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ABSTRACT

Although it has been the practice of the University of Manitoba to place the majority of student teachers in metropolitan schools, recently there has been increasing pressure to place students in rural school divisions as well. One rural school division, however, has given some evidence of distrust in the university faculty and in its methods of student teacher placement and supervision. To overcome this difficulty and establish an atmosphere of mutual trust, it was decided to conduct a two-day workshop in supervision where division principals and university faculty members could cooperatively develop a model of supervision techniques that would be useful to the principals and that would ultimately benefit student teachers placed in the rural school divisions. A model for the analysis of instruction was developed based on the hypothesis that the observable part of the teaching act is comprised of a finite set of learned behaviors that can be identified, isolated, and practiced. Supervisory personnel could evaluate the teaching act by assigning values to these behaviors. Five elements of instruction included in the model are: (1) a statement of entering behavior describing the present status of the learner in reference to a future status the teacher thinks the student should attain; (2) a statement of observable behavior describing what the student will be able to do after mastering an objective; (3) instructional procedures utilizing exposition, questioning, demonstration, and discussion; (4) performance assessment; and (5) continuous evaluation carried on by the teacher during actual presentation of the lesson. The workshop participants felt that they accomplished their goal of developing a structure for analysis of instruction and that an understanding of the rpersonal relations between principals and teachers was achieved. (MM)

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Training In Supervision: A Limited Inservice Approach

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Many schools have traditionally viewed the faculty supervisor as one who comes in spasmodically, and whose contribution bears little or no relationship to the real classroom situation. In rural areas this attitude is fostered because of difficulties of travel. In the past it has been the practice of the Faculty of Education, University of Manitoba, to place the majority of student teachers in the metropolitan schools. The practice arises from the fact that half of our student population lives in Winnipeg. Recently there has been increasing pressure to place students in rural areas, a pressure arising from difficulties of recruitment of teachers for rural schools. The particular rural school division reported in this paper had given some evidence of distrust in the Faculty and in its methods of placement and supervision. Concerned members of the Faculty felt that an atmosphere of mutual trust must be established before any beneficial placement of student teachers could be made.

The first contact with the school division was made with the superintendent of schools, and upon his advice it was decided to conduct a two-day workshop in supervision with the principals of the division. It was felt that the necessary mutual trust would be achieved through the development with these principals of a model of supervision which would be useful to them as supervisors of instruction, and which would be useful to them as supervisors of instruction, and which would ultimately benefit student teachers who might be placed in the school division. Thus, the object of the exercise was to establish with the administrators a mutually beneficial attitude towards supervision.

The attitude desired has been expressed in the literature on supervision by such writers as Dussault,[6] Goldhammer,[7] Hedley and Wood[9] and Mosher.[12] In developing a theory of supervision in teacher education, Dussault[6] points out evaluation and teaching as the two major functions. He then devotes his entire theory of supervision to the teaching function. He suggests that the teaching component of supervision can be analyzed and that the skills can be identified, isolated and practiced. He suggests that a theory is necessary in order to organize this body of knowledge.

In their work in microteaching, Hedley and Wood[9] have identified certain skills which they ask student teachers to practice and analyze in peer group situations. These are exposition, demonstration, questioning and discussion. Through the exclusive use of one skill at a time in short teaching episodes, students are made aware of these common elements of teaching. They begin to recognize that the complex act of teaching can be discussed more precisely in terms of discrete skills, and they see that each teacher may make his own combination of these skills to suit his own teaching style.

