p> <p>Review focus of observation</p> <p>Observer presentation of data</p> <p>Teacher analysis of information</p> <p>Observer clarification questions</p> <p>Teacher solicitation of observer opinion</p> <p>Teacher planning for classroom change</p> <p>Plans for further observations (teacher-directed)</p> <p>Time/place/focus</p>

**Figure 14: Collaborative Style**

STYLE	GOAL	POST OBSERVATION DISCUSSION
<p style="text-align: center;"><b>C O L L A B O R A T I V E</b></p>	<p>Collegial discussion of teaching</p>	<p>Setting an appropriate environment.</p> <p>Review focus of observation</p> <p>Observer presentation of data</p> <p>General opinions (teacher &amp; observer)</p> <p>Identification of topics for discussion</p> <p>Topic #1: Teacher/observer: Change implications</p> <p>Topic #2: Teacher/observer: Change implications, etc.</p> <p>Focus/approaches for further observation</p>

**Figure 15: Mentoring Style**

<b>STYLE</b>	<b>GOAL</b>	<b>POST OBSERVATION DISCUSSION</b>
<b>M E N T O R I N G</b>	Sharing advice and expertise of experienced teachers  (Supervisor-directed)	Setting an appropriate environment.  Observer presentation of data  General observer opinion  Solicitation of teacher opinion  Data-based observer analysis: Topic #1  Solicitation of teacher opinion  Data-based observer analysis: Topic #2  Solicitation of teacher opinion  Observer suggestions for teaching strategies: Discussion Focus for further observation  Observer Role? Plans: Where? When? Level/subject?

**Figure 16: Directive Style**

STYLE	GOAL	POST OBSERVATION DISCUSSION
<p style="text-align: center;"><b>D I R E C T I V E</b></p>	<p>Supervisory analysis and direction regarding teaching skills and strategies</p>	<p>Setting an appropriate environment.</p> <p>Review focus for observation</p> <p>Supervisor presentation of data</p> <p>Topic #1: Issue, needed change; teacher comment</p> <p>Topic #2: Issue, needed change; teacher comment</p> <p>Supervisor summary of change directions/plans for follow-up observation</p> <ul style="list-style-type: none"> <li>•           Date</li> <li>•           Time</li> <li>          (change opportunity)</li> <li>•           Place</li> <li>•           Focus</li> </ul>

**Figure 17: Reflective Style**

STYLE	GOAL	POST OBSERVATION DISCUSSION
<b>R E F L E C T I V E</b>	<p>Encouragement of teacher</p> <p>Self-reflection</p> <p>(Supervisor-directed)</p>	<p>Setting an appropriate environment.</p> <p>General observations (teacher/observer)</p> <p>Observer question #1... teacher response</p> <p>Observer question #2... teacher response</p> <p>Observer question #3... teacher response</p> <p>Plan for next observation:</p> <p style="padding-left: 40px;">Date/Time/Place Focus for observation</p>

## ***Effective Feedback***

The effectiveness of some post observation discussion types, particularly the mentoring and directive modes, is governed by principles of effective feedback. According to Knoll (1987) this means that the feedback is objective rather than subjective, realistic rather than idealistic, motivating rather than demanding, and clear rather than confusing. Karp (1987) suggested the following principles of effective feedback:

- 1. It should be based upon a foundation of trust between sender and receiver;**
- 2. It should be specific rather than general;**
- 3. It should be provided at a time when the receiver is ready to accept it;**
- 4. It should deal with things the receiver is able to do something about;**
- 5. It should not include more than the receiver is able to handle at any particular time.**



According to Knoll (1987) this means that the feedback is objective rather than subjective, realistic rather than idealistic, motivating rather than demanding, and clear rather than confusing.



# PART THREE

## FOCUS FOR OBSERVATION AND REFLECTION: Pedagogical Strategies and Instructional Techniques

To reiterate, this section represents by far the most comprehensive and complex part of the supervisor's "toolkit." It deals with the wide variety of teaching strategies and sets of teaching skills that provide the basis for the observation, analysis and discussion of instructional behaviour and classroom interaction. We have also emphasized that no text can capture in its entirety the full array of teaching elements, strategies, choices, and classroom interactions available for observation.

Aside from the natural complexity and intricacies of the teaching function, instructional technologies and approaches are changing constantly, and consequently the repertoire of strategies available to the teacher is greater now than it has ever been. In his synthesis of the research on effective teaching, Stronge (2002) made the point that a teacher's repertoire of teaching strategies is an important element of overall effectiveness.

For the above reasons, these are exciting times to be involved in teaching. However, the greater the availability of choice, the greater will be the possibility for teachers to make choices among instructional strategies which are *less than optimal or, simply, wrong*.

Our point of departure is based upon a critical overarching question for teachers, supervisors and classroom observers:

*Is the teaching strategy chosen for a given teaching episode an appropriate one, given the objectives and contextual circumstances of the lesson?*

A useful starting point lies in the distinction between **direct** and **indirect** instructional strategies.

In **direct instruction**, the teacher controls the nature, pace, and points of emphasis in the lesson. As Orlich et al. (1990) point out, the teacher who uses direct instruction tells, shows, models, demonstrates, and teaches the skill or concept to be learned.

In **non-direct instruction**, the teacher allows for an approach that places the student at the center of the learning experience, using any of a variety of strategies that allow the student to build upon prior learnings and/or discover new learnings with the teacher serving as a guide.

According to Borich (2000) direct strategies are **appropriate** when:

- a. **You need to partition, subdivide and translate material into a more intelligible form;**
- b. **You wish to arouse or heighten student interest;**
- c. **You need the efficient use of class time required for mastery learning.**

Direct instruction methods are **inappropriate** when:

- a. **Objectives other than learning facts, rules and behaviour sequences are desired;**
- b. **Complex material having objectives at the analysis, synthesis and evaluation levels is presented;**
- c. **Content that must be learnt over a long period is presented.**

In situations such as this, learner participation through interaction with the teacher and with each other is the preferred alternative. (Borich, 2000, pp. 166+). This would involve selection from a variety of **indirect strategies** including **cooperative learning, independent study, learning packets, resource-based learning, computer-mediated instruction, experiential learning**. Indirect methods are based upon the constructivist philosophy that students “construct” their own learning rather than relying upon the receipt of information directly from the mind of the teacher.

In recent years the availability of a selection from among a variety of teaching strategies (many of which have been premised upon the constructivist philosophy) has drastically improved. There are many options available for teachers as they ponder the relative merits of teaching strategies along the ever-widening continuum of approaches from pure telling to pure discovery.

# The Instructional Behaviours Model

Figure 3 contains a representation of a variety of instructional strategies available for instructional choice, observation and dialogue. It is not claimed that this is eclectic. It does not represent in its entirety the spectrum of instructional behaviour. Hopefully, however, it allows for observation and dialogue concerning many of the recognized aspects of instruction. It should allow for some in-depth analysis of important elements of teaching.

In Figure 18, instructional behaviours are organized along the lines of two concentric circles. The outer circle represents the focus for broader instructional choices from among an array of *instructional strategies* under **direct** and **non-direct** labels. The inner circle organizes instructional behaviours along the lines of four *skill categories*:

- **Classroom organization;**
- **Classroom attitudes;**
- **Classroom talk, and;**
- **Classroom evaluation.**

In the remaining sections of this document, each aspect of instruction dealt with in the Instructional Behaviours Model is presented with a view to highlighting specific implications of each for observation, reflection and analysis. We commence with an examination of choices among *teaching strategies*. Following this, we examine each of the four instructional skill categories in turn, describing, for each of their sub-categories, some specific observation guidelines.

To be sure, teaching-like the practice of medicine-is very much an art, which is to say, it calls for the exercise of talent and creativity. But like medicine it is also-or should be-a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied and described, and therefore transmitted and improved. The great teacher, like the great doctor, is one who adds creativity and inspiration to that basic repertoire.

(Silberman, 1966, p. 124)

**Figure 18: Instructional Strategies and Instructional Skills**



## Focus on Teaching Strategies

A variety of important studies have, over the past ten years, provided extremely valuable insights into the relative merits of specific teaching strategies for enhancing the quality of relationships among the learner, the teaching task and the teacher. In addition, research has pointed, more powerfully and more specifically than ever before, to the connection between individual teaching strategies and student learning. Two important action implications of this for teachers and for supervisory personnel is that a) to be effective, they must *become updated and keep current* about the latest research findings and, b) with research knowledge, they enhance their opportunities for effectiveness and their ability to *monitor and adapt teaching in order to maximize learning*.

Several useful reviews of the research are included in the reference section at the conclusion of this document. As this discussion of strategies and processes proceeds, reference is made to specific studies that will provide further elaboration on the ideas expressed. Two excellent syntheses, with clear and relevant discussions of the implications of research studies to specific teaching strategies, are those provided by Marzano et al. (2001), and by Stronge (2002).

Marzano et al. (2001) examined nine categories of instructional strategies, elaborating on their impacts on student achievement. In order of their probability for affecting achievement, these are:

- 1. Identifying similarities and differences;**
- 2. Summarizing and note-taking;**
- 3. Reinforcing effort and providing recognition;**
- 4. Homework and practice;**
- 5. Nonlinguistic representations;**
- 6. Cooperative learning;**
- 7. Setting objectives and providing feedback;**
- 8. Generating and testing hypotheses;**
- 9. Questions, cues and advance organizers.**

Marzano et al. discussed these in depth, together with a breakdown of the specific teaching skills associated with each. Some of these are dealt with in some detail later in our document.

Tilman (2000) identified ten broad characteristics of effective teaching in contemporary classrooms, and suggested several means by which each can be reviewed and assessed. One such characteristic is the use of a variety of teaching strategies in order to address different learning styles. Indicators of these strategies are summarized in Figure 19.

**Figure 19: Indicators of a Classroom in Which a Variety of Teaching Strategies Are Used to Address Different Learning Styles (Tileston, 2000)**

Evaluation Tools	Indicators of Success
Teaching time	Follows the rhythm of the brain with lecture segments of 15 to 20 minutes followed by 10 minutes in which the students do something with the learning (for secondary students), or for elementary students, in approximately 10-minute segments, followed by opportunities to work with the new learning
Lesson plans	Indicate opportunities for students to stand and move, to go on field trips, and to explore the environment
Lesson plans	Indicate a variety of visual tools are used
Student projects	Indicate choices that include visual, kinesthetic, and auditory

In the following pages, the observation and reflection implications of a selected number of teaching strategies, together with some brief guidelines pertaining to their use, are presented. Commencing with a description of the characteristics of a *constructivist learning environment*, instruments and materials are examined in the following areas: **cooperative learning; experiential learning; independent study; teaching for multiple intelligences; inclusive teaching; teaching in contexts of diversity; and rubrics for technology-driven teaching.**

Several (not all) of the strategies that we explore have their basis in the *constructivist philosophy* of teaching, which has gained considerable favour in the effective teaching literature in recent years. This philosophy envisions classrooms in which attitudes of student leadership, student responsibility for their own learning, critical and creative thinking, and a safe, risk-taking environment for learning are emphasized. Figure 20 contains twelve basic statements that can be utilized by teachers as a focus for self-analysis of the extent to which their classroom strategies approximate a *constructivist* learning environment.

**Figure 20: Fostering a Constructivist Learning Environment: A Teacher Self-Assessment**

1. I create motivating conditions for students
2. I take responsibility for creating problem situations for student response
3. I create a social environment emphasizing an attitude of learning to learn
4. I encourage student leadership
5. I promote dialogue in my classroom
6. I promote peer evaluation and questioning among students
7. I provide a challenging environment for student conceptions and misconceptions
8. I encourage critical and creative thinking
9. I encourage a safe, responsive risk-taking environment
10. I encourage students to express their own ideas in their own words
11. I embed learning in realistic and relevant contexts
12. I always try to make content interesting

**Adapted from a discussion of constructivist principles of teaching and learning: (Dwayne Olsen, 1999).**

## ***Cooperative Learning***

The instruments in this section provide a variety perspectives from which to reflect on, and observe, cooperative learning. A significant element of this strategy is group work, and, consequently, the make-up of groups and the varying of group patterns for specific purposes, is an important consideration. One way to vary the grouping patterns within a class is to use the three types of learning groups identified by Johnson & Johnson (1999):

1. **Informal** (pair-share, turn to your neighbour);
2. **Formal** : lasting for several days or weeks, during which the teacher designs tasks to include:
  - a. Positive interdependence;
  - b. Group processes;
  - c. Appropriate use of social skills;
  - d. Individual group accountability;
  - e. Interpersonal and small-group skills.
3. **Base groups**: Long-term groups (semester or year) to provide students with support throughout the year.

It is recommended that the size of cooperative groups be kept small. On a related note, Marzano and others (2002) point to research that suggests that grouping according to ability levels should be used sparingly if at all.

The following two instruments provide for specific observation of cooperative learning. The first provides for reflection on key aspects of group organization. The second item is an excellent developmental rubric provided by Truett (2001) for tracking the growth of students through three categories of group skills:

- **Contributions to the group;**
- **Cooperation with the group;**
- **Responsiveness to group members.**



## **OBSERVING COOPERATIVE LEARNING**

### **Evidence**

**Make up of group (size)**

**Nature of task**

**Clarity of definition of work tasks**

**Maintenance of group effectiveness**

**Nature of the goal**

**Acceptability of the goal**

**Knowledge of co-op skills to be learned**

**Figure 20: Rubric for Assessing Cooperative Group Work (Truett, 2001)**

**Cooperative Group Rubric**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

	Beginning 1	I Developing 2	Focused 3	I Exemplary 4
<b>Contribution to group</b>				
Is punctual	Doesn't hand in assignments.	Hands in many assignments late.	Hands in most assignments on time.	Hands in all assignments on time.
Researches information	Does not collect information.	Contributes little information.	Contributes information that mainly relates.	Contributes a good deal of relevant information.
Shares information	Shares no information with group.	Shares some information with the group.	Shares important information with the group.	Communicates and shares all information with the group.
<b>Cooperation within group</b>				
Cooperates with group members	Never cooperates.	Seldom cooperates.	Usually cooperates.	Always cooperates.
Listens to group members	Always talks and never allows others to speak.	Talks much of the time and rarely allows others to speak.	Talks too much at times, but usually is a good listener.	Balances listening and speaking well.
Makes fair decisions	Always wants things his or her way.	Often sides with friends and doesn't consider all viewpoints.	Usually considers all viewpoints.	Total team player.
<b>Responsibility to group members</b>				
Fulfills duties	Does not perform any duties.	Performs very little in the way of duties.	Performs nearly all duties.	Performs all duties.
Shares responsibility	Always relies on others to do work.	Rarely does work-needs constant reminding.	Usually does the work-seldom needs reminding.	Always does assigned work without being reminded.

Source: Rubric for Assessing Cooperative Group Work from Truett, C. (2001). Sherlock Holmes on the Internet. Learning and Leading with Technology, 29(2), p. 39. Copyright © 2001, ISTE (International Society for Technology in Education), 800.336.5191 (U.S. & Canada) or 541.302.3777(Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved

**Figure 21: Indicators of a Classroom in Which Collaboration Is Integral to Learning**

**(Tileston, 2000)**

<b>Assessment Tools</b>	<b>Indicators of Success</b>
Observations	Indicate interaction is a part of the classroom and that the interaction follows the precepts of Newmann and Wehlage (1993), who say that interaction should include higher-order thinking skills such as making distinctions, applying ideas, forming generalizations, raising questions, and not just reporting experiences, facts, definitions, or procedures
Observations	Indicate that the teacher acts as a catalyst to the learning, not as a living book
Lesson plans and observations	Indicate that students are provided numerous opportunities to work together to practice the learning, to develop concepts, to discuss idea, and to produce quality products
Observations	Mutual respect will be evident in the verbal and non-verbal communication between the teacher and the students
Observations, student projects	Students will be actively engaged, not passive receivers of the information
Observations, student assessment	There is an expectation that students will master social skills
Projects and assignments	Clearly indicate that effective collaboration has taken place
Climate surveys	Indicate that teachers and administration have active on-going communication
Parent surveys	Indicate that parents feel that they are a part of the process. An open-door policy exists to allow parents to visit the classroom and to communicate with teachers and staff.

## ***A Quick Guide to Essentials of Cooperative Learning***

(Adapted from Halvorsen & Neary, 2001)

### ***Heterogeneous Groups***

The teacher constructs heterogeneous groups along several dimensions including ability, gender, ethnicity, interests, and task orientations. Groups can be from two to six in size, and four is a good size for younger students as well as for students who are new to the structure.

### ***Face-to-Face Interaction***

Cooperative learning requires proximity for effective communication. Students should be "knee to knee and eye to eye" to ensure effective verbal exchanges.

### ***Team Building***

The amount, type, and timing of team building depend on factors such as the students' age and the learning task. It is especially important to engage in team-building activities before complex cooperative learning activities are scheduled, particularly when there is a wide range of student achievement in the class.

### ***Positive Interdependence (We sink or swim together.)***

Cooperative learning activities are based on positive interdependence: goals are structured for the students, and teachers need to be concerned about the performance of ALL group members. Projects should be designed so that students *need* to interact in activities such as: plays, experiments, interviews, data collection, and story writing.

### ***Individual Accountability***

Every student is given feedback on his or her progress through quizzes, tests, and individual performance-based assessments (e.g., build a pulley, make a parallel circuit). The group is given feedback on how each member is progressing, so help can be given accordingly. Groups may receive additional rewards such as "no homework tonight" for group achievements such as groups in which each member has raised their score.

### ***Direct Teaching of Social Skills (collaborative skills)***

Students are taught and practice those specific behaviors that will help the group complete the task and *like* each other when the task is over. These skills include asking for assistance, helping others, and taking responsibility for group members. Teachers will need to role play and model these behaviors.

### ***Group Process (small group and total class)***

The teacher structures procedures for the group to discuss how effectively they are working together and using their social skills and how they could use them even more effectively. This is the key for groups that are not working collaboratively together as well as rewarding those who are. Inter-group collaboration should also be encouraged by structuring opportunities for groups to check in with other groups, and to give and receive assistance and encouragement.

## ***Experiential Learning***

Experiential learning has been characterized as inductive, learner-centered and activity oriented. According to Saskatchewan Learning (2004) experiential learning is an effective instructional strategy if “hands-on” experience is needed before teaching methods that involve direct instruction by the teacher. It can be viewed as a cycle consisting of five phases:

- **Experiencing** (an activity is engaged);
- **Sharing** (observations and experiences are discussed);
- **Analyzing** (patterns are determined);
- **Inferring/generalizing** (principles are derived);
- **Applying** (identifying how learnings can be used elsewhere).

(Adapted from Saskatchewan Learning, 2004, p.7).

Experiential learning has significant benefits for student motivation and learning.

### **Observing Experiential Learning:**

### **Evidence**

**Clarity of pre-instruction**

**Appropriateness of exercise**

**Level of student sophistication**

**Nature of activity and relation**

**to learning objectives**

**Activities employed:**

- **Role-play**
- **Simulations**
- **Models**
- **Interactive computer programs**

# Observing Independent Study

According to Costa & Kallick (2004) the challenge for educators is to make self-directed learning an explicit outcome for student thinking skills. Lesson units and learning activities (Moulds, 2003) should challenge students to engage in a variety of authentic, rich tasks that require strategic planning, creative approaches, and complex thinking skills. A significant activity in teaching for self-directed learning lies in the structuring of vehicles for student self-reflection about such matters as their existing knowledge and skill levels, sources of new information, strategies for learning, and self-testing approaches. Figure 22 contains a checklist (modified from the work of Costa & Kallick, 2004) that can be used by teachers in structuring and monitoring for self-directed learning.

**Figure 22: Checklist for Self-Directed Learning**  
(adapted from Costa & Kallick, 2004)

## **Questions for Student-Teacher Conference:**

- What is your work-plan?
- What difficulties are you having in accomplishing your plan?
- How realistic are your goals, given your time-frame?
- What parts of this project interest you most?
- What approaches have you tried? What might you try?
- How will you know when your work is ready to submit?

## **Self-Reflection worksheet for Students:**

- Do I understand why I have read this material?
- What do I already know about this topic?
- Where can I obtain additional information?
- How much time will I need to learn this?
- What are some of the strategies I can use to learn this?
- Do I understand what I have read so far?
- Do I know enough to talk about it after I have finished reading?
- Do I know it well enough to answer questions on a test?

## **Observing for Independent Study**

## **Evidence**

Are learning objectives clear?

Are assigned questions  
appropriate?

What student-generated questions  
are used?

Examples of student planning and  
organization of activities.  
Time-lines?

When do students work in groups?

Evidence of student learning

Evidence of student choice in activities

-----

According to the Saskatchewan Learning document on learning strategies (2004) the knowledge, abilities, attitudes and processes associated with independent study must be taught, and enough time must be provided for students to practice them. It is advocated that such methods be utilized across all grades, beginning in Kindergarten (p.9). An important supervisory role in relation to this strategy is that of helping teachers to identify for students the appropriate sources of information available in the school, system and community.

# Multiple Intelligences

## Intelligence Area

## Learns best through:

### Verbal-Linguistic

Reading, hearing and seeing words, speaking, writing, discussing and debating

### Math-Logic

Working with patterns and relationships, classifying, categorizing, working with the abstract

### Spatial

Working with pictures and colors, visualizing, using the mind's eye, drawing

### Bodily-Kinesthetic

Touching, moving, processing knowledge through bodily sensations

### Musical

Rhythm, melody, singing, listening to music and melodies

### Interpersonal

Sharing, comparing, relating, interviewing, cooperating,

### Intrapersonal

Working alone, doing self-paced projects, having space, reflecting

### Naturalist

Working in nature, exploring living things, learning about plants and natural events

**Adapted from Falvey et al. (1997).**



**Figure 22: Materials and Strategies That Teach to Multiple Intelligences**  
(Halvorsen & Neary, 2001)

<p><b><u>LOGICAL/MATHEMATICAL</u></b>  Logical problem-solving exercises classifications  And categorizations  Creating codes  Logic puzzles and games  Calculations and quantifications  Scientific thinking  Logical-sequential presentation of subject matter  heuristics  Socratic questioning</p>	<p><b><u>BODILY/KINESTHETIC</u></b>  Hands-on thinking, manipulative classroom theater  Competitive and cooperative games crafts  Cooking, gardening, other activities physical  awareness exercises  Using body language and hand signals to  communicate</p>
<p><b><u>SPATIAL</u></b>  Charts, graphs, diagrams, and maps visualization  videos, slides, and movies  Photography  Visual puzzles and mazes  Construction  Painting, collage, ceramics, etc.  Art appreciation  Idea sketching  Color cues  Visual awareness and visual literacy activities  Creation of graphic symbols</p>	<p><b><u>INTERPERSONAL</u></b>  conflict mediation  peer or cross-age teaching board games  cooperative groups academic clubs brainstorming  sessions peer sharing, conferencing</p>
<p><b><u>MUSICAL</u></b>  musical concepts, singing, humming, whistling  playing instruments  playing recorded music  group singing  rhythms, raps, chants  linking tunes with concepts  mood music</p>	<p><b><u>INTRAPERSONAL</u></b>  independent study  self-paced project or instruction reflection periods  interest centers  personal journals  goal-setting sessions self-esteem activities  private work spaces</p>
<p><b><u>NATURALIST</u></b>  classify wildlife  identify and distinguish between species through  observation  observe animals in natural habitats  notice relationships in nature  student do cents for class garden or zoo</p>	<p><b><u>LINGUISTIC</u></b>  lectures  small and large group discussions reading of all types  word games  storytelling  debates  journals  the writing process</p>

Adapted from "Developing a Community of Learners at Whittier High School," by M. Falvey et al., 1997, in D. Sage (Ed.), *Inclusion in Secondary Schools* (pp. 45-47). Port Chester, NY: National Professional Resources; and from *Succeeding with Multiple Intelligences: Teaching Through the Personal Intelligences*, by S. Boggeman, T. Hoerr. and C. Wallach, 1996, St. Louis, MO: The New City School.

## ***Teaching in Contexts of Diversity***

As learner diversity increases in a classroom, teachers face the challenges of preparing for, and responding to, an increasingly heterogeneous group of students (Kame'enui, 2002). The related supervisory challenge is to assist teachers in analyzing what their students know and understand, and to organize and present learning experiences to those students efficiently and meaningfully. Instructional implications for working with diverse students have been identified by Kame'enui et al. (2002). These are represented in Figure 23.

**Figure 23: Learning and Instructional Considerations in Addressing Memory Skills of Diverse Learners**

<b>Important Considerations for Diverse Learners</b>	<b>Instructional Implications for Diverse Learners</b>
<ul style="list-style-type: none"><li>• Normal reception of information from the environment</li><li>• Problems with working memory skills (rehearsing and categorizing information)</li><li>• Differences compared to average achievers in naming common objects, recalling or recognizing items, and repeating sentences</li><li>• Performance similar to average achievers on tasks with nonverbal components, such as recognizing and recalling abstract figures</li></ul>	<ul style="list-style-type: none"><li>• Explicitly instruct in effective use of rehearsal and categorization strategies.</li><li>• Emphasize long-term retention of underlying meaning of important content.</li><li>• Have learners actively use new information.</li><li>• Connect new learning to learners' experiences.</li><li>• Systematically monitor retention of information and knowledge over time.</li></ul>

Source: Kame'enui et al (2002)

### ***Observation for Inclusive Teaching***

One very telling statistic from the effective teaching research is that students of teachers who receive specialized training in working with a broad range of students, including culturally diverse students, gifted students and students with special needs, perform (on average) **more than one full grade level above their peers (Stronge, 2002).**

In addition, research points to the following:

- Students are most engaged, and achieve most successfully when instruction is geared to their achievement levels and needs;
- Effective teachers use a variety of grouping strategies, including flexible grouping and cooperative grouping, to achieve student learning;
- Instructional differentiation requires careful monitoring and assessment of student progress;
- Effective teachers know and understand their students as individuals in terms of their abilities, achievement, learning styles and needs;

Some key questions for instructional self-reflection:

- Are special needs students located to maximize their learning opportunities?
- What evidence is there that all students are involved in classroom interactions?
- What accommodations are made for special needs students in evaluation of their performance?
- What artifacts (bulletin boards, etc.) give evidence of the recognition of the work of special needs students?
- What is the nature of interaction between the special needs students and educational assistants?

According to Sapon-Shevin (2003) inclusive classrooms can teach us important lessons that go far beyond specific students and situations. They help us create the democratic society that we envision for our students and schools. Sapon-Shevin suggests that this goal can be actively promoted by challenging exclusion, dealing proactively with teasing and bullying, and confronting oppressive behaviour/humour.

**Figure 24: Indicators of an Enriched and Emotionally Supportive Environment (Tileston, 2000)**

Assessment Tools	Indicators of Success
Matrix/rubric	Higher degree of success by students overall
Climate surveys	Results show a high satisfaction with school, low stress level, and a belief that grades, assignments, and assessments are fair and equitable.
Overall failure rate	Declining
Attendance rates	Rising
Dropout rates	Low ... anything higher than 0 is not acceptable
Discipline referrals	Declining
Course offerings	A wide variety of options that include flexible scheduling where appropriate
Teaching methods	Include visual, tactile, and auditory tools

### ***Accommodating AD/HD Students***

Fowler suggested several general, research-based instructional suggestions to follow when working with AD/HD students:

- Match academic tasks to student abilities.
- Try to keep academic assignments brief.
- Vary the presentation format and task materials.
- Ensure that routine and structure are provided for the student.
- Try having two desks at different places in the classroom for the student.
- Provide a quiet place for occasional uninterrupted work time.

## ***Technology-Driven Teaching***

There is little question that computer technology in its various forms will play a significant part in shaping the future of our schools. Increasingly, there is a related need for supervisory skills to provide advice, mentorship, professional dialogue and reflection on technology-driven teaching. The following materials provide examples of how such activity can be focused.

### ***Web Page Assessment Rubric***

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#### **Excellent:**

- \_\_\_\_\_ directions followed
- \_\_\_\_\_ visually pleasing
- \_\_\_\_\_ excellent organization of information
- \_\_\_\_\_ information grammatically sound (French and English)
- \_\_\_\_\_ all words are correctly spelled font shows accent marks
- \_\_\_\_\_ links and anchors work
- \_\_\_\_\_ special effects enhance, not detract

#### **Very Good:**

- \_\_\_\_\_ directions followed
- \_\_\_\_\_ visually pleasing mostly clear writing
- \_\_\_\_\_ few grammatical and/or spelling mistakes
- \_\_\_\_\_ font shows accent marks links and anchors work
- \_\_\_\_\_ special effects usually enhance, not detract

#### **Fair:**

- \_\_\_\_\_ directions mostly followed
- \_\_\_\_\_ visually distracting
- \_\_\_\_\_ writing occasionally unclear
- \_\_\_\_\_ many grammatical errors and/or misspellings
- \_\_\_\_\_ font does not display accents
- \_\_\_\_\_ not all links and anchors work

#### **Unacceptable:**

- \_\_\_\_\_ directions not followed
- \_\_\_\_\_ visually confusing
- \_\_\_\_\_ writing unclear
- \_\_\_\_\_ many grammatical errors and/or misspellings
- \_\_\_\_\_ font does not display accents links and anchors do not work
- \_\_\_\_\_ special effects distract

Source: Rubric for Assessing Middle School Web Pages from Chenau, J. (2000). Cyber traveling through the Loire Valley. Learning and Leading with Technology, 28(2), p. 26. Copyright © 2000, ISTE (International Society for Technology in Education), 800.336.5191 (U.S. & Canada) or 541.302.3777 (Int'l), [iste@iste.org](mailto:iste@iste.org), [www.iste.org](http://www.iste.org). All rights reserved.

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***Technology Classroom Impact Rubric***  
**Developed by M. D. Roblyer**

<b>Level</b>	<b>Frequency of Use</b>	<b>Source of Direction</b>	<b>Nature of Integration</b>	<b>Purpose of Technology Uses</b>
1-Minimum infusion	Used from time to time, but not every day.	Primarily teacher directed.	Technologies are used as add-ons to other learning activities.	Skill learning (e.g., calculators, games, tutorials) and tools to improve efficiency and appearance of products (e.g., word processing, spreadsheets, databases, presentation software).
2-Intermediate infusion	Used more routinely, nearly every day.	Primarily teacher directed, but students begin to initiate some uses.	Technologies help structure some learning activities.	Same uses as level 1, but software also used to organize information, support problem-solving/reasoning skills, and discover concepts and relationships. Internet search engines and CD ROM encyclopedias used for research.
3-High infusion	Used every day for some kinds of activities.	Equally teacher directed and student directed.	Technologies used to change the nature of some learning activities; begins to be used seamlessly as part of many activities.	Same uses as levels 1 and 2, but technology tools used increasingly for organization and analysis of data, creation of presentations to communicate more effectively, and use of e-mail and Internet to communicate with those inside and outside the school.
4-Maximum infusion	Used as routine part of many daily activities.	Primarily student directed with teachers providing supportive learning environment and introducing new technology resources as appropriate to the content.	Technologies used seamlessly with all other activities; students and teachers rely on technologies and teaching/learning could not occur without them.	All uses in levels 1-3; in addition, students can select technologies that are appropriate for a variety of other purposes, paralleling the way professionals in the workforce use technology.

Source: Based on concepts in Sun, J. (2000). How do we know it's working? Learning and Leading with Technology, 27(7), 32-35, 41, 49.

## ***Technology Impact Checklist: Is the Activity Working?***

**Developed by M. D. Roblyer**

### **How Do You Know When You Have Integrated Technology Well?**

\_\_\_\_\_ An outside observer sees the technology activity as a seamless part of the lesson.

*Comments:*

\_\_\_\_\_ The reason for using the technology is obvious to you, the students, and others.

*Comments:*

\_\_\_\_\_ The students are focusing on learning, not on the technology.

*Comments:*

\_\_\_\_\_ You can describe how technology is helping a particular student.

*Comments:*

\_\_\_\_\_ You would have difficulty accomplishing lesson objectives if the technology weren't there.

*Comments:*

\_\_\_\_\_ You can explain easily and concisely what the technology is supposed to contribute.

*Comments:*

\_\_\_\_\_ All students are participating with the technology and benefiting from it.

*Comments:*

### **How Do You Know When You Have Not Integrated Technology Well?**

\_\_\_\_\_ You consistently see the technology as more trouble than it is worth.

*Comments:*

\_\_\_\_\_ You have trouble justifying cost and preparation time in terms of benefits to your students.

*Comments:*

\_\_\_\_\_ Students spend more time trying to make the technology work than on learning the topic.

*Comments:*

\_\_\_\_\_ The problem you were trying to address is still there.

*Comments:*

Source: Based on concepts in Milone, M. (1998). Technology integration master class. *Technology and Learning*, 19(1), 6-10.

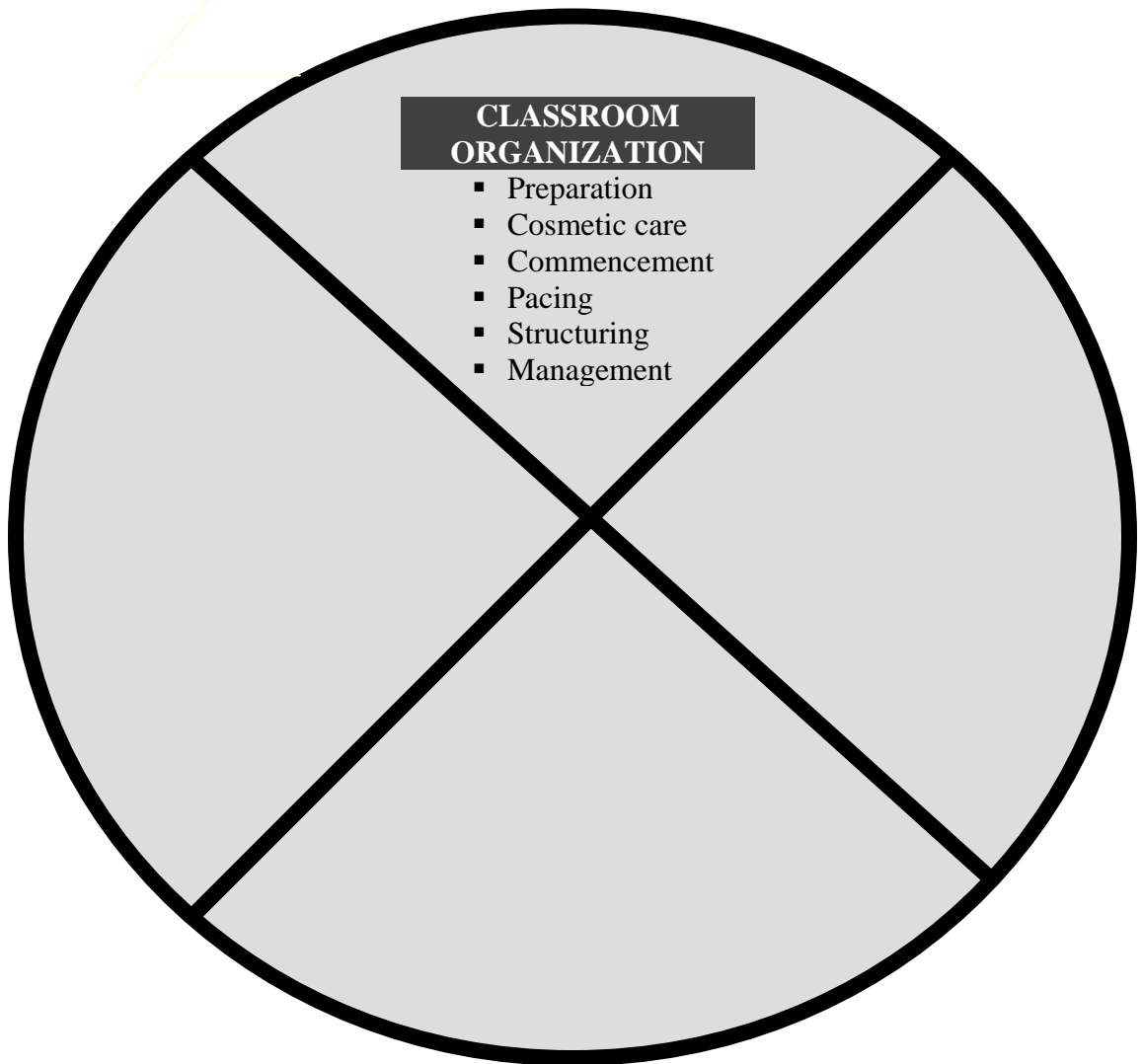
**Figure 25: Indicators That Technology Is Used At A Quality Level  
(Tileston, 2000)**

<b>Assessment Tools</b>	<b>Indicators of Success</b>
Observation	Technology tools will be accessible to everyone
Observation	Technology will be integrated into the classroom, not relegated to an isolated lab setting
Student products	Indicate an emphasis on productivity tools, not expensive drill and practice software
Technology tools	Indicate that teachers and students have access to the internet
Student products	Indicate learning processes that reflect technology use at a high level
Parent surveys	Indicate access to school internet and intranet services to retrieve information from student assignments, progress, and curriculum anytime
Field trips	reflect virtual trips to places heretofore not accessible in the school
Class offerings	Indicate that they are not limited by a single space or a single building but offer possibilities through the internet, distance learning, and video conferencing
Student products	Will indicate that students have been taught the elements of information retrieval, including the ability to discern between primary and secondary resources, the difference between fact and opinion, and the ethics of using technology responsibly
Lessons	Indicate the use of technology to make them more dynamic, emotional, and relevant



# Observing Teaching #1:

## Focus on Classroom Organization



# Preparation

Research (Stronge, 2002) indicates that effective preparation for instruction includes several elements:

- **Identifying clear learning objectives and linking activities to them;**
- **Planning the instructional strategies to be deployed;**
- **Recognizing the importance of linking instruction to real life;**
- **Using advance organizers and outlines to plan for effective delivery;**
- **Considering student attention spans and learning styles;**
- **Systematically developing questions and activities that reflect higher level and lower level cognitive skills as appropriate for the content and the students (p. 39).**

The materials that follow are designed to assist with lesson preparation, and to provide a basis for reflection and dialogue about the issues related to it. A couple of alternative templates are provided, as are sets of questions designed for a self-retrospective on lesson success.