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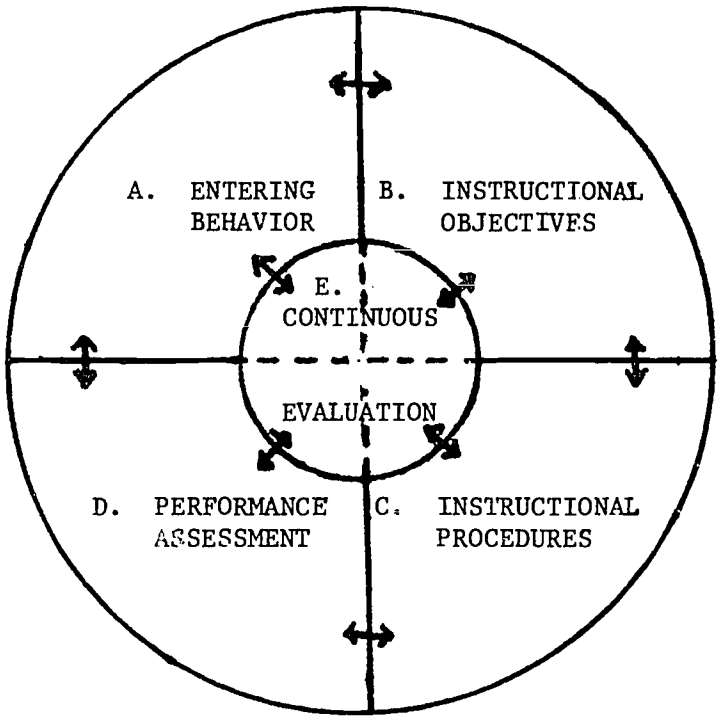
Goldhammer[7] has approached supervision from the supervisor's point of view and has outlined a system of communication involving the student teacher and supervisor in a series of conferences centered on a particular teaching episode. He stresses the search for common goals and the gradual progress towards these goals through attention to salient and treatable aspects at any given time. He sees the supervisor and the student agreeing on goals in a pre-observation conference and referring to these goals in subsequent discussions. His system demands time and training.

Mosher[12] emphasizes the clinical aspect of supervision, and states that the analysis of teaching can be rigorous and systematic, that it is an ongoing process which is constantly being carried out by every teacher who has mastered the required specific analytical skills.

The conclusion to be drawn from these four examinations of supervision is that everyone connected with the process of teacher supervision must be aware of a system for analysis and discussion of teaching, both within a theoretical framework and in the situation in which the teaching act is observed.

The model applied was based on the hypothesis that the observable part of the teaching act is comprised of a finite set of learned behaviors and further that these behaviors can be identified, isolated and practiced. Based on this hypothesis, evaluation refers to the assigning of a value to these behaviors by supervisory personnel.

What follows is a model of the instructional process proposed for supervision, drawn from the Student Teaching Handbook at The University of Manitoba.



A. ENTERING BEHAVIOR

A statement of entering behavior describes the "present status of the learner's knowledge and skills in reference to a future status the teacher thinks he should attain."[5] In broad terms it involves a consideration of three major variables:

1. The Learner

   a. The learner's present level of achievement
   b. The learner's motivational state
   c. The learner's social and cultural background
   d. The learner's style of learning

2. The Student Teacher

   The student teacher's self assessment in relation to the intended learning activity.

3. School Conditions

   a. Time restrictions
   b. Space restrictions
   c. Availability of materials and resources

To incorporate the notion of entering behavior is required in order that the teacher should:

1. Determine what entering behavior is required in order that the learner can master the instructional objectives.

2. Develop ways and means by which he can assess the degree to which the learners have acquired the necessary entering behavior.

3. Make instructional decisions based upon the results of this assessment.

B. INSTRUCTIONAL OBJECTIVES

According to Mager[11] an instructional objective is an intent communicated by a statement describing a proposed change in a learner. In this context a clearly formulated instructional objective should include:

   a. Observable learner behavior
   b. Conditions for learning
   c. Criteria of acceptable performance

Observable Learner Behavior

A statement of observable learner behavior states what it is that a student who has mastered the objective will be able to do. An example of a statement relating to observable learner behavior might be, "At the end of this lesson the student will be able to solve simultaneous equations."

Conditions for Learning

A statement communicating the conditions for learning refers to the setting forth of the conditions under which the desired learning is to occur. For example, the materials to be used, the limitations of time, and the circumstances in which the learning will occur. Continuing from the previous example the instructional objective might now include "given ten simultaneous equations for the variables x and y." The conditions for learning in this example are "give two equations in two unknowns."

Criteria of Acceptable Performance

The third element of a clearly written instructional objective specifies the extent and level of desired performance. It defines a minimum level of acceptable performance which aids the teacher in deciding whether further instruction will be required. Using the example, the instructional objective might now state, "Given ten sets of simultaneous equations in two unknowns, the learner will correctly solve at least eight of the simultaneous equations for x and y." The criteria of acceptable performance in this case would be "at least eight." It clearly points out to both the learner and the teacher that if the learners can correctly solve eight of the ten simultaneous equations then they have mastered the objective for the lesson.

C. INSTRUCTIONAL PROCEDURES

In general instructional procedures refer to the procedures, methods and materials the teacher employs in leading his students to a mastery of the instructional objectives. Instructional procedures are essentially the utilization of certain communication techniques. Four verbal behaviors constitute the following Communication Model.

A Lesson	can be presented through the judicious combination of four communication techniques.	1. EXPOSITION 2. QUESTIONING 3. DEMONSTRATION 4. DISCUSSION

A brief explanation of each technique follows:

Exposition

Exposition or lecturing is what most people call teaching. It is strictly verbal behavior on the part of the teacher. The main purpose of exposition is to provide a lesson with direction and content. For example, too little exposition may cause confusion on the part of the learner as to the purpose or relevance of the lesson. Too much, on the other hand, may lead to pupil boredom which may subsequently result in classroom disruptions.[9]

Questioning

As a means of assisting the student to interact with subject matter, questioning represents a more indirect form of verbal communication than exposition. Although questioning has been recognized as an integral part of teaching since Socrates, it is only within 15 years that significant research has been directed toward questions and questioning strategies.[10] The focus of much of the recent research has been the analysis of the kinds of questions teachers ask and the effects that certain kinds of questions seem to have upon the learner's level of thought. A quick survey of literature related to questioning techniques[1, 2, 4, 8] suggests that emphasis continues to be placed on asking low inquiring level, cognitive memory questions. Teachers tend to emphasize techniques that solicit from learners what information they possess rather than foster inquiry on the part of the learners.

Questions can be classified as to type in several ways. Most prominent among the schemes is the classification based upon the categories of instructional objectives developed by Bloom and his associates.[3]

Demonstration

Demonstrations are generally teacher presentations of a prepared situation. Demonstrations may serve several purposes:

1. To illustrate a point
2. To set a problem (focus)
3. To help solve a problem
4. To serve as a climax (focus)
5. To act as a review[9]

Discussion

Discussion as an instructional technique requires the least verbal participation on the part of the teacher. It is the most effective means of instruction if the intent of the teacher is to achieve maximum involvement on the part of students for purposes of considering a large number of topical opinions.

Instructional Procedure (Sub-Model)

Nested with the instructional procedures segment of the Teaching Model is the communication sub-model. The intent of this sub-model is to provide a frame of reference within which the verbal behavior of the teacher may be analyzed.

INSTRUCTIONAL PROCEDURE		
Techniques of Communication		Types of Emphasis
EXPOSITION		VISUAL
QUESTIONING	may be	VOCAL
DEMONSTRATION	reinforced	STRUCTURE
DISCUSSION	by	KINESTHETIC

The four techniques of communicating (Exposition, Questioning, Demonstration and Discussion) may be reinforced by the teacher (student teacher) through the appropriate use of four types of emphasis, the visual, the vocal, the kinesthetic and the structural. A brief explanation of each emphasis follows.

Visual Emphasis refers to the use of the chalkboard, overhead projector, maps, charts, slides and films.

Vocal Emphasis refers to the varied use of pitch, tone and tempo in the verbal behavior of the teacher.

Kinesthetic Emphasis refers to stance, movement, gestures and facial expressions demonstrated by the instructor.

Structural Emphasis refers to the appropriateness of the activity to a particular stage of the instructional process.

D. PERFORMANCE ASSESSMENT

Performance assessment refers to the means whereby the teacher measures the degree to which the learners have acquired the desired terminal behavior specified in the instructional objective(s). To the teacher it represents a source of feedback on how well the teacher has calculated the variations in the learner's entering behavior and the appropriateness of the instructional procedures.[5]