“Schools provide plenty of opportunities for students to drop out, physically or mentally, or both. Methodologically, these are the off-ramps. What we need are more on-ramps to keep students engaged in school and on-task”.

Donna Walker  
Tileston, 2000  
*Ten Best Teaching Practices*

# **Be Prepared to Teach**

## **Professional Characteristics**

### ***Step 1. Know Your Content***

1. Can you answer questions regarding your content?
2. Is your content informative?
3. Are you knowledgeable regarding your content?

### ***Step 2. Organize Your Content***

1. Is your material clear and concise?
2. Is your material realistic?
3. Is your content well prepared and organized?

### ***Step 3. Teacher Strategies***

1. Have you included audiovisuals or handouts to enhance your content?
2. Have you included experiences, examples, and case studies as part of your content?
3. Is your content in language the group can understand?

## **Personal Characteristics**

### ***Step 4. Individual Attributes***

1. Can you adapt your material so that your presentation is dynamic?
2. Is your content arranged so that it is easy to listen to?
3. Can you adapt your material so that your presentation is energetic?
4. Can you adapt your material so that your presentation is entertaining?
5. Can you adapt your material so that your presentation is enthusiastic?
6. Can you adapt your material so that your presentation is fascinating?
7. Have you developed your content so that it is helpful?
8. Is your content interesting?
9. Will your content presentation keep the group's attention?
10. Will your content be presented using a sense of humor?

**Source: Eason & Corbett**

## **In Retrospect: Preparation Checklist**

- 1. Were objectives clearly thought through?**
- 2. Was there a 'clear plan' for introducing the topic?**
- 3. How was the attention of students obtained?**
- 4. Were key questions (if any) planned prior to the lesson?**
- 5. Were activities clearly identified?**
- 6. Were related materials prepared?**
- 7. Was the process for assessment of student work clear?**

# Planning for Effective Direct Instruction

## **1. Anticipatory Set.**

(to provide practice, focus attention, or develop readiness)

## **2. Objective and Purpose.**

## **3. Instructional Input**

(the vehicles to utilized in accomplishing the objective(s) )

## **4. Modeling.**

## **5. Check for Understanding**

(sampling.. .questions to check understanding individual & private response, etc.)

## **6. Guided Practice**

(circulating among students checking for completion, etc.)

## **7. Independent Practice**

(performing without major efforts, discomfort, confusion, etc.).

(Hunter,1984)

# **How Well Did I Plan?**

## **Outcomes: A Self-evaluation**

1. Were the students clear as to what was happening?
2. Did students know what to do at each stage?
3. Were there any requests for rephrasing or clarification?
4. Was there an acceptable level of on-task behavior among students?
5. Did students understand the materials used?
6. Did they do well on the activity?
7. Did students seem to enjoy the lesson?
8. In retrospect, was this the right instruction strategy? What others might have been used?

## OBSERVING CLASSROOM ORGANIZATION

### Organizational Factor

### Observation Data/Questions

1. General warmth of the learning environment
2. Display and deployment of instructional materials
3. Display of student work
4. Ease of student movement in classroom
5. Areas for quiet reading/group work
6. Appropriateness of seating arrangement for learning activities practiced
7. Ease of teacher-student eye contact
8. Accessibility of instructional aids (computer, overhead etc.)
9. Student access to blackboard, instructional displays
10. Cleanliness of classroom



# Cosmetic Care of the Classroom Environment



The **physical organization of the classroom** strongly influences learning in many ways, affecting the attitudes and performance of students through the extent to which it presents a **cheerful, inviting, motivating, and purposeful** setting for learning. It also determines how efficient teaching will be because it provides for the clustering of students, movement in the classroom, display and deployment of instructional materials, and areas for effective practice during learning.

The decisions the teacher makes regarding the physical features of the classroom will have **important consequences for the success of instructional activities** - keeping high traffic areas free of congestion; ensuring that students can be easily seen; keeping frequently used teaching materials and student supplies readily accessible; being certain that all students can easily see instructional presentations and displays.

The main concern in planning and organizing space is that the materials, equipment, and placement of activity will serve to **unify content and process**, will **stimulate learning**, and will **encourage cooperation, joint efforts and socialization**.

The decisions the teacher makes regarding the physical features of the classroom will have important consequences for the success of instructional activities.





## ACTIVITY: DATA COLLECTION ON LESSON COMMENCEMENT SKILLS

The first ten minutes of the lesson are vital in establishing the atmosphere and the expectations for the conduct of the lesson. It has considerable implications for time-use, organization, and the ability of the teacher to maintain a controlled learning environment throughout the teaching episode. "**Getting off on the right foot**" is associated with being in the room before the students, starting promptly, having clearly understood routines for "commencement" and balanced use of verbal and non-verbal cues.

**A. SPECIFIC FOCUS:** Identify possible foci for observation and data collection

During the first ten minutes of the lesson:

### FOCUS

### APPROPRIATE STRATEGY FOR DATA COLLECTION

Teacher welcoming comments

**Verbatim.** Positive/negative/neutral comment

**B. WIDE LENS:** Utilize the anecdotal record chart for a record of the first ten minutes of the lesson.

|

# Pacing

Effective teachers maintain a business-like pace that always keeps learning stimuli before the students; there are no awkward pauses when students don't know what to do next. They are kept moving through the material from one activity to the next without hesitation, establishing a momentum that focuses student attention on the learning task, which leaves little time or energy for misbehavior. Once misbehavior does occur, however, it is dealt with quickly; the assignment of "punishment" is made later, so the flow of the instructional activity is not interrupted. When pace is found to be too fast or too slow for some students, different paces are established through the formation of **ability or activity groups** or through the use of **self-paced materials** (Borich, 1988).



When to teach more and when to teach less is an important decision that teachers need to make, often many times a day. How much to teach is determined by how successful students are in learning. How to teach is determined both by student interest and, of course, by student success: students who continually fail at learning tasks will not be motivated to continue trying.

Effective teachers know instinctively when students have "got it" or when they still need more in order to clinch the point. But sometimes it is **practice** that the student needs and not teaching, and so appropriate pacing also means the consideration of practice time. Evidence supports the effectiveness of **distributed practice periods** that entail short periods of practicing a skill followed by a different activity or a rest period.



## STRUCTURING FOR INSTRUCTION

In synthesizing research related to effective instruction, Strahan and Van Hoose (1988) identify several structure-related teaching behaviours that invite student success. These include the following six items. On the chart indicate how supervisory data might be collected on each behaviour.

### Behaviour

### Observation Data

The teacher:

1. Begins the lesson promptly
2. Provides an overview
3. Uses motivating technique(s) to generate interest
4. Structures the lesson in logical steps
5. Makes smooth transitions between activities/episodes
6. Summarizes the major points of the lesson



# Reflecting on Classroom Management

One of the most crucial considerations in teaching is the creation of a safe, caring classroom environment conducive to student learning. Educators have intuitively sensed a fairly close relationship between classroom management and student learning for some time; and their “hunches” have been strongly supported by recent research that emphasizes the significance of classroom management as a critical prerequisite to learning. One of the most significant studies was that conducted by Wang, Haertel & Walberg (1999). This was a meta-analysis of 11,000 statistical findings related to student achievement over a 50-year period. In this study, the single most important factor related to student achievement was that of classroom management. This is indeed a powerful reinforcement to the argument for enhancing attention to, and performance in, management techniques on the part of teaching professionals.

Specifically, Stronge’s synthesis on effective teaching emphasizes that effective teachers:

- **Minimize discipline time and accentuate instruction time;**
- **Interpret and respond to inappropriate behaviour promptly;**
- **Maintain clear rules and procedures;**
- **Fairly and consistently implement discipline;**
- **Reinforce and reiterate the expectations for positive behaviour.**

In addition, Stronge points out that the time a teacher spends on disciplining students inversely effects student achievement outcomes (2002. p.31).

There are several perspectives on classroom management that hold promise for teachers as they ponder alternative strategies and approaches in this important area. Significant among these are: Positive Discipline (Jones, 1987), Noncoercive Discipline (Glasser 1998), Discipline With Dignity (Curwin & Mendler, 1988), Inner Discipline (Coloroso, 1994), Cooperative Discipline, (Albert, 2003), Synergetic Discipline (Charles, 2000), and Win-Win Discipline (Kagan, Scott & Kagan, 2003).

In addition to the above, there is no shortage of sets of guiding principles to follow as a foundation for classroom management, and these principles are represented in various ways in the management models. One useful set of principles is that provided by Larrivee (2005) who suggests that the following twelve principles represent recurring themes in discussions of effective management:

- 1. Demonstrate caring;**
- 2. Take charge-be in control of yourself;**
- 3. Communicate regularly and clearly with students;**
- 4. Establish enforceable rules and enforce them;**
- 5. Hold high expectations for students;**
- 6. Persistently confront unproductive behaviour;**
- 7. Invoke consequences in a calm manner;**
- 8. Comment only on student behaviour, not personal traits;**
- 9. Model desirable behaviour;**
- 10. Teach students to make appropriate choices;**
- 11. Organize teaching activities to avoid boredom and wasted time;**
- 12. Provide ample opportunities for students to experience success and receive recognition.**

The following instrument provides the opportunity for individual teacher reflection on these qualities in relation to their own teaching. It also provides a focus for supervisory discussion of classroom management and a possible route to more specific observation and reflection.

Another perspective that holds considerable promise for contemporary classrooms is that of democratic classroom management, in which the primary emphasis is on student self-direction, decision-making and accountability. Dreikurs, one of the first advocates of democratic discipline, devoted significant attention to the way in which teachers speak with students. He suggested the following:

- **Always speak in positive terms;**
- **Encourage students to strive for improvement, not perfection;**
- **Emphasize student strengths, minimize weaknesses;**
- **Help students learn from mistakes;**
- **Encourage independence and the assumption of responsibility;**
- **Show faith in students;**
- **Encourage students to help each other;**
- **Show pride in students' work; display it and share it;**
- **Be optimistic and enthusiastic;**
- **Use encouraging remarks generously. (1995, pp.51-54)**

# PROACTIVE CLASSROOM MANAGEMENT

Effective teachers demonstrate the following means of establishing order in their classrooms rather than responding constantly to disruption and disorder:


- 1. They clarify their expectations for behaviour, and follow- up on them;**
- 2. They focus upon what the students should be doing;**
- 3. They remind students of task procedures before they carry them out;**
- 4. They make consequences of appropriate and inappropriate behaviour clear, and they apply them consistently;**
- 5. They respond to inappropriate behaviour with feedback, rather than threat;**
- 6. They constantly monitor the class for levels of on-task behaviour; and,**
- 7. They are aware of classroom events, and communicate this to students.**

Proactive methods are aimed at establishing and maintaining a system for productive classroom behaviour rather than spotting and punishing individual misbehaviour. When consistently employed, proactive management methods can eliminate a significant amount of inappropriate classroom behaviour. In fact, research has estimated that disruptive student behaviour may be reduced by as much as 75% through the judicious use of proactive methods.

When responding to undesired or inappropriate behaviours within a proactive system of management, the outcomes the teacher seeks are always that misbehaviours are decreased and replaced by appropriate behaviours; that lessons run smoothly and are productive and that a positive classroom atmosphere prevails. Within this framework unwanted behaviours can provide useful information, highlighting these aspects of classroom management that might be altered and improved.

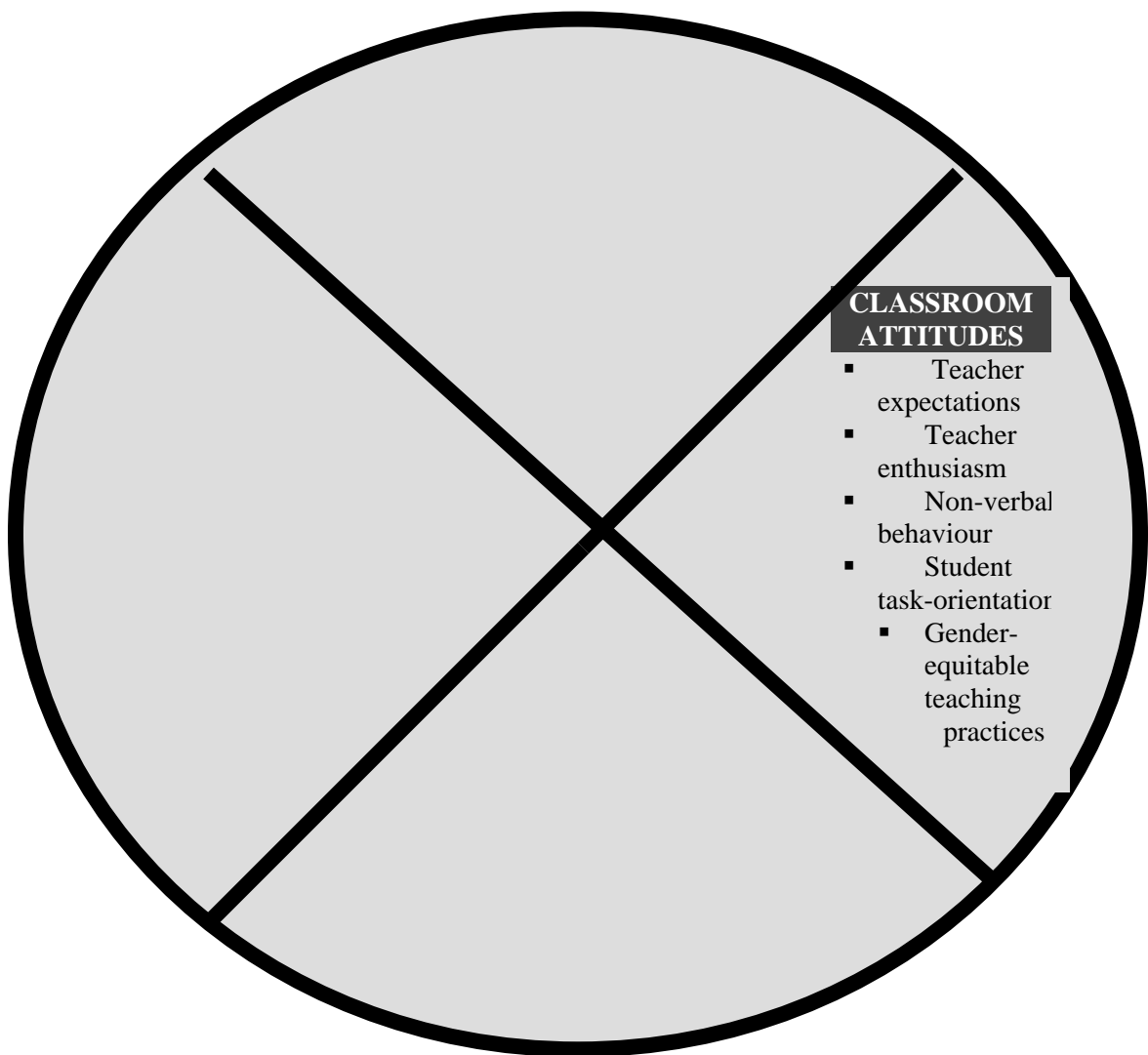


## OBSERVING FOR PROACTIVE STRATEGIES

<u>Teacher Behaviours</u>	<u>Comments</u>
Clarifies expectations for student behaviour	
Clarifies what students should be doing at key points in the lesson	
Reminds students of task procedures before they are carried out	
Clarifies consequences of appropriate and inappropriate behaviour	
Responds to inappropriate behaviour with corrective feedback	
Praises appropriate behaviour	
Monitors class for levels of on-task behaviour	
Communicates awareness of classroom events to students	

# Observing Teaching #2

## Focus on Classroom Attitudes





## General Dimensions of Teachers' Communication of Differential Expectations and Selected Examples

	Students believed to be MORE capable have:	Students believed to be LESS capable have:
<b>Task Environment</b>		
Curriculum, procedures, task definition, pacing, qualities of environment	More opportunity to perform publicly on meaningful tasks.	Less opportunity to perform publicly, especially on meaningful tasks (supplying alternate endings to a story vs. learning to pronounce a word correctly).
	More opportunity to think.	Less opportunity to think, analyze (since much work is aimed at practice).
<b>Grouping Practices</b>	More assignments that deal with comprehension, understanding (in higher-ability groups).	Less choice on curriculum assignments – more work on drill-like assignments.
<b>Locus of Responsibility for Learning</b>	More autonomy (more choice in assignments, fewer interruptions).	Less autonomy (frequent teacher monitoring of work, frequent interruptions).
<b>Feedback and Evaluation Practices Motivational Strategies</b>	More opportunity for self-evaluation.	Less opportunity for self-evaluation.