E. CONTINUOUS EVALUATION

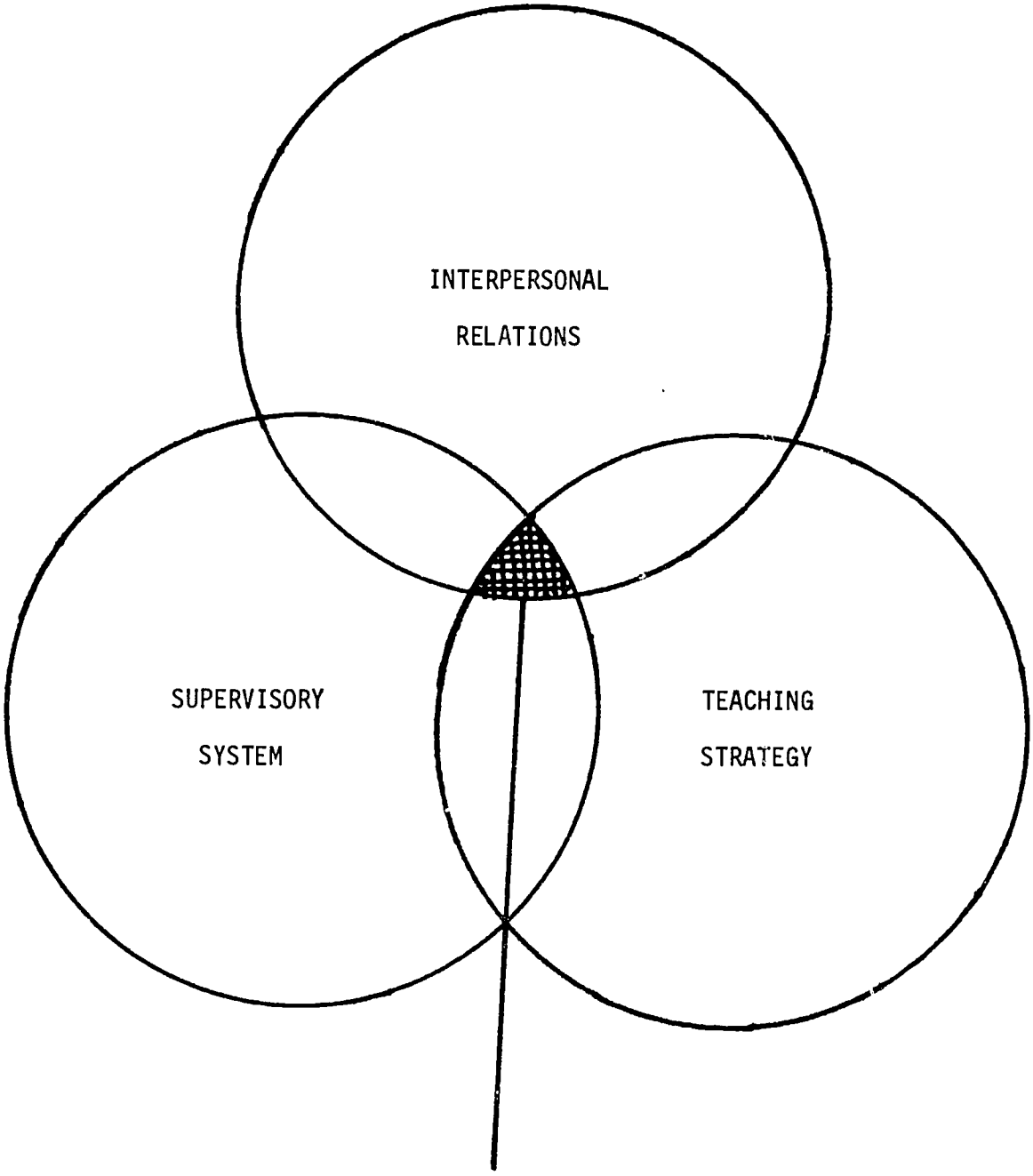
The process of continuous evaluation is carried on by the teacher during the actual presentation of the lesson. The teacher evaluates, simultaneous to the presentation, the extent to which the students are achieving the desired terminal behavior. Clues may be provided through such things as the facial expression of pupils, quality of pupil responses to teacher questions, conduct of pupils during the lesson and the degree of pupil cooperation.

With this theoretical background, the two-day workshop was designed to exhibit through simulated situations the basic Goldhammer model of supervision[7] and to clarify the roles of supervisor and teacher. More specifically, it attended to the development of skills, structure and sensitivity. (See Model for Supervision.)