**Practices Motivational  
Strategies**

More honest/contingent  
feedback.

Less honest/more  
gratuitous/less contingent  
feedback.

**Quality of Teacher  
Relationships**

More respect for the learner  
as an individual with unique  
interests and needs.

Less respect for the learner  
as an individual with unique  
interests and needs.

---

Source: Good and Brophy (1987)

## **How Teachers Communicate Expectations to Students**

Focusing on positive self-fulfilling prophecy effects, Rosenthal (1974) suggested that teachers will maximize student achievement if they:

1. Create warm social-emotional relationships with their students (climate).
2. Give them more feedback about their performance (feedback).
3. Teach them more (and more difficult) material (input).
4. Give them more opportunities to respond and to ask questions (output).

## Enthusiasm

This scale is used to judge the extent to which the teacher displays interest, vitality, and involvement in subject and instruction:

1. ***Very low enthusiasm.*** The teacher's behavior is lethargic, dull, routine; there is a minimum of vocal inflection, gesturing, movement, or change in facial features. The teacher appears to lack interest in what he/she is doing.
2. ***Low enthusiasm,*** between very low and moderate.
3. ***Moderate enthusiasm.*** Occasional the teacher seems interested and involved; there is some display of activity, such as gesturing. Sometimes the teaching is dull, routine, and lacking in vigor.
4. ***High enthusiasm,*** between moderate and very high.
5. ***Very high enthusiasm.*** The teacher is stimulating, energetic, and very alert. He or she seems interested and involved in teaching; moves around, gestures, inflects voice.

## **DATA COLLECTION: ENTHUSIASM**

Enthusiasm is widely recognized as an important and desirable quality for effective teaching. However, the use of the term is most frequently subjective, leaving room for a wide margin of interpretation. The following items provide an opportunity to more objectively discuss the topic.

### **POSSIBLE INDICATORS OF ENTHUSIASM:**

1. Voice
2. Teacher statements (quality/variety)
3. Purposeful mobility
4. Body posture (open vs. closed)
5. Teacher involvement during
  - a) question-answer sessions
  - b) discussion
  - c) seat-work
6. Eye contact
7. Active solicitation of input



## NON VERBAL BEHAVIOURS

Non-verbal cues account form a very high proportion of the information conveyed during conversation. In the same way, the non-verbal cues used by teachers and students play a crucial role in classroom interaction and they are a significant determinant of teaching effectiveness. The effective teacher possesses a set of beliefs about a repertoire of non-verbal possibilities for certain teaching functions, and has the ability to be aware of and to monitor those non-verbal behaviours in the classroom situation.

Non-verbal communication includes the areas of **paralanguage**, **kinesics**, **proxemics**, and **appearance**.

**Paralanguage:** refers to the vocal cues that accompany spoken language. It is concerned with how something is spoken as opposed to what is spoken. Voice volume, modulation, pauses, silence are all paralanguage techniques.

**Kinesics:** refers to communicating through body movement. Gestures, postures and facial expressions are all used as aids in the communication of ideas. However, the face and the eyes are perhaps the most expressive means of communicating non-verbally.

**Proxemics:** refers to the use of space – how we arrange the room, where we locate ourselves, how close/ how far we stand in relation to others.

**Appearance:** refers to the way a person dresses, the appropriateness of colour and type of clothing, neatness and grooming. These all convey messages which have significance for the teaching relationship.

## DATA COLLECTION : NON VERBAL BEHAVIOURS

### Non-verbal Behaviours

### Comments

---

#### 1. Paralanguage

- a. Voice/ volume
- b. pauses/hesitations
- c. silence

#### 2. Kinesics

- a. gestures – kneeling, squatting, beckoning, hands on hips
- b. posture – leaning towards students
- c. gaze – frequency and length of time
- d. facial expressions – smiles, frowns, grimaces, raised eyebrows



#### 3. Proxemics

- 1) distance between teacher and student in the teaching setting
- 2) teachers' own space relative to the students

#### 4. Appearance

## DATA COLLECTION: TASK ORIENTATION

Task orientation relates to the extent to which the classroom is businesslike, the students spend their time on academic subjects, and the teacher presents clear goals to the students. For each of the following teacher and student task behaviours, identify a corresponding data collection technique:

### OBSERVABLE TEACHER BEHAVIOURS

### CORRESPONDING DATA COLLECTION TECHNIQUE

1. Businesslike manner
2. Reinforcement of on-task behaviour
3. Clarification of routines/expectations
4. Time-use/pacing of the lesson
5. Goal clarity



### OBSERVABLE STUDENT BEHAVIOURS

1. Time-on-task
2. Time off task

Time-on-task review





## CONDUCTING A TIME-ON-TASK REVIEW

The purpose of the time-on-task review is to observe each student in the classroom over a 15-30 minute time period to determine the number of students on-task, and the number of students off-task. In addition it is possible to analyze the specific types of tasks in which students are involved.

The presentation of on-task and off-task behaviour can provide invaluable insights into individual behaviours, peak times for off-task behaviours, predominant types of behaviours, the impact of behaviours on instructional timing and effectiveness. More important, this type of analysis can provide a basis for the suggestion and development of alternative instructional strategies.

### EXAMPLES OF OFF TASK BEHAVIOUR

#### A. TRANSITION (between activities)

- Looking for books/materials
- Looking for page/notes/turning pages
- Returning materials
- Sharpening pencil

#### B. DISCIPLINE (Disruptive behaviours)

- Fighting
- Pushing
- Purposely distracting others
- Yelling/talking loudly
- Acting out

#### C. UNOCCUPIED

- Daydreaming/looking out the window
- Playing quietly with toys/objects

#### D. OUT OF ROOM



## DATA COLLECTION FOR TIME-ON-TASK REVIEW

<b>LOCATION</b>	Because the primary purpose of the time-on-task review is to observe students, it is imperative that the supervisor be located to facilitate observation of <u>all</u> students. Consequently, the side of the room is often more conducive to data collection than is the back or front of the room.
<b>MAP</b>	A seating plan is an important prerequisite for this observation.
<b>OBSERVATION FOCUS</b>	The generation of too many observation categories should be avoided. In fact, a general recording of behaviours in an off-task analysis, using Knoll's four categories, would be quite appropriate. Analysis may also be conducted for a selected group of students. It is also a useful idea to conduct separate analyses for instructional and activity segments of the lesson.
<b>TIME SEGMENTS</b>	The observer conducts a "sweep" of the room <u>every two minutes</u> . For every off task behaviour, the appropriate symbol (e.g. T, D, U. or O) is placed in the corresponding student location. N.B. Only one recording per student should be made in each two-minute sweep. At the conclusion of the observation, the tally symbols are counted and summarized.
<b>SUMMARY</b>	"Engagement Rate", that is, the percentage of students considered on-task during the observation, is calculated by determining the total number of <u>off-task</u> behaviours and multiplying it by two. This provides the number of minutes of "off-task" behaviour. Total possible minutes of instructional time is calculated by multiplying the number of students in the room by the observation time. Minutes of off-task behaviour is then expressed as a percentage of total instructional time, as illustrated in the following example:

Assuming a Twenty Minute observation period, and 22 off-task behaviours for a class of 15 students

Off-task behaviour total: 22

Minutes off-task:  $22 \times 2 = 44$  minutes

Total instructional time:  $20 \times 15$  (students) = 300 minutes

% time-off-task (to nearest whole number): 15%

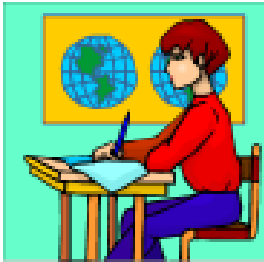
## A PLAN FOR EXTENDED TIME-ON-TASK REVIEW

The work of Vaughn, et al (1987) provides substance to the idea that the cyclical nature of development activities, together with the re-establishment of skills and routines, reinforces the possibility of their role in improvement. (Source: Vaughn, E., Wang, M., and Dytman, J. “Implementing an Innovative Program: Staff Development and Teacher Classroom Performance.” **Journal of Teacher Education** 38:6, pp 40-47, 1988).

With the above rationale in mind, the following plan is suggested as a means of reinforcing instructional skills related to time on task.

1. Discuss the nature of off-task behaviours of students  
(Use Knoll’s four categories of behaviour)
2. Develop a time-on-task review in order to establish “base-line” data  
(percent instructional time-on-task)
3. Discuss off-task behaviours utilizing “Guidelines for Discussion”
4. Conduct a second observation to pinpoint:
  - a) Sources of Off-Task Behaviour (which students?)
  - b) Types of Off-Task Behaviour (transition, discipline, unoccupied, out of room)
  - c) Occurrence (during instruction/activity/seatwork)
5. Discuss second off-task analysis

6. Identify alternative corrective instructional strategies (one or two)\*
7. Identify a focus for third classroom observation (after a sufficient period of time) to monitor impact of strategies



\*Discussion of “guidelines” as in #3 above should yield a variety of specific alternative approaches that might be employed by the teacher.

The work of Vaughn, et al (1987) provides substance to the idea that the cyclical nature of development activities, together with the re-establishment of skills and routines, reinforces the possibility of their role in improvement.

## **OBSERVATION FOR GENDER EQUITABLE TEACHING PRACTICES**

Uninformed or unconscious sexist teaching behaviour is characteristic of both male and female classroom teachers. Both genders are targets of sexism. Knowledge of gender equitable interaction patterns will provide opportunity for all teachers to look at themselves and their students in less restricted ways. Teachers and supervisors are in a position to challenge any perpetuation of sexism whether it is intentional or not.

Educational programs, and particularly the part that teachers play in them, are vitally important in shaping young people's images of sex roles. Gurian & Stephens (2004) posed the question of whether our schools are maliciously set against either males or females. "We don't think so." They respond. "But structurally and functionally, our schools fail to recognize and fulfil gender-specific needs." (p.23). Recent research has pointed to the differences in the brains of girls and boys that explain their predispositions to particular activities and learning styles that require the serious attention of educators.

Some of the common teacher behaviours that do violence to learning orientations are these:

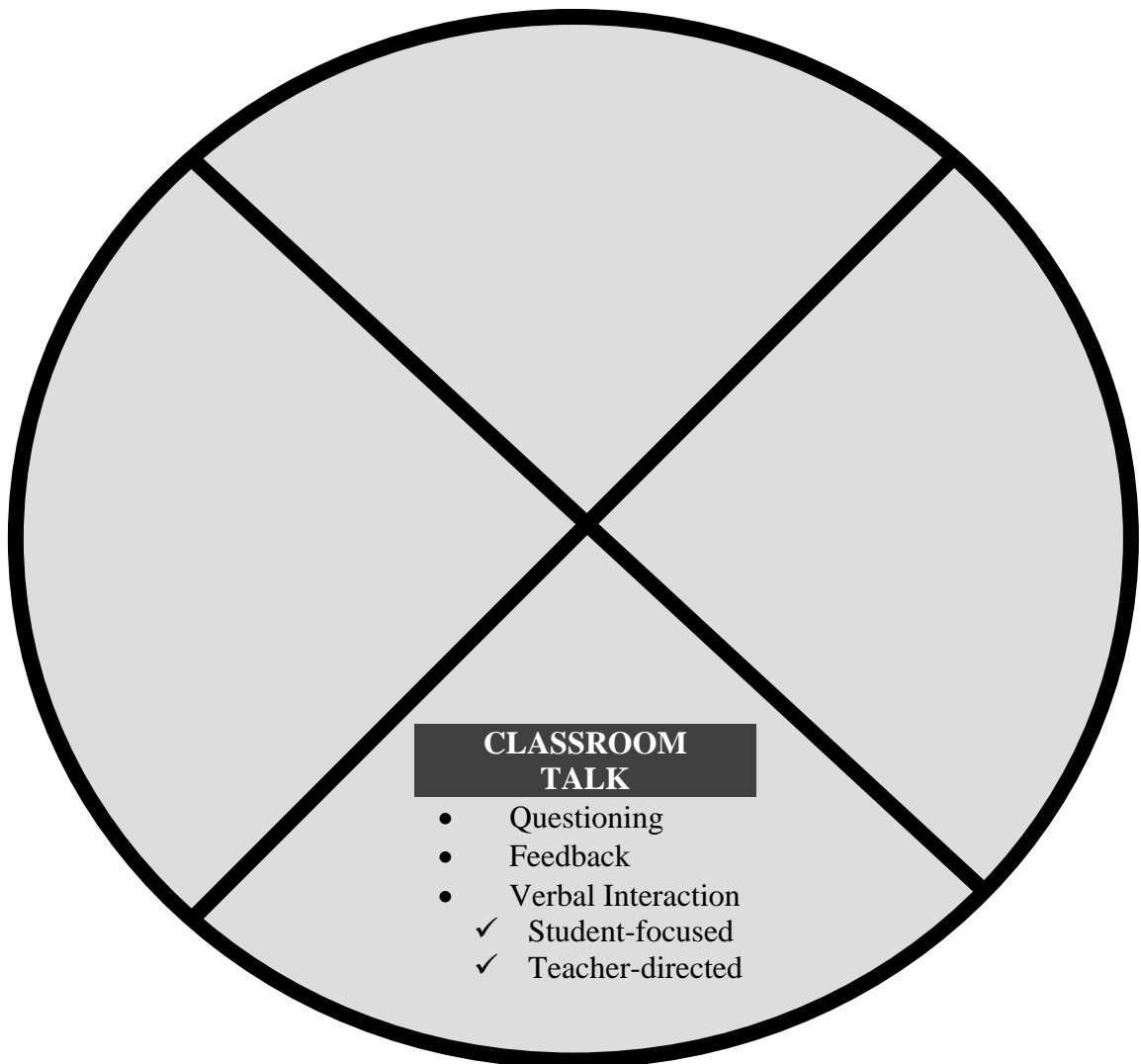
1. **Consistent use of exclusive terms** such as he, man, mankind, chairman, policeman, fireman.
2. **Placing emphasis on the socialization of students into traditional gender-specific roles:** neatness, docility, conformity for females; competitiveness, aggressiveness, physical activity and discipline issues for males.
3. **Segregating students on the basis of gender**, such as in seating arrangements, group work, lining-up, games.
4. **Allowing or ignoring humour that ridicules one or the other of the sexes**, such as that directed toward the behaviour of "non-macho" males or women drivers.
5. **Neglecting or ignoring the contributions of males or females to humankind.**

6. **Accepting the assumption that females are less capable than males in such fields as mathematics/science and sports, and conversely, that males have less aptitude for art, literature, music and dance.**
7. **Expressing a preference for teaching either males or females.**
8. **Identifying certain positions or specific activities in the classroom as being solely for males or females.**
9. **Administering more harsh punishment to males; praising males more often than females for the same behaviour.**

Recently, there has been heightened attention to the findings of research studies across a variety of countries that point to the fact that, while the gap between boys and girls is now negligible in math and science, boys are falling behind, particularly in reading and writing scores (OECD, 2003). There is an increasingly strong push at present for a movement to alter classrooms to “better suit boys’ learning patterns if we are to deal with the gaps in grades, discipline, and reading/writing that threaten to close many boys out of college and out of success in life.” (Gurian & Stephens, 2004, p.24).

# Observing Teaching #3

## Classroom Talk



## ACTIVITY: SIMULATION OF SELECTIVE VERBATIM ANALYSIS

Read the following selective verbatim script of a portion of a social studies lesson. From this script, provide some summary data for discussion with the teacher in a feedback conference. In this script teacher responses have been identified as the focus for selective verbatim analysis.

### SCRIPT:

T: Yep! That's what I want. A major source of conflict . . .

T: Yeah, right! But what do you mean by disagreement?

T: But does it go deeper than differences of . . .

T: Right! Excellent! Values. How 'bout an . . .

T: Yep. In Ireland. But what about value differences . . .

T: Right that's another one, but . . .

T: Right! Religion could . . .

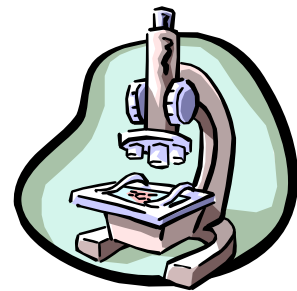
T: No. You're out to lunch on that one . . .

T: Yep! In a way . . .

T: Yeah . . . but can you really . . .

T: Right! Now let's move to . . .

### SUMMARY DATA:





## QUESTIONING

Questioning is one of the most critical elements of teaching, and it represents much of the academic interaction that takes place in schools (Stronge, 2002). The set of skills in this area reaches across a variety of aspects of the teaching function. Stronge's research synthesis found the following qualities associated with effective questioning

- **Questions are most valuable when they receive responses, as responses encourage engagement, demonstrate understanding and further the discussion;**
- **Questions should be considered carefully and prepared in advance of the lesson;**
- **Questions in a lesson should be considered in a sequence, not isolated units;**
- **Questions are imperative for increasing teacher ability in assessing learning;**
- **Wait-time is an important aspect of questioning.**

Some additional guidelines for questioning:

- **Questioning and discussion style should be appropriate for objective of session**
- **Start asking questions early in the course/term**
- **Wait for the answer**
- **Ask only one question at a time**
- **Try to avoid answering own questions**
- **Write out key questions initially**
- **Plan for a variety of levels of questioning**

## EFFECTIVE QUESTIONING: STRATEGIES AND SUPERVISORY CONCERNS

Questioning strategies are presented in the following chart as they relate to a) the intent of the question asked, b) the level of questions asked, and c) the manner in which the questions are delivered. For each of these categories, points of clarification have to be addressed in order for meaningful supervisory discussion around questioning strategies to occur. For example, there seems little point in discussing the need to inject more higher-order questions when a lesson has been deliberately devoted to lower-order review of content. Consequently, the supervisory concerns identified at the bottom of the chart, particularly those which seek information on the purpose or agenda of the teacher, are crucial.