The skills are those of analysis of the teaching act, the sensitivity is that of a good teacher, and the structure is designed to allow for the integration of analysis and sensitivity in the supervisory situation.

The two-day workshop package was offered to the potential participants at a preliminary meeting at which they were given the opportunity to make suggestions, including complete rejection of the package if they so desired. It was emphasized that the workshop would require their involvement in simulation exercises designed to let them experience the effects of supervising and of being supervised. The concept of involvement in practical exercises appeared to have more appeal than the usual in-service format. Agreement was reached on the time and place of the workshop, which would be conducted in the district in two convenient locations.

MODEL FOR SUPERVISION



SYSTEMATIC AND OBJECTIVE
ANALYSIS OF INSTRUCTION

The participants, nine supervising principals and three Faculty members, met in a standard classroom provided with an overhead projector and a video-tape recorder for playback of exercises. A video-taped "interview" of each participant served as an introduction. This technique, which has been successful in other situations, was of limited value because the participants were well acquainted. Following this introduction, a preliminary discussion elicited some of the feelings of the participants toward their role as supervisors. They tended to see themselves as highly critical of the classroom teacher and felt that they were unable to offer constructive suggestions. In most instances they had walked into classrooms and observed without knowing the purpose of the activity they were observing. This same situation that they had been experiencing in the classroom was then presented to them on paper in a transcript of a lesson which they had not seen. They were divided into groups of three and each group was asked to comment on the lesson. Each group of three was observed by a Faculty member who probed to determine the degree of awareness of problems within the lesson. The group reassembled to discuss the experience and came to the conclusion that the lesson lacked objectives, and that to comment adequately the supervisor should first elicit from the teacher his instructional objectives.

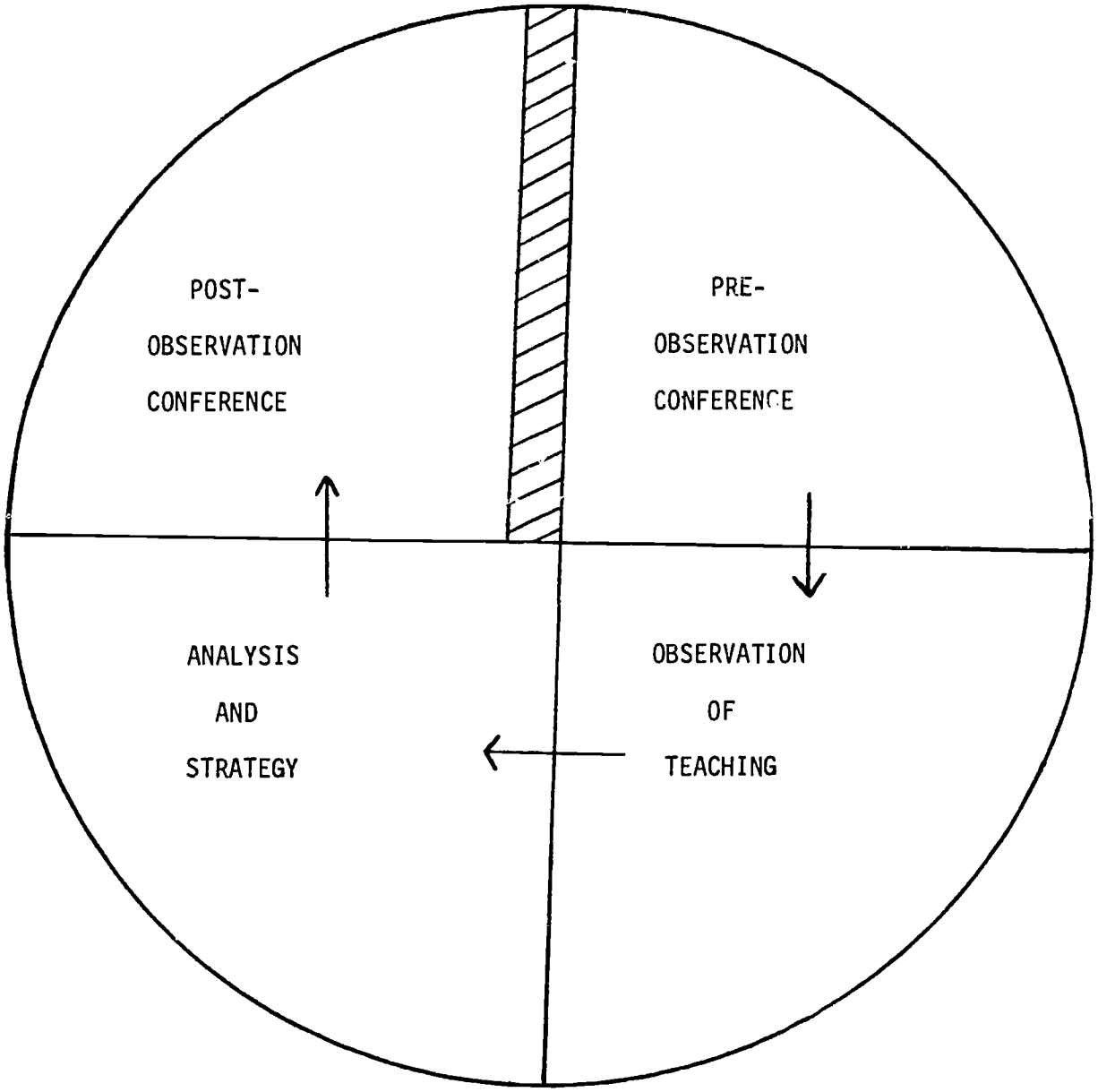
The second activity was based on a transcript of another lesson which focused on the relationship between the teacher's stated objectives and the lesson procedures. The discussion of this transcript made clear the need for a pre-observation conference between teacher and supervisor.