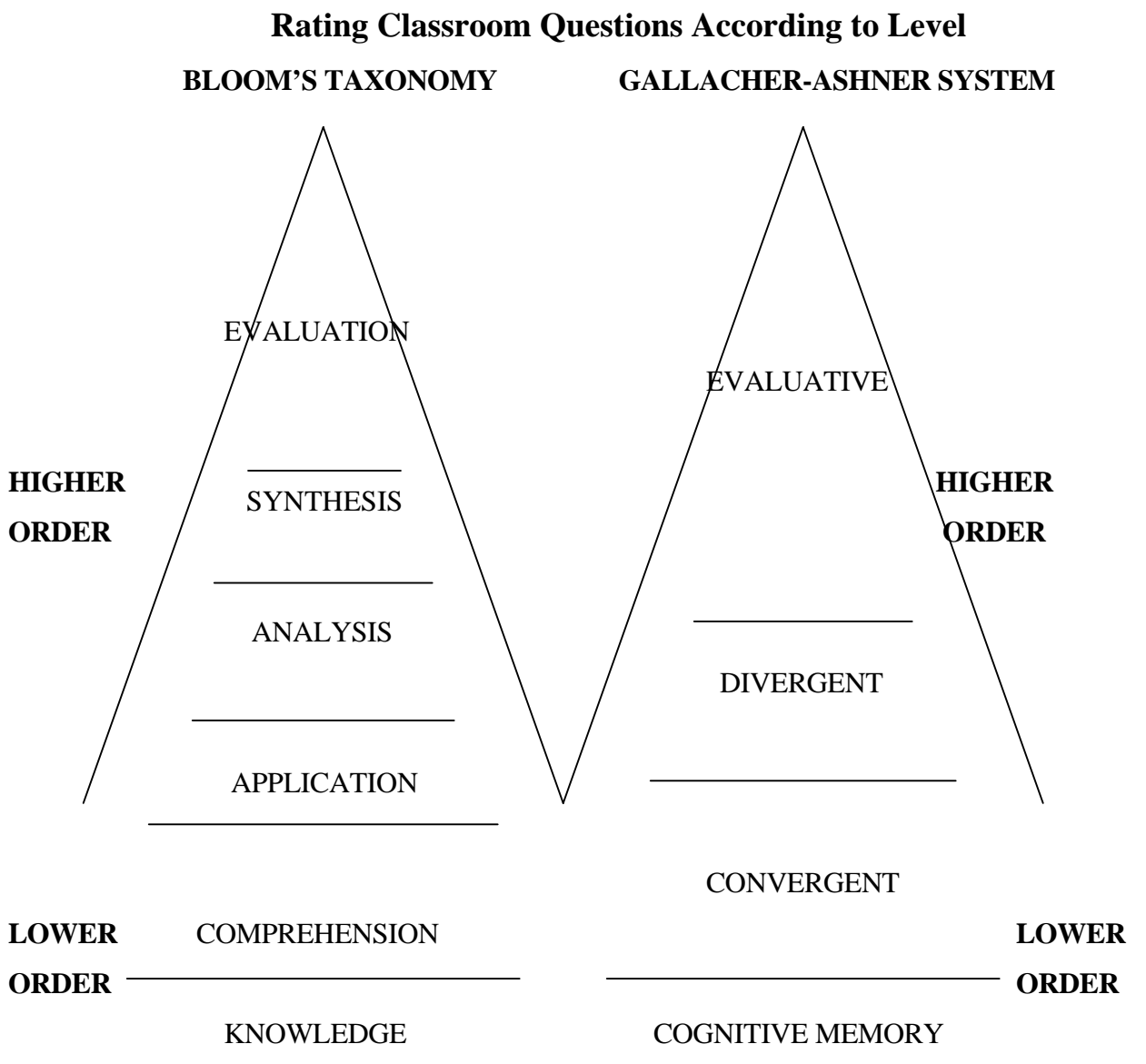
### Questioning: Strategies and Concerns

CATEGORY	INTENT	LEVEL	DELIVERY
Type	Review Exploration	Lower Order Higher Order	Phrasing Distribution Opportunity for response (wait-time) Probing
Supervisory Concern	What is the purpose of questioning in this lesson?	Is there an appropriate balance of lower/higher order questions given the purpose of the lesson?	Are questions clear? Are all students involved? Are there specific strategies for involving certain students? Is sufficient time allowed for student response?

## QUESTION LEVEL

Research evidence indicates that higher cognitive questions have a greater effect on pupils' achievement than lower cognitive ones. This, together with the finding that exposure to classification schemes is effective in encouraging teacher use of a wider cognitive variety of questions, would seem to be a major focus for supervisory activity. Two frameworks that have been popular aids to observation and analysis for question level are Bloom's Taxonomy of Educational Objectives (1956), and Gallagher and Aschner's system for analyzing classroom interaction (1963).

Questions categorized by these two methods may be represented hierarchically (from lower order to higher order) on the following chart.



**Question Level:**  
**Examples for Analysis**

<b>Higher Order</b>	<b>Evaluation</b>	Were the laissez-faire principles of the robber barons justified?
	<b>Synthesis</b>	What are the common elements in the leadership styles of Napoleon and Churchill?
	<b>Analysis</b>	How does Frost convey his dislike of walls in the poem?
	<b>Application</b>	How might you use the principle of refraction in games that you play?
<b>Lower Order</b>	<b>Comprehension</b>	What did Browning's poem say about his love for England?
	<b>Knowledge</b>	Where did Hector fight his last battle with Achilles?

## TEACHING FOR CRITICAL THINKING

<b>Clarity</b>	Could you elaborate further? Could you give me an example? Could you illustrate what you mean?
<b>Accuracy</b>	How could we check on that? How could we find out if that is true? How could we verify or test that?
<b>Precision</b>	Could you be more specific? Could you give me more details? Could you be more exact?
<b>Relevance</b>	How does that relate to the problem? How does that bear on the question? How does that help us with the issue?
<b>Depth</b>	What factors make this a difficult problem? What are some of the complexities of this question? What are some of the difficulties we need to deal with?
<b>Breadth</b>	Do we need to look at this from another perspective? Do we need to consider another point of view?

	Do we need to look at this in other ways?
<b>Logic</b>	Does all this make sense together? Does your first paragraph fit in with your last? Does what you say follow from the evidence?
<b>Significance</b>	Is this the most important problem to consider? Is this the central idea to focus on? Which of these facts are most important?
<b>Fairness</b>	Do I have any vested interest in this issue? Am I sympathetically representing the view points of others?

2004 Foundation for Critical Thinking [www.criticalthinking.org](http://www.criticalthinking.org)

## QUESTION PHRASEOLOGY

A major goal in teacher questioning strategies is to pose questions in a manner conducive to quick and clear student understanding. The intent of each question should be readily apparent to every person in the classroom. This is crucial, considering the research on effective teaching which points to questioning as one of the central "catalytic behaviors" of the effective teacher.

The following six items represent common errors which serve to render teacher questions ambiguous or difficult to respond meaningfully to:

1. **Provision of too little time for students to formulate a response;**
2. **Use of multiple questions at one time;**
3. **Tendency to change the meaning of a question through rephrasing;**
4. **Use of excess material in the question itself;**
5. **Use of rhetorical questions;**
6. **Use of incomplete sentences, with a shortage of information concerning what the teacher wants from the students.**

### **Suggested Mode of Data Collection**

- a) Audio tape the question - answer portion of the lesson
- b) Prepare a script of the questions used by the teacher during the episode (**if time and circumstances do not permit an audio recording and scripting , questions should be recorded by means of selective verbatim during the course of the actual lesson**).
- c) Summarize the information regarding question phraseology on the following chart.
- d) Use the summary in the post conference to review general patterns in the data.  
Refer to the script/verbatim information as examples for discussion.

## DATA SUMMARY: QUESTION PHRASEOLOGY

CATEGORY	NUMBER OF QUESTIONS	COMMENTS FOR FOLLOW-UP DISCUSSION
1. Clear and easily understood. 2. Multiple questions asked at once. 3. Inadequate time for response... 4. Rephrasing - changing intent. 5. Run-on, excessive verbage. 6. Rhetorical question. 7. Incomplete question.		

### Suggested Mode of Data Collection

- a) Audio-tape the question/answer portion of the lesson;
- b) Prepare a script of the questions used by the teacher during the teaching episode (if time and circumstances do not permit an audio recording and scripting, questions should be recorded by means of selective verbatim during the course of the actual lesson);
- c) Categorize the questions into a) **higher order** and b) **lower order** categories as illustrated the above chart.
- d) In post conference discussion of higher order and lower order questions, refer to the specific levels referred to in the chart.





## QUESTION DELIVERY:

### Wait Time

When wait-time is increased from an average of about 1 second to at least 3-5 seconds, pupils increase the length of their responses, offer more alternative answers, ask more questions, interact more with other pupils, and appear more confident in their replies.

White and Tisher (1986) discussed two categories of wait-time:

- a) **Wait-Time I: the pauses between teachers' questions and pupils' responses.**
- b) **Wait-Time II: the pauses between students' responses and teachers' reactions.**

They noted that various training programs have had significant impacts on the length of wait times, and that Wait-Time II is more under the control of the teacher than is Wait-Time I.

It should be noted that altering wait times will be important only if it results in heightened cognitive activity by students during Wait-Time I and by teachers during Wait-Time II. Consideration of what is occupying teachers' and pupils' minds during wait-time would consequently seem to be important, though it has received little research attention to date.

### Wait-Times: Recording Format

Question #	Question	Wait-Time I	Student Response	Wait-Time II	Teacher Reaction
1.					
2.					
3.					

4.					
5.					

**Wait-Times: Recording Format**

<b>Question #</b>	<b>Question</b>	<b>Wait-Time I</b>	<b>Student Response</b>	<b>Wait-Time II</b>	<b>Teacher Reaction</b>
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

### **Responding to Student-Driven Questions: Five Alternatives**

- Answer directly and simply
- Repeat the question, paraphrasing it (this provides opportunity for all to understand question, and for the student to make necessary clarifications)
- Redirect the question to an individual or to class as a whole (thereby implying that peers are a resource for learning).
- Ask probing questions (Particularly where there is considerable difference of opinion about the answer).
- Promote a discussion among students

(Adapted from Cashin, 1995)

### **Teacher Behaviours that Support Questions From Students:**

1. They provide specific instructions (They explain what students should do when they have questions).
2. They provide opportunities for questions.
3. They offer information or suggest procedures in response to student questions.
4. They reward, not punish, students who have questions.
5. They respond with positive emotion when students raise questions.
6. They place value on students questions.

(Adapted from Karabenick and Shanna, 1994)

## Hints For Questioning

- Question and discussion style should be appropriate for objective of session
- Start asking questions *early* in the course
- Wait for the answer
- Vary the delivery
- Ask only one question at a time
- Try to avoid answering own questions
- Write out key questions initially
- Plan for a variety of levels of questioning

### Dealing with responses:

- Praise correct answers
- Vary the response
  - ❖ provide more information
  - ❖ argue another point
  - ❖ acknowledge correct portion of response
- Be honest in responding to wrong answers
- Encourage more than one answer
- Pursue student responses with additional questions
- Encourage a variety of students to participate

## **Effective Questioning Behaviours**

- Effective teachers phrase questions clearly.
- Effective teachers ask questions that are primarily academic.
- Effective teachers ask a lot of questions at low cognitive levels.
- Effective teachers ask questions at high cognitive levels.
- Effective teachers allow 3-5 seconds of wait time after asking a question.
- Effective teachers encourage students to respond in some way to each question.
- Effective teachers balance responses from volunteering and non-volunteering students.
- Effective teachers encourage a high percentage of correct responses and help with incorrect responses.
- Effective teachers probe student responses for clarification or support for a point of view or to stimulate thinking.
- Effective teachers acknowledge correct responses from students.

Wilén & Clegg (1986)

## Questioning Strategies: Pre-formulations and Re-formulations

Two interactive strategies used by many teachers to give guidelines to the pupils in their attempts to get the answers they want have been identified as follows:

1. **Pre-formulations:** Where teachers will preface the question they want the children to answer with information essential to answer the question.

Example: Remember the picture of the sperm whale. It had a hole on its back. What is it for?

2. **Reformulations:** Where teachers will progressively reframe the question to make it more specific. Because they decrease the cognitive task faced by the child, French and MacLure predict that teachers will prefer to use less specific reformulations first, becoming more specific in subsequent reformulations.

Example:

### Original Question

1. What are those people doing?
2. What kind of an elephant?
3. What else did you see?
4. How did they go, Gary?
5. What color have you used?



### Reformulated Question

- What are they *planting*?
- Was he a very sad elephant?
- Did you see a chest of drawers?
- Did they go by bus or car?
- It's brown, isn't it?

Adapted from Cazden, C.B. (1986)

## QUESTION DELIVERY:

### Directed, Non-Directed, Targeted Questions

**Directed:** "How might you use the principle of refraction?  
(Wait-time) Bev?"  
"Are there any other examples of this?"  
(Wait-time) Tommy?"

**Non-Directed:** "Does anyone know where Hector fought his last battle?"

"Tell me what happened to the dog  
in the story."

**Targeted:** "Jill, where was the river that  
Washington crossed?"

"Who fought against Hector, Tom?"



**\*Activity:** Under what circumstances might it be appropriate to use each  
of these modes of delivery?

Directed \_\_\_\_\_

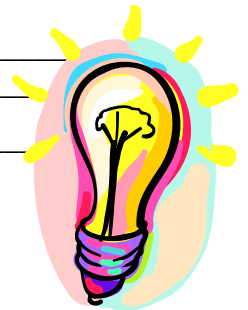
\_\_\_\_\_

Non-Directed \_\_\_\_\_

\_\_\_\_\_

Targeted \_\_\_\_\_

\_\_\_\_\_



## Question Strategies:

### Probing

Probing refers to various statements made by the teacher to encourage students to elaborate upon an answer, either their own or another's. Student achievement is greatest when the teacher systematically elicits clarification, solicits additional information and redirects in order to promote student inquiry and discovery.

These techniques are evident in the following example provided by Borich. Summarize the data for clarification, soliciting and redirecting behaviours at the conclusion of the script.

Teacher: Bobby, what is a scientific experiment?

Bobby: Well, it's when you test something.

Teacher: But, what do you test?

Bobby: Mmm. Something you believe in and want to find out if it's really true.

Teacher: What do you mean by that?

Mary: He means you make a prediction.

Teacher: What's another word for "prediction?"

Tom: Hypothesis. You make a hypothesis, then go to the laboratory to see if it comes true.

Teacher: OK. So a scientist makes a prediction or hypothesis and follows up with an experiment to see if it can be made to come true. Then what?

Billy: That's the end!

Teacher: (No comment for 10 seconds and then ...) Is the laboratory like the real world?

David: The scientist tries to make it like the real world, but it's much smaller, like the greenhouse pictured in our book.

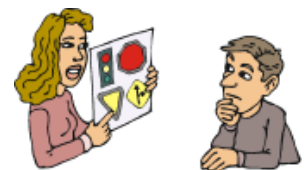
Teacher: So what must the scientist do with the findings from the experiment, if they are to be useful? (No one answers, so the teacher continues ...) If something important happens in my experiment, wouldn't I argue that what happened could also happen in the real world?

Bobby: You mean if it's true in a specific situation it will also be true in a more general situation?

Betty Jo: That's making a generalization.

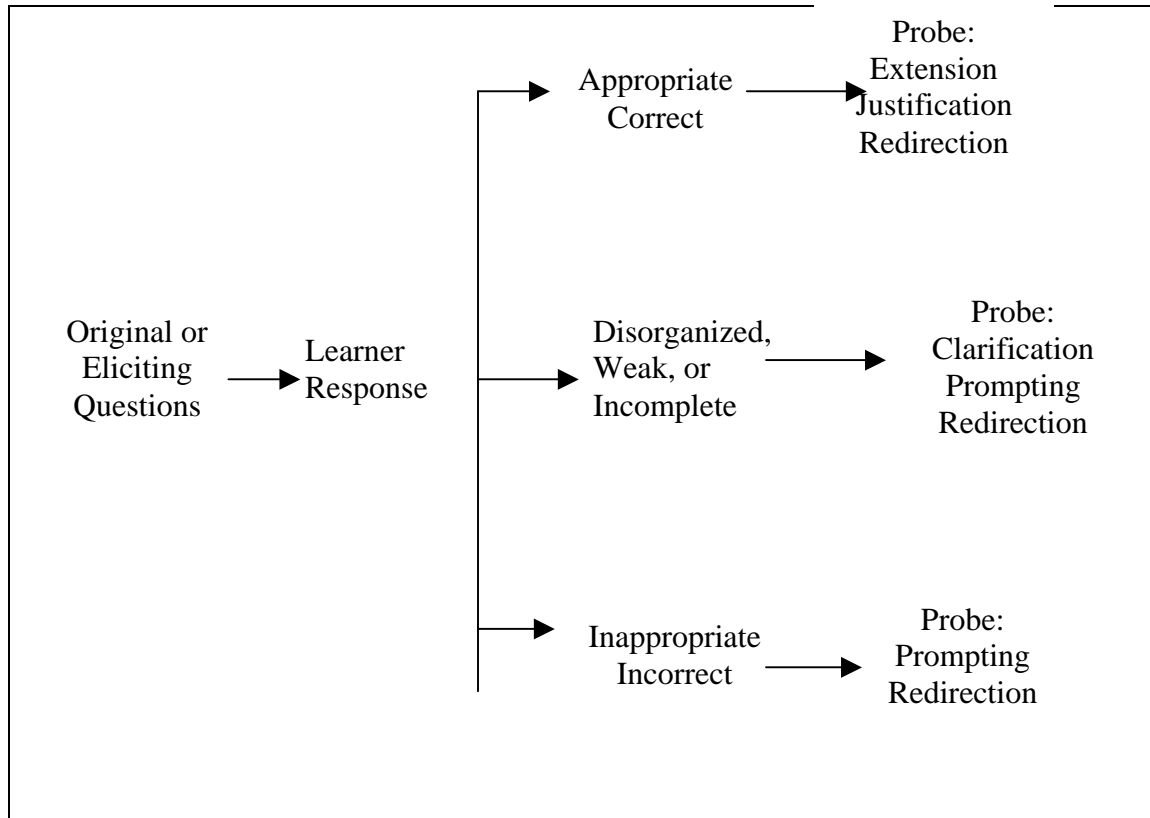
Teacher: Good. So we see a scientific investigation usually ends with a generalization. Let's summarize. What three things does a scientific investigation require?

Class: A prediction, an experiment, and a generalization.