To illustrate the complete supervisory cycle the three Faculty members then modelled the entire sequence; the pre-observation conference, observation of the lesson, post-observation strategy, and post-observation conference. (See Model of Supervisory System)

The sequence was performed by two Faculty members, while the third gave a critique at each stage. A disucssion of the model followed during which participants were invited to make comment. The first day workshop concluded with an assignment requiring each participant to assume each of the three roles modelled by the Faculty members. As a base for this exercise, each participant was asked to prepare a ten-minute lesson in any area of interest.

The next day the group assembled in another school with the same basic equipment. The first exercise was a review of the supervisory cycle. A Faculty member assumed the role of an elementary science teacher whose lesson was to be presented on video-tape. One of the participants, acting as supervisor, conducted the pre-observation conference, while another participant acted as an observer, following the previous day's model. This process was observed by the entire group. The lesson was played on video-tape and observed by all, with each assuming responsibility for collecting data on the lesson. The group then divided into triads to discuss the post-observation strategy. During this time the designated supervisor had a chance to prepare his strategy. He then conducted the post-observation conference, and the rest of the group noted similarities between his and their assessment of the lesson. The designated observer then made his comments on the supervisor's technique and a general discussion ensued.

SUPERVISORY SYSTEM



The three-person groups then reassembled with a Faculty member added to each group. The rest of the day was devoted to the practice of the various roles of the supervisory cycle by each participant. The whole group reassembled to summarize the experience. The members stated that they were now more aware of the impact of supervision on all participants, and of a need for a structure within which the analysis of the teaching act could be conducted in a supportive manner. As a group they expressed the opinion that the supervisor should be a sympathetic and discerning questioner. They recognized the value of a contract between the supervisor and the teacher as to the objectives and procedures of the lesson.

Two months later the group reassembled in one of the local schools and provided individual written reports on their perception of the value of the workshop, the effect that the workshop had upon their supervisory skills and general comments on the two-day format.

The information was gathered through an open-ended report eliciting statements on the value of the workshop, the effects of the workshop on the day-to-day supervision and the perceived behavioral changes in carrying out their duties of a principal.

The participants felt that the in-service program gave them insights into the processes, provided a structure in which analysis of instruction could be made and a sensitivity regarding the inter-personal relations between principal and teacher. As one participant reported, "I also feel that the method itself is one that dispels the traditional threat that a supervisor poses and places both teacher and supervisor on the same team--both striving for the improvement of education."

Subsequent offerings of this workshop at the practicing teacher level and more recently at a Faculty of Education at one of the Canadian universities substantiate the efficacy of the model.

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