## Outline for Selecting Appropriate Probing Questions



House. B.M.. Chassie, M.B.. Spohn. B.B. (1990). Questioning: An Essential Ingredient in Effective Teaching. **The Journal of Continuing Education in Nursing**. 21 (5), p. 198.

## PROBING QUESTIONS



### EXTENSION PROBES

- Teacher: In what types of court cases are medical records generally subpoenaed by either the plaintiff or defendant?
- Learner: Insurance, workmen's compensation, personal injury, malpractice, contested wills, and criminal cases.
- Teacher: What is an example of how a medical record might be used in a CRIMINAL case?
- Learner: In an assault case, the medical record could be used to document the condition of the victim on admission to the hospital.

### CLARIFICATION PROBES

- Teacher: What is the relationship between rheumatic fever or rheumatic heart disease, and streptococcal infections?
- Learner: They can cause it.
- Teacher: WHICH causes the other?

### JUSTIFICATION PROBES

- Teacher: Should a patient have access, or the right to access, his or her medical record? Learner: Yes, I feel strongly that any patient should have the right to access. Teacher: How do you justify your position?

### PROMPTING PROBES

- Teacher: Why do we tilt the patient's head when administering CPR?
- Learner: Ah...to get the patient's mouth in a more reachable position?
- Teacher: Well, that may be. But think about what may happen with the patient's tongue.
- Learner: Oh, when the patient becomes unconscious, the tongue may block the airway!
- Teacher: Yes! Maintaining the patient airway is the first objective in CPR!

### REDIRECTION PROBES

- Teacher: So why doesn't everyone in this country take advantage of healthcare services? Sherry?
- Learner: Access - by that I mean, maybe they are having trouble getting to the clinic or the hospital.
- Teacher: Tom, what would you say?
- Learner: They can't pay for it -- no insurance, unemployed.

House. B.M., Chassie, M.B., Spohn. B.B. (1990). Questioning: An Essential Ingredient for Effective Teaching The Journal of Continuing Education in Nursing. 21(5), p. 198.

## PROVIDING RECOGNITION

Marzano et al. (2001) found that praise is commonly handed out unsystematically and unevenly by teachers, and developed three generalizations from the research into this area:

- 1. Rewards do not necessarily have a negative effect on intrinsic motivation;**
- 2. Reward is most effective when it is contingent on the attainment of some standard of performance;**
- 3. Abstract symbolic recognition is more effective than tangible rewards.**

Marzano et al. also reaffirm the significance of recognition by pointing to the research that establishes recognition not only as a factor in the attainment of specific goals, but also in the enhancement of achievement levels. Adapting Good & Brophy's (1987) classic distinction to the term "recognition," some characteristics related to effective and ineffective use are highlighted in Figure --

### Effective and Ineffective Recognition

Effective Recognition	Ineffective Recognition
Is specific and focused	Is delivered randomly
Is spontaneous and authentic	represents a bland uniformity
Is related to specific performance criteria	rewards mere participation
Relates receiver's present to past accomplishments	uses accomplishments of peers as a gauge
Relates success to effort and application	promotes comparison of self with others
Focuses attention on own behaviour	attributes success to luck or chance
Fosters appreciation of task-relevant behaviour	

**Adapted from: Good & Brophy (1987)  
Looking in Classrooms**

## Observing for Individual Recognition

**PURPOSE:** To reflect upon what behaviours the teacher reinforces through praise, and to see how the teacher's praise is distributed among the students.

BEHAVIOUR CATEGORIES	NUMBER OF TIMES OBSERVED
1. Perseverance or effort, worked long or hard	_____
2. Progress (relative to the past) toward achievement	_____
3. Success (right answer, high score),	_____
4. Good thinking, good suggestion, good guess, or nice try	_____
5. Imagination, creativity, originality	_____
6. Neatness, careful work	_____
7. Good or compliant behaviour, follows rules, pays attention	_____
8. Thoughtfulness, courtesy, offering to share; prosocial behaviour	_____

## Question Distribution

Several aspects of question distribution are useful sources of information for the teacher. Two that are common sources of supervisory interest are:

1. **Coverage:** Are all students given the opportunity to respond to questions?
2. **Level of questions:** Are higher-level questions distributed equitably?

Activity: The following diagram displays information on question distribution in a grade 6 class of 20 students. Summarize the data, and prepare and conduct a post conference based upon the information you have summarized. Use the following key:

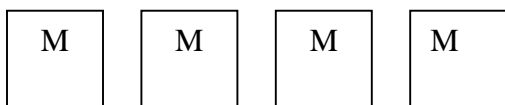
M = Male

F = Female

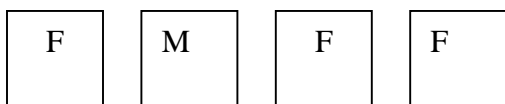
= Teacher question (Lower order)

= Teacher question (Higher order)

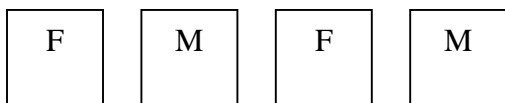
### Summary



#### A. Coverage



#### B. Level of Question



## FOCUS ON FEEDBACK

### Dealing with responses:

- Praise correct answers
- Vary the response
  - provide more information
  - argue another point
  - acknowledge correct portion of response
- Be honest in responding to wrong answers
- Encourage more than one answer
- Pursue student responses with additional questions
- Encourage a variety of students to participate



1. **Positive, negative, neutral responses to student answers**
2. **Echoing of student answers**
3. **Repetition of the same, habitual responses**
4. **Probing for more information**
5. **Pace**
6. **Variety of responses to students**
7. **Phraseology**
8. **Clarity of teacher comments**
9. **Wait-time #2 (between student answer and teacher response to it)**
10. **Suitability of the above to the objective of the lesson**
11. **Teacher modeling of appropriate language**
12. **Teacher voice modulation**

## ACTIVITY: FEEDBACK

Feedback is related to the extent to which the teacher provides the student with positive and negative responses to their work. A significant portion of this feedback takes place during instructional interaction between teacher and students. Consequently, an important supervisory skill is to be able to differentiate among positive, negative and neutral responses provided by the teacher during instructional episodes. On the following script, identify the frequency and proportions of types of responses employed by the teacher.

T What is Frost trying to say in this program?

S He loves snow.

T He loves snow. What else?

S He's tired.

T He's tired? What do you mean?

S He has, uh, a long way to go before he sleeps and isn't looking forward to the journey.

T He isn't looking forward to the journey. But is that Frost's major message? Julie?

S He doesn't want to leave.

T He doesn't want to leave? Why?

S He likes the snow on the trees and stuff, but he still has a long way to go to get home before bed-time.

T Great! So he's reluctant to go?

S Yes.

T Yes. But what about his horse?

S His horse thinks he's gone nuts.

T His horse thinks he's gone nuts? Why?

S 'Cause he's not used to stopping in the middle of the woods in the snow, with nobody around.

T No. Who's got a better answer?

S His horse thinks it's a bit unusual, that's all.

T Very good! He just thinks it's a bit unusual. How 'bout Frost. Is he private or public about his love for snow in the woods?

S Public.

T Public. Why?

S Because he's telling us all in the poem.

T No. I mean in the poem itself. Is he private or public about his feelings?

S Private.

T Right on! Why?



- S Because he stopped because nobody else was around. So he wouldn't look dumb just sitting there.
- T O.K. Who in particular?
- S Well, he meant the owner, but I suppose it would have been the same for anybody else.
- T O.K. would you think it dumb to stop like that to see the snow?
- S Yes.
- T Yes? Why?
- S 'Cause you just don't stop like that in the middle of nowhere!
- T O.K. you're entitled to your opinion. Who would stop?
- S I would.
- T Good! You would – why?



**An important supervisory skill is to be able to differentiate among positive, negative and neutral responses provided by the teacher during instructional episodes.**



## Verbal Interaction: Student focus

The analysis of **verbal interaction** in the classroom provides useful sources of information for the teacher on:

1. **involvement levels** of the group during discussion;
2. **coverage**: the extent to which the whole class is participating;
3. **types of involvement** (direction of comments, nature of comments made, appropriateness of comments, voluntary and non-voluntary comments);
4. **differences among students** in levels and types of interaction.

**Activity:** The following diagram represents verbal interaction in a grade 9 class of 20 students. Analyze the data for **involvement levels, coverage, types of involvement** and **differences among students**. Summarize the data, and prepare and conduct a post conference based upon the information you have summarized.

Use the following key:

M = male

F = female



= correct response to teacher question



O = incorrect or inappropriate response to teacher question

O = inappropriate comment or question

Q = student question on topic

→ = appropriate comment or question to another student

~~~➡ = inappropriate interaction with another student

### VERBAL INTERACTION

|   |
|---|
| M |
|---|

|   |   |
|---|---|
| F | O |
|   | Q |
|   | O |

|      |
|------|
| FOOO |
|------|

|   |
|---|
| F |
| O |
| O |

|     |
|-----|
| M   |
| OOO |

|      |
|------|
| F    |
| OOOO |

|   |
|---|
| F |
|---|

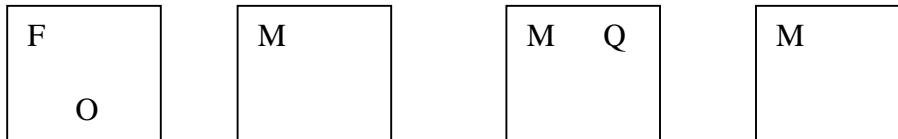
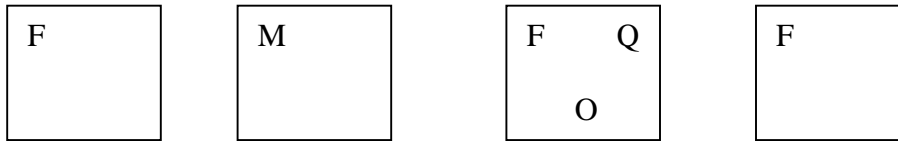
|   |
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| M |
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|   |
|---|
| M |
|---|

|   |
|---|
| F |
|---|



**FRONT**

### **SUMMARY**

**INVOLVEMENT LEVELS:**

**COVERAGE:**

**TYPES OF INVOLVEMENT**

**DIFFERENTIAL INTERACTION:**

## Verbal Interaction: Teacher Focus

Wilén et al. (2000) identify five ways by which teachers can use student ideas during verbal interaction:



! **Acknowledging** a student's contribution by repeating the aloud to the class;



! **Modifying** a student's contribution by putting it into different words to make it more understandable without changing the student's ideas;



! **Applying** the student's response to some situations, or using it as an application for some event.

! **Comparing** the student's response to something in the lesson, or the text, or in a practical situation;

! **Summarizing** the student's contributions and using them to make a point.



# Verbal interaction: Teacher focus

## Data Collection

- ! **Acknowledging** a student's contribution by repeating the response aloud to the class;
  
- ! **Modifying** a student's contribution by putting it into different words to make it more understandable without changing the student's ideas;
  
- ! **Applying** the student's response to some situations, or using it as an application for some event.
  
- ! **Comparing** the student's response to something in the lesson, or the text, or in a practical situation;
  
- ! **Summarizing** the student=s contributions and using them to make a point.

## Effective Discussion Some Attendant Tensions and Dilemmas

- We need to adhere to timelines, but we need to encourage input and spontaneity;
- We need involvement of the group, but we need to temper domineering students;
- We need to motivate and empower, but we need to ensure that *ideas* and *learning* prevail;
- We need to cover planned material, but we need to accommodate the teachable moment;
- We need to be respectful, but we must respond to irrelevance and inappropriateness;
- We need to direct to some extent, but students need to direct to some extent;
- We need to teach to a plan, but we need to be flexible;
- We need to introduce *instructor* knowledge, but we need to elicit *student* knowledge;
- We need to *participate* in discussion, but we need to *stand back* and guide discussion;
- We need to assess *student* input, but we also need to assess our *own* effectiveness in guiding discussion.

There are no simple answers, no comfortable 'recipes', for the above tensions. However, research on effective teaching consistently suggests that effective teachers display a keen understanding of the contextuality of their classroom situations, together with a deep sensitivity to the balance that must, over time, be achieved in meeting these valid but often conflicting, demands. A good starting point in achieving such balance lies in the basic *awareness* that such tensions exist.

Renihan (1999). *Effective Classroom Instruction*.

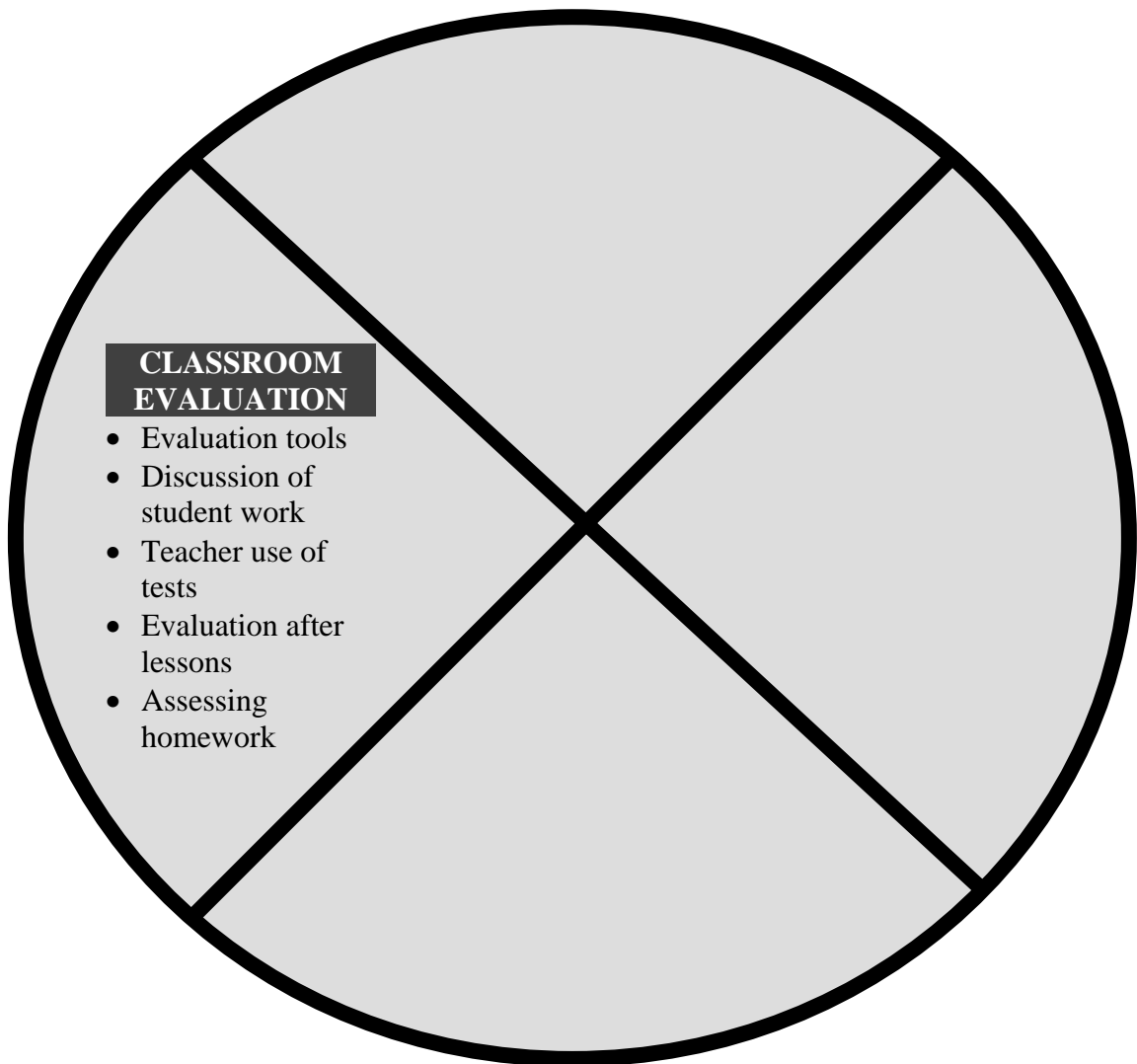
## Leading Discussions Effectively

- ❖ Effective questioning - This includes the ability to ask different kinds of questions, including those that push students to higher thinking levels and those that encourage students to respond to the commentary of each other.
- ❖ Active listening - This is more than just hearing the words. It is sensing the underlying feelings and recognizing that important messages are often conveyed by the way something is stated, including the choice of words.
- ❖ Peripheral vision - This involves the ability to intuit group process, not just for the individual speaking but for the whole group. It is the ability to keep track of a discussion in terms of a whole variety of process issues, like when to provide more direct guidance, when to offer encouragement, and when to reinforce with words and actions.
- ❖ Empathy - This entails the ability to see issues from multiple perspectives, especially those not of the majority viewpoint.
- ❖ Sense of timing - This means knowing when to pose a question, to offer a summary, or to bridge from something said earlier. . . and when to keep silent.
- ❖ Clarity - This aims at moving the discussion forward with understanding. It often involves restating ideas offered as "muted prose" (p. 44) or using the chalkboard to sort and organize ideas.
- ❖ Differentiation - This means that the leader must be able to separate himself or herself from the students and the subject matter in order to facilitate group process issues. A good discussion leader cannot become totally absorbed by the discussion.
- ❖ Variability - This is a matter of responding to the circumstances. Good discussion leaders know when to be light, when to be serious, when to confront, and when to support.
- ❖ Connections with the group - This is "the ability to reach each participant in the discussion, accounting for the emotional, intellectual and physical state of the individual." (p. 44) this skill develops as the leader comes to know individual members in the group better, through a discussion or a course.
- ❖ Self-disclosure - This involves the willingness of the leader to appropriately share personal information with the potential to enhance the discussion.
- ❖ Flexibility - This relates to the ability to balance between a free-wheeling discussion and one that is more controlled and directed. Good discussion leaders are flexible enough to make changes in the format and content, if those changes will positively affect discussion outcomes.

Davidson & Ambrose (1994)

# Observing Teaching #4

## Classroom Evaluation





# Teacher Competencies in Classroom Assessment

Research on effective teaching has pointed to several common “assessment practices” of effective teachers. The research synthesis conducted by Stronge (2002) suggests the following key practices:

- **Effective teachers plan and implement good monitoring strategies by targeting questions to the lesson objectives;**
- **Effective teachers carefully choose the information sources they use for assessing learning needs;**
- **Effective teachers think through likely misconceptions that may occur during instruction and monitor students for signs of them;**
- **Effective teachers give clear, specific and timely feedback throughout the learning process;**
- **Effective teachers give feedback in a manner that is supportive and encouraging to students;**
- **Effective teachers reteach material to students who did not achieve mastery.**

## Indicators of Effective Classroom Assessment

A student assessment plan must be tied to the learning objectives. The following indicators can be observed when an effective plan of student evaluation is in place:

- **Objectives for instruction are clearly stated.**
- **Basic instruction and enrichment relate to the instructional objectives.**
- **Pre-assessment is made prior to the beginning of instruction.**
- **Formative sampling techniques are used effectively**
- **Summative tests relate to instructional delivery and methodology.**
- **A plan for re-teaching is observed.**
- **Provisions are made for testing, at the least, recall, comprehension, and application.**

# The Collaborative Discussion of Student Work

The collaborative examination of student work can help to bring a focus and a clearer sense of purpose to an activity that has, at best been a random aspect of supervisory activity over the years. It has become apparent that student work, and teacher treatment of it, can tell us a great deal about teaching efficacy, and how it can be enhanced. More importantly, as Graham & Fahey (1999) note, by participating in structured conversations about the real work of schools (teaching and learning) we encourage fundamental discourse as we keep the technical aspects of school leadership in perspective.

The following has been suggested as an approach to such discussion:

**Participants examine the work** in silence, then:

1. **Describe the work.** Suspend judgment;
2. **Ask questions** about the work, the child and the assignment;
3. **Speculate** about what the student is working on;
4. **listen to the teacher**, who reveals the context of the work;
5. **Discuss implications** for teaching and learning;
6. **Reflect** on the conference.

(Adapted from seidel et al., 1997

-as cited in Graham & Fahey, 1999)

## **TIPS FOR LOOKING AT STUDENT WORK:**

### **Look together at student work**

- Focus on **small samples** of student work
- Reflect on important **questions about teaching and learning**
- Use structures and guidelines (“protocols”) for looking at and talking about student work

(Annenberg Institute for School Reform)

## **Student Work: Focus for Assessment**

**Work Focus** Focus on a product or performance of significance to them.

**Work Expectations** Tell students exactly what is expected of them, and how your expectations relate to something about which they care.

**Work Culture** Create a classroom culture where students can try tasks without fear.

**Work Visibility** Make student work more available for parents, teachers, and fellow students to see.

**Work Interdependence** Permit, encourage, and support opportunities for students to work interdependently with others.

**Work Novelty** Continually expose students to new and different ways of doing things.

**Work Choice** Give students choices in what they do to learn.

**Work Authenticity** Give tasks that are meaningful, natural, and consequential.

**Work Knowledge** Arrange information and knowledge in clear, accessible ways, and in ways that let students use the information and knowledge to address tasks that are important to them.

**Work Substance** Assign work that helps students to attain rich and profound knowledge.

The above is a condensed version of comments made by Phil Schlechty (*10 Qualities of Student Work*) that appears along with his interview published by the National Staff Development Council, [The Educators Examined \(Summer 1998\)](#), [Journal of Staff Development](#)

## Looking at Student Work

### THEME

### COMMENTS

Work Focus

Work Expectations

Work Culture

Work Visibility

Work Interdependence

Work Novelty

Work Choice

Work Authenticity

Work Knowledge

Work Substance

Adapted from Schlechty (1998)

# Teacher Use of Tests

## BEHAVIOR CATEGORIES

- A. **Test content**
  - 1. Test mostly requires integration or application of knowledge or skills
  - 2. Test is balanced between memory and integration or application
  - 3. Test is mostly rote or factual memory; no thinking or application involved
- B. **How is the test presented to students?**
  - 1. Test presented as a diagnostic aid to the teacher – assesses strengths and weaknesses
  - 2. Test presented without explanation, rationale, or discussion of follow-up
  - 3. Test presented as a threat or hurdle to the class – to find out who knows the answers and who doesn't
- C. **What expectations are communicated in the teacher's directions to students?**
  - 1. Teacher gives positive directions (eyes on your paper, guess if you're not sure)
  - 2. Teacher gives negative directions (no cheating or else, no guesswork)
- D. **Is the test reviewed with the class?**
  - 1. Test is reviewed and discussed with class
  - 2. Test scored by teacher, not reviewed with class
- E. **How does the teacher follow up with students who scored poorly?**
  - 1. Teacher arranges for remediation with those who do not meet minimal standards and retests to see that they reach those standards
  - 2. Some remediation attempted, but teacher doesn't retest to ensure mastery
  - 3. No evidence of remedial efforts with those who perform poorly
- F. **How does the teacher follow up if the whole class scores poorly?**
  - 1. Teacher reviews or re-teaches material that was not mastered and retests to ensure mastery
  - 2. Some remediation attempted, but teacher doesn't retest to ensure mastery
  - 3. No evidence of remedial efforts when material was not mastered

Adapted from: Good and Brophy (1987)

**Indicators That A Variety Of Assessments That Authentically  
Evaluate The Learner Are Used**

|                     |                                                                                                                 |
|---------------------|-----------------------------------------------------------------------------------------------------------------|
| Student products    | Demonstrate understanding by being able to use the learning in different contexts                               |
| Student products    | Indicate students use of a variety of inquiry skills to solve problems, create products, and access information |
| Student assessments | Indicate learning beyond state and national standards                                                           |
| Student assessments | Indicate a wide range, reflect the learning, and follow the rubric                                              |

Tileston (2000)

## Evaluations After Lessons and Activities

USE: When teacher ends a lesson or group activity.

### Number of Times Observed

|                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| 1.Praises progress in specific terms;<br>labels knowledge or skills learned | _____ |
| 2.Criticizes performance or indicates<br>weaknesses in specific terms       | _____ |
| 3.Praises generally good performance, for<br>doing well or knowing answers  | _____ |
| 4.Criticizes generally poor performance<br>(doesn't detail the specifics)   | _____ |
| 5.Ambiguous general praise ("You were very<br>good today.")                 | _____ |
| 6.Ambiguous general criticism ("You weren't<br>very good today.")           | _____ |
| 7.Praises good attention or good behaviour                                  | _____ |
| 8.Criticizes poor attention or misbehaviour                                 | _____ |
| 9.No general evaluations of performance were<br>made                        | _____ |
| 10.Other (specify)                                                          | _____ |

## Classroom Practice in Assessing Homework

Homework can be a valuable accompaniment to the learning foundations provided during in-school activities. However, as with all other aspects of teaching, its efficacy depends to a great extent upon how well it is framed and assigned. The Saskatchewan Teachers' federation information document on homework (1996) identifies several benefits to homework:

- **It can strengthen the learning started at school;**
- **It is a natural extension of school work;**
- **It teaches good work habits;**
- **It encourages research and probing;**
- **It can be a valuable catch-up tool for students;**
- **it helps teachers to identify weaknesses to be addressed;**
- **It is a link between home and school.**

Further, Marzano et al. (2001) point out that the most powerful argument is that homework extends learning opportunities beyond the school day: a point made more important by the fact that schooling occupies only 13 percent of the waking hours of the student. Marzano et al. identify four research-based generalizations that can guide teachers in their use of homework:

1. **The amount of homework assigned to students should be different from elementary to middle school to high school** (a useful guideline they suggest is that the number of minutes a child should spend on homework should equal approximately 10 times their grade level);
2. **Parental involvement in homework should be kept to a minimum;**
3. **The purpose of homework should be identified and articulated;**
4. **If homework is assigned, it should be commented on.**

In addition to the above, it is important for a teacher to establish and clarify a homework policy. **This information constitutes a useful focus for supervisory discussion of the teacher's orientation to, and use of, homework.**



## **Individual Professional Development Plan**

**Goal:**

**Objective: (use one sheet per objective)**

**Relevance:**

**Steps/Strategies:**

- 1.
- 2.
- 3.
- 4.

**Time Frame for each Step:**

- 1.
- 2.
- 3.
- 4.

**Evaluation for each Step:**

- 1.
- 2.
- 3.
- 4.

**Documentation for each Step:**

- 1.
- 2.
- 3.
- 4.

## Instrument for Assessing Professional Growth Plans

|  |                                                           |
|--|-----------------------------------------------------------|
|  | 1. Clearly states goals                                   |
|  |                                                           |
|  | 2. Timelines are clear and realistic                      |
|  |                                                           |
|  | 3. Has good potential for enhancing professional growth   |
|  |                                                           |
|  | 4. Has implications for impairing student learning        |
|  |                                                           |
|  | 5. Provides details of professional activities            |
|  |                                                           |
|  | 6. Provides criteria by which it can be evaluated         |
|  |                                                           |
|  | 7. Provides for occasional self-evaluation by the teacher |
|  |                                                           |

## **In-School Professional Leadership: A Self Analysis**

Ask yourself these questions about your leadership qualities. Check those items you would identify as strengths. Asterisk areas of your own performance that you believe need most improvement.

1. I have a good understanding of the emotional make-up of staff.
2. I have an understanding of frustrations which individual members of staff have with their work.
3. I have a good knowledge of the strengths of individual staff members relating to their work.
4. I know what individual staff members expect of leadership in this school.
5. I am aware of the changes that are influencing the work of my school.
6. I have a clear understanding of what the priorities of this school are. I approach problems carefully and analytically.
7. I provide clear, consistent goals and direction.
8. I show support and concern for staff.
9. I foster involvement of key constituents in school decisions.
10. I inspire people in this school to do their best.
11. I give leadership to staff professional development.
12. I look for opportunities for my staff members to assume leadership. I am a creative and imaginative person.
13. I have a good understanding of the qualities of an effective team.
14. I tap the leadership of staff members.
15. I recognize and accommodate the need for flexibility and teacher autonomy.
16. I make professional expectations clear to staff.
17. I encourage the practice of self-reflection in this school.
18. I encourage a culture of appreciative interaction in the school: building on the positive.

(Renihan & Renihan, 2001)

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**RECENT PERSPECTIVES  
ON TEACHING AND SUPERVISION  
AN ANNOTATED BIBLIOGRAPHY**





## The Nature and Context of Supervision



### Annotated Readings

**Blase, J. & Blase, J. (1998). The craft of teacher supervision. *Handbook of Instructional Leadership*. (pp. 3-15). Thousand Oaks, CA: Corwin Press.**

The authors discuss the recent trends in many schools districts to implement forms of school-based shared decision making in order to restructure schools. The study deals with the positive and negative characteristics of school principals and principal-teacher interactions and their influences on teachers' classroom instruction.

**Clamp, P. (1989). Professionalism: A state of mind. *Education Canada*. 27(3), 12-15.**

Clamp argues professionalism as a state of mind rather than a characteristic that depends on factors like occupation, position, or rank. Competence, collegial integrity, reliability and empathy are all attributes that mark the true professional. He also argues opinions regarding teachers as non-professionals and proves the significance of teacher's profession.

**Magruder-Watkins, J. & Cooperrider, D. (2000). Appreciative inquiry: A transformative paradigm. *OD Practitioner*, 31 (4).**

Appreciative inquiry is a worldview, a paradigm of thought and understanding that holds organizations to be affirmative systems created by humankind as solutions to problems. The authors discuss the significance of this notion, the way to apply it to organizations, and previous experiences and examples of its application.

**Alfonso, R. J., Firth, G., & Neville, R. (1984). The supervisory skill mix. *Educational Leadership*, 41 (7).**

Efficient supervisors have three kinds of skills: human, managerial, and technical. While human relations and management are important, technical skills in instructional supervision must not be neglected. These components are not to be applied independently, but the combination of these skills can ensure effective supervisory practice.

**Kauchak, D., Peterson, K., & Driscoll, A. (1985). An interview study of teachers attitudes. *Journal of Research and Development in Education*. 19 (1).**

The authors assess teachers' general orientations to teaching, their perceptions of presently occurring teacher evaluation practices, and their attitude toward specific teacher evaluation techniques. Major aspects under study are principal visits, student evaluation, achievement tests, and peer evaluation.

**Nolan, J., Hawkes, B., & Francis, P. (1993). Case studies: Windows onto clinical**



**supervision. *Educational Leadership*, 50 (1), 52-56.**

The authors review six case studies concerning clinical supervision of teachers, which emphasize that the process of clinical supervision is intended to examine the efficacy of the teacher's practices, not the teacher's competence. These studies prove that collegiality, long-term observation, and reflection are the hallmarks of successful clinical supervision.

**Alfonso, R., & Firth, G. (1990). Supervision: Needed research. *Journal of Curriculum and Supervision*, 5(2), 181-188.**

At most higher education institutions that generate research, instructional supervision seldom receives prominence in organizational arrangements. The authors emphasize the necessity and significance of research in supervision. Also, possible topics for research agenda are discussed and grouped into five categories.

**Arredondo, D. E., Brody, J. L., Zimmerman, D. P., & Moffett, C. A. (November, 1995). Pushing the envelope in supervision. *Educational Leadership*, 74-78.**

The authors argue that by training school leaders in known learning principles, it is possible to make supervision more collaborative and the culture of teaching less isolating and hierarchical. They discuss different principles of supervision as a collaborative concept and emphasize the need for a shift from hierarchical to collaborative supervisory processes

Magnuson, S., Wilcoxon, A. & Norem, K. (March, 2000). A profile of lousy supervision:experienced counselors' perspectives. *Counselor Education and Supervision*, 39, 189-202.

**Worthington (1987) proposed that there were no good theories of lousy supervisors in the field. These authors took that as a request and used interviews with experiences counsellors to examine ineffective supervision practices. The study found six overriding principles that occur in three general areas of lousy supervision.**

**Winston, R.B. Jr. & Creamer, D.G. (Winter, 1998). Staff supervision and professional development: An integrated approach. *New Directions for Student Services*, 84, 29-42.**

Staff development should be an integrated function closely tied to supervision. Most often staff development means workshops, speakers, and conferences but the authors of this article suggest that some of the most effective staff development happens within the daily routine of the job. It is through this daily routine that supervisory techniques can be created and strategies developed to address the needs of the staff. The authors offer a model of supervision called synergistic supervision and discuss strategies for integrating staff development and supervision into normal school responsibilities.

**Wanzare, Z. & da Costa, J. L. (October, 2000). Supervision and staff development: Overview of the literature. *NASSP Bulletin*, 84, 47-54 .**

Professional development is a vital element in teacher education and is central to the role of principals and teachers. Instructional supervision should be an important component of this process. This article reviews the literature and research on instructional supervision and its role in professional growth.

**Bryan, W. A. & Schwartz, R. A. (1998). *Strategies for staff development: Personal and professional education in the 21st century*. San Francisco: Jossey-Bass Publishers. 104 pages**

As part of the *New Directions for Student Services* series, this edition emphasizes student affairs areas of higher-level education, which include informative explanations of what is involved in staff development and performance based human resource development practices as they pertain to student affairs. The authors also explore relationships that create positive foundations, impact of mentoring and protégé, and self-reflection. Historical and current overviews of staff development models in higher education are found in the conclusion.



## Teacher Effectiveness and Learning Styles



### Annotated Readings

**Wang, M.C., Haertel, G. D., & Walberg, H. J. (December/January, 1993). What helps students learn? *Educational Leadership*, 74-79.**

Authors conducted the study in which they grouped the most important influences into six broad types. An analysis of fifty years of research reveals that direct influences like classroom management and quality of social interactions affect student learning more than indirect influences such as policies and organizational issues.

**Wesley, D. C. (1998). Eleven ways to be a great teacher. *Educational Leadership*, 55 (5), 80-81.**

The author describes what aspects of teaching profession are of great importance for an effective instructor. He synthesizes “Don Wesley’s Top 11 Non-Traditional Expectations for Teachers”, and analyses their significance by giving advice to future teachers.

**Ornstein, A. (October, 1990). A look at teacher effectiveness research. *NASSP Bulletin*, 78-88.**

Because educators are unable to agree upon or precisely define what a good teacher is, it can be defined any way we like. In order to understand teacher effectiveness better, the author describes some of the current and past theoretical issues related to the research, such as theory and practice of teaching, science and art of teaching, teacher-student variables, teacher style, and constituents of teacher effectiveness.

**Timpson, W. (1999). Metacognition and metateaching. *Metateaching and the Instructional Map*. Madison, WI: Atwood.**

The author describes the connection between the notions of metacognition and metateaching. Metacognition is the process in which individuals step back and think about

their own thinking and learn better how to learn. The author comes up with his own concept of metateaching, which helps teachers to step back from teaching and develop a working overview of the organizing principles and practices.

**Marcic, D. (1990). The learning model instrument. *Organizational Behaviour: Experiences and Cases*. (pp. 48-53). NY: West.**

The author provides a learning model instrument consisting of questions and learning model chart for managers. Interpretation sheet explains the model and the results of the questionnaire, analyzing parts of the chart, which represent preferred learning styles, and their meanings for effective learning process.

**Evertson, C. M. & Harris, A. H. (April, 1992). What we know about managing classrooms. *Educational Leadership*, 74-78.**

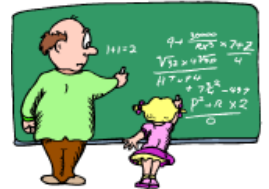
In order to be effective, classroom management needs to move beyond the control of behaviors and describe how to create supportive learning environments in schools that face complex and changing needs. The authors review the evolution in research on classroom management; investigate how this knowledge translates into real experiences for teachers; and suggest directions for further exploration in the field.

**Wilder, A. (January, 1999). Good teaching looks deceptively easy. *English Journal*, 88, 19-20.**

Ann Wilder wrote this article in response to an earlier article on the difficulties and stress found in student teaching. This article is written from the viewpoint of the supervising teacher, offering suggestions to ease student teaching difficulties and providing rationale for following the curriculum. The author reminds student teachers, that while being creative, the puppet show should not displace attention to reading and writing.

**Herbert, E. & Worthy, T. (November, 2001). Does the first year of teaching have to be a bad one? A case study of success. *Teaching and Teacher Education*, 17, 897-911.**

This is a case study of the first year of teaching based on interviews and observations. The results offered several factors that impact on the success found within first year teachers and present suggestions for future teachers.



**Van Reusen, A.K., Sholo, A.R. & Barker, K.S. (January, 2001). High school teacher attitudes toward inclusion. *The High School Journal*, 84, 7-20.**

This is a report of the general findings of a survey designed to gain knowledge about high school teacher attitudes toward the inclusion of students with special needs into the general education classroom. It was found that teachers with special education backgrounds were more enthusiastic toward inclusive settings.

**Webb White, G. (Summer, 2000). Non-verbal communications: key to improved teacher effectiveness. *The Delta Kappa Gamma Bulletin*, 66, 12-16.**

Non-verbal communication is a trait that excellent teachers exhibit and are essential for all teachers in establishing credibility and leadership. Traditionally, non-verbal communication has included eye contact, gesticulations, paralanguage, posture, and facial

expressions. This article has added a sixth category in this examination – clothing and setting.

**Martinez, J. G. R. & Martinez, N. C. (May/June 1999). Teacher effectiveness and learning for mastery. *The Journal of Educational Research*, 92, 279-285.**

The effect of the use of learning for mastery (LFM) was examined in this study using four classes, two using mastery teaching and two using traditional learning. The result showed no difference between the students' achievements in either group. Although, findings did show that the instructor time was more than doubled in the mastery for learning classes.

**Cheng, Y/C/ & Tsui, K. T. (January/February, 1999). Multimodels of teacher effectiveness: implications for research. *The Journal of Educational Research*, 92, 141-50.**

Because of the many changes happening in the educational systems today, the need to update and develop new management strategies for educators is also necessary. The old models of teacher effectiveness had a narrow view of the roles and duties teachers now have. The authors have presented a framework of multimodels from which criteria and characteristics of effective teaching can be considered in the classrooms of today.

**Ornstein, A.C. (April/May 1997). How teachers plan lessons. *The High School Journal*, 80, 227-237.**

This is a detailed account of how teachers plan lessons in five different time levels (yearly, monthly, weekly, daily, and hourly). Ornstein also discusses what teachers rely on to plan, and presents ways to improve planning for student success.

**Fine, J. & Cienkus, R. (April/May 1997). Teacher effectiveness: the ultimate educational reform issue; Augmented title: symposium. *The High School Journal*, 80, 215-94.**

To aid instructors in providing the best teaching plans, these authors review the works of researchers in the area of teacher planning. This is a short article covering a wide variety of findings and suggestions.

**Muijs, D. & Reynolds, D. (2001). *Effective teaching: Evidence and practice*. Thousand Oaks: SAGE. 244 pages.**

Based on the theory that school effectiveness needs to be taken to the classroom level, the authors have based this text on effectiveness research from around the world. The three main focuses include generic teaching skills, teaching specific skills and students, and teaching specific subjects and assessment. The authors' intention is to offer an overview of research in a broad range of areas related to teaching in an accessible yet thorough manner.

**Banner, J. M. & Cannon, H. C. (1997) *The elements of teaching*. New Haven: Yale University Press. 142 pages.**

Teaching is an art and those who teach are artists. The authors have devoted this book to the skills and mastery of teaching in terms of the art form. These skills include the natural gift of teaching with attention to methods and materials chosen which enhance these gifts. Specific skills discussed are learning, authority, ethics, order, imagination, compassion, patience, character and the pleasure involved in teaching that enable all those interested to become an artist in the education field.

**Wilén, W. & Kindsvatter, R. (2000) *Dynamics of effective teaching*. New York: Longman. 397 pages**

This edition reflects the best ideas and practices in effective teaching and the constructivist ideas and research. The authors have addressed the needs of new teachers as well as experienced teachers from elementary levels through high school. Topics include the growing diversity in our classrooms, computer, knowledge, the art form of teaching and empowering teachers self-image and professional esteem, Graphic organizers are included in the beginning of each chapter to assist in clarity.

**Gill, V. (2001). *The eleven commandments of good teaching: Creating classrooms where teachers can teach and students can learn*. Thousand Oaks, California: Corwin Press. 91 pages.**

Although this is a teaching guide designed for new educators this book is different from most. Gill writes with experienced honesty and through her love of teaching and inspires others to recall their true call into the teaching field. Using eleven commandments of teaching, she discussed areas such as organization, planning, flexibility, kindness, and expectations. Based on years of experiences in teaching, with a mind set in caring, Gill clearly describes methods of teacher improvement.

**Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven and London: Yale University Press. 172 pages**

Understanding why teaching is so hard is a question many have had and one that Lampert addresses in this text. She discusses not only the problems of teaching but also details teaching practices and personal quests in the field. The variety of teaching areas discussed in this text begins with creating classroom culture and lesson plans and extends to teaching closure and ensuring student understanding.

**Frieman, B. B. (2001). *What teachers need to know about children at risk*. Boston: McGraw-Hill. 212 pages**

The philosophy underlying the writing of this book is that all children are developmentally normal, just in challenging situations. It was designed to assist teachers who are in training to manage with children in these challenging situations using practical and hands on ideas that can be used without classroom aids. Using case studies and examples a wide range of situations are discussed such as homelessness, divorce, and race. The chapters explore psychological, physiological, and social conditions which make this text an excellent for use in teacher preparation courses.

**Tileston, D. W. (2000). *10 best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, California: Corwin Press. 83 pages.**

The revolution in education through brain research is the topic of this very interesting book. Effective teaching practices, technological advancements, and teacher empowerment are discussed with the intention that opportunities for affective choices in the classroom can be created.

**Fenstermacher, G. D. & Soltis, J.F. (1998). *Approaches to teaching*. New York: Teachers College Press. 121 pages.**

This text was written and designed to meet the needs of instructors in a teaching preparation course. Using case methods of teaching examples, this text makes understanding the various teaching methods and approaches easy to understand and use in the classroom.

**Borich, G. D. (2000). *Effective teaching methods*. Upper saddle River, N.J.: Merrill. 515 pages.**

With all the advancements to teaching, this book is a useful tool to keep up with these changes. It was written to assist understanding in areas from microcomputers, competency testing, curriculum reform, new state and federal changes and multicultural classrooms. This is useful as an activity guide as well as it offers assessment options.

**Kame'enui, E.J., Carrine, D.W., Dixon, R.C., Simmons, D.C. & Coyne, M.D. (2002). *Effective teaching strategies that accommodate diverse learners*. Upper saddle River, N.J.: Merrill. 242 pages.**

Diverse learners often bring additional requirements to instruction and curriculum. This book aims at answering numerous questions on this topic such as what these differences may be as well as how to respond to these differences using positive approaches for the success of all learners in the classroom. This is also written with the multicultural classroom in mind.



## **Supervisory Talk: Strategies for Effective Conferencing**

### **Annotated Readings**



**Acheson, K. A., & Gall, M.D. (1987). *The feedback conference. Techniques in the Clinical Supervision of Teachers*. NY: Longman.**

The author describes several techniques essential to a clinical supervision feedback that can help supervisor create proper interaction and atmosphere in the process. The steps help teachers analyze, interpret, and decide in a self-directed and constructive manner. The difficulties can be traced to failure on the part of the supervisor to use an effective clinical supervision technique.

**Renyi, J. (1998). *Building learning into the teaching job. Educational Leadership*, 55 (5), 70-73.**

The author talks about the need for teachers to take charge of their professional development opportunities, if they want to go beyond merely keeping up with changes. The importance of professional development as a collaborative approach of all teachers is emphasized and supported by the requirements for high-quality professional development.

**Smylie, M. & Conyers, J. (1991). Changing conceptions of teaching influence the future of staff development. *Journal of Staff Development*, 12 (1), 12-16.**

With the implementation of the new conceptions of teaching, approaches to staff development need to be changed too. The authors trace changes in conceptions of teachers and their work; outline the implications of these changes for the future of staff development; and describe the experiences of schools in redefining staff development in the directions suggested by these conceptual changes.

**Blase, J. & Blase J. (1998). Reflections: Encouraging critical study. *Handbook of Instructional Leadership*. (pp. 82-102). Thousand Oaks, CA: Corwin Press.**

The authors discuss of notion of and the need for reflective practice, reviewing related research, development, and approaches to reflective instructional leadership. The authors describe characteristics of teacher reflection and its benefits and view cognitive coaching as a means to encourage teacher reflection.

**Santeusanio, R. (1998). Improving performance with 360-degree feedback. *Educational Leadership*, 55 (5), 30-32.**

When colleagues and peers evaluate teachers and administrators, the focus on professional improvement can be powerful. The author analyses the “360-degree feedback” which embraces the use of multiple rates for evaluation and focuses on professional improvement, involving different constituents in the process of evaluation.

**Wolf, K. (1996). Developing an effective teaching portfolio. *Educational Leadership*, 53 (6), 34-37.**

When carefully conceived, portfolios can significantly advance a teacher’s professional growth. The author dwells upon the issues pertaining to the importance of development of portfolios, selection of contents, and ways and means of compiling personal portfolios in order to improve teachers’ performance and classroom instruction.

**Garmston, R., Linder, C., & Whitaker, J. (1993). Reflections on cognitive coaching. *Educational Leadership*, 50 (1), 57-61.**

Cognitive coaching can help teachers expand their repertoire of teaching styles exploring resources within themselves. Article describes the process of cognitive coaching and its significance for fostering collegiality, deepening reflective skills, and developing cognitive autonomy of teachers.

**Granello, D.H. (September, 2000). Encouraging the cognitive development of supervisees: using Bloom's taxonomy in supervision. *Counselor Education and Supervision*, 40, 31-46.**

This article applies Bloom’s Taxonomy of educational Objectives to the process of counseling supervision. The taxonomy encourages the growth of cognitive complexity in supervisees. Examples of supervisory questions for each level of the taxonomy are provided. This article is one of the first to attempt to link this taxonomy to supervision, and the authors suggest further research be done in this area.



## Observation and Data Collection

### Annotated Readings

**Sarasin, L.C. (1995). Strategies for increased teacher effectiveness. In Chance, E.W., *Creating the Quality School*. Madison, MI: Magna.**

Effective teaching strategies come with the understanding of the students whom one is teaching. The author discusses the need to combine student-centered and teacher-centered activities, as well as direct and indirect modes of teaching. New teaching strategies are important to promote success and improve classroom instruction.



**Acheson, K. A., & Gall, M.D. (1987). The technique of selective verbatim. *Techniques in the Clinical Supervision of Teachers*. NY: Longman.**

An important skill in teacher supervision is the ability to listen and record what is being said during classroom visitation. The authors discuss the technique of selective verbatim, a written record of exactly what is said in the classroom. Several aspects of data selection and data analysis are described in the chapter.

**Golland, J.H. (Spring, 1998). A lesson plan model for the supervision of student teaching. *Education*, 118, 376-80.**

A model for supervision is presented in this article. This model uses lesson plans as its structure to create a flexible supervisory procedure. The elements of the student teaching supervision are integrated to meet the need of all the students and can be used across grades and the curriculum, with flexibility of the individual experience being emphasized.

## Approaches to Collegial Supervision and Peer Coaching

### Annotated Readings

**Showers, B. & Joyce B. (1996). The evolution of peer coaching. *Educational Leadership*, 53 (6), 12-16.**

The authors discuss the significance of peer coaching as a collaborative approach to supervision. The perspective of the article is on the history of peer coaching, principles





pertaining to the approach, and its influence on the school improvement process. The article provides also suggestions for staff developers to implement in training sessions.

**Stedman, P. & Stroot, S. (1998). Teachers helping teachers. *Educational Leadership*, 55 (5), 37-38.**

The article dwells upon how new and struggling teachers in an urban Ohio district benefit from the experience of mentors. The authors discuss the introduction of Peer Assistance and Review program in the schools, its purpose, processes, and results for improvement of teachers' performance through peer coaching and mentoring.

**Costa, A. L., & Kallick, B. (1993). Through the lens of a critical friend. *Educational Leadership*, 50 (1), 49-51**

Every student and educator needs a trusted person who will ask provocative questions and offer helpful critiques. The authors discuss the role of critical friend for teachers to achieve success in their teaching performance. They describe the process of critical friends in different settings and outcomes of such an approach to supervision.

**Walen, E. & DeRose, M. (1993). The power of peer appraisals. *Educational Leadership*, 50 (1), 45-48**

When teachers share in one another's appraisals, the result is an invitation for reflection and professional growth. The authors discuss how peer appraisals can be effective in the school environment through developing a forum to address concern, discuss observations, and write letters that invite reflection. They also provide a look at peer appraisals from a principal's perspective.

**Shakeshaft, C., Nowell, I., & Perry, A. (1991). Gender and supervision. *Theory into Practice*, 30 (2), 134-139.**

Gender and gender expectations may determine how supervisors interact with those they supervise. Communication and feedback are the main issues under discussion in this article. The authors describe the influence of sexuality on working relations, gender differences in expectations and their possible effects on supervision of teachers.

**Bowman, C.E. & McCormick, S. (March/April 2000). Comparison of peer coaching versus traditional supervision effects. *The Journal of Educational Research*, 93, 256-261.**

Peer coaching is the process in which educators observe each other in order to give feedback on teaching methods and instructional practices. Two groups of undergraduate students participated in this study comparing their development of clarity skills; pedagogical reasoning and actions; and their attitudes toward several aspects of the field experience. One group was trained in peer coaching techniques and the other group participated in traditional university supervision. Results showed that there was a significant difference in favour of the peer coaching techniques in teaching supervision.

**Munson, B. R. (Winter, 1998). Peers observing peers: the better way to observe teachers. *Contemporary Education*, 69, 108-110.**

Peer observation and peer coaching are increasingly used for supervision. Munson reviews literature pertaining to these methods and discusses results that are positive and useful.

There is a difference between peer coaching and peer observations, and Munson does a thorough job of describing the two.



**Reiman, A. (1998). *Mentoring and supervision for teacher development*. New York: Longman. 380 pages.**

This book synthesizes the fields of instructional supervision, adult development, teacher education and mentoring, and ongoing professional development. It is a useful tool toward engaging colleagues in active, sustained, reflective, and progressively collaborative learning, teaching, and growth experiences.



## Dealing with Marginality

### Annotated Readings

**Phillips, Warren & Young, Beth (1997). Just caring? Supervisors talk about working with incompetent teachers. *Journal of Educational Thought*, 31(2), 105-121.**

The authors review the administrative strategy of inducing the exits of teachers whose performance is judged unsatisfactory. They discuss situations in which induced exits are the means to removing incompetent teachers from classrooms as a crucible for ethical questions about the enactment of caring and just administrative leadership in education. The article dwells upon the necessary constituents of ethical supervisory practice in administrative leadership.

**Czuboka, M. P. (1985). Why it's hard to fire Johnny's teacher! *The Manitoba Association of School Trustees*, October, 20-23.**

The article describes the nature of teaching profession and issues pertaining to unsatisfactory performance and dismissal of incompetent teachers. The author deals with the factors considered in teacher dismissal, parental complaints, and legal issues connected with tenured teachers' rights and dismissal processes.

**Dennis, B. L. (1990). What to do when a bad teacher doesn't get better. *The Executive Educator*, June, 15-16.**

Teachers fall in categories of positive, neutral, and negative performers. The author identifies the features of poor performance and discusses the ways to confront it. Confrontation is a process, rather than single event. The article provides the readers with the steps necessary in confronting negative performance in order to establish effective instructional process.

**Jackson, W. W. & Riffel, A. J. (Winter, 1988). Teacher incompetence: A cautionary note. *Education Canada*.**

Incompetence can be viewed as a process, not just a condition. The authors suggest that certain organizational conditions make incompetence more likely and more rapid. The article points out what issues leading to the incompetence should be addressed before drawing conclusions and what actions should be taken to prevent teachers' incompetence.

**Sweeney, J. & Manatt, D. (1984). A team approach to supervising the marginal teacher. *Educational Leadership*, April.**

Intensive assistance provides the resources and data the supervisor needs to help marginal teacher or to move for dismissal. The authors dwell upon the purpose of intensive assistance to help marginal performers improve sufficiently to meet educational standards. They discuss the process of this program and factors influencing final decision of administrators.

### Policy Considerations and Examples



### Annotated Readings

**Gorman, W. (1990). Supervision and evaluation of teachers in Halifax. *The Canadian School Executive*, June, 16-18.**

The article describes the procedures and policies used by the Halifax District School Board to ensure satisfactory teacher performance. Different approaches to supervision used in the district are described and analyzed. The author also discusses evaluation procedures that followed supervisory practices and their outcomes for the improvement of unsatisfactory performances.

**Babiuk, G. (1988). The characteristics of an effective teacher evaluation program. *The Canadian School Executive*, May, 31-33.**

As a consequence of the perceived need to evaluate teacher better, the author conducted the research to clarify and extend the available information on the characteristics of an effective program of teacher evaluation. The article provides the reader with the findings of the study, implications for subsequent research, and recommendations for evaluation program participants.

**Glatthorn, A. A. (1984). A rationale for differentiated supervision. *Differentiated Supervision*. Alexandria, VA: ASCD.**

The author argues that teachers should have a choice about the kind of supervision they receive. Differentiated System of Supervision offers teacher different kinds of approaches to choose from. The author provides three major reasons why this model is desirable for teachers and reviews the characteristics of differentiated supervision. As this model also provides the choices to the schools and districts, guidelines for further implementation of its principles are outline and discussed.

**Bosetti, L. (1994). Official policy and truncated practice. *School Organization*, 14 (1), 49-61.**

Existing teacher evaluation policies, created to ensure the provision of effective classroom instruction to students and the professional growth of teachers, fall short in meeting some of the intended objectives. The researcher discusses alternative approaches to teacher evaluation that focus more directly on instructional improvement and the professional development of teachers.

**Zepeda, S. J. & Ponticell, J. A. (Fall, 1998). At cross-purposes: what do teachers need, want, and get from supervision? *Journal of Curriculum and Supervision*, 14, 68-87.**

This study examined 114 elementary and secondary schools to see what teachers needed, wanted, and got from supervision. The authors found five areas that fell under “the best supervision” and five areas that fell under “the worst supervision” categories. Theoretical perspectives are discussed pertaining to supervision in the K-12 school systems.

**Gullatt, D.E. & Ballard, L.M. (March, 1998). Choosing the right process for teacher evaluation. *American Secondary Education*, 26, 13-17**

Often supervision and evaluation can be taken as negative practices because the terms conjure thoughts of control, hierarchy, and authority. Evaluation and supervision constitute important aspects in education, and the authors suggest that it may be the way the practice is communicated that causes negative feelings. Ways of communicating the importance of supervision are in order to create a more positive experience during the supervision activity.

