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ABSTRACT
                Based on the assumption that the conduct of an
effective supervisory conference is analogous to effective teaching
and that the assumptions made about effective teaching behaviors can
also be made about supervisory behaviors, this paper develops and
describes in detail a ten-category observation system for supervisory
conferences, similar to the Flanders system, to be used in training
supervisors. The supervisor training model outlined contains the
following sequence: 1) A student teacher microteaches with the
supervisor observing. 2) The supervisor confers with the student
teacher while a "teacher of supervision" observes and codes the
supervisory behavior. 3) The "teacher of supervision" reviews the
supervisor-student teacher conference with the supervisor using the
data collected and viewing a videotape of the conference. In the
third step, individual supervisory skills which need development can
be identified and practiced. In a teach-reteach microteaching
situation, this sequence would be repeated twice. (RT)

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INDIVIDUALLY PRESCRIBED SUPERVISORY TRAINING PROTOCOLS BASED ON COMPREHENSIVE ANALYSIS OF A TRAINEE'S CONFERENCE

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A basic tenet of this paper is that the conduct of
an effective supervisory conference is analogous to effective
teaching and that the assumptions made about effective
teaching behaviors can also be made about supervisory
behaviors. Optimum pupil growth is the goal of teaching.
While the supervisory process is also concerned with pupil
growth, it focuses primarily on teaching behavior. A third
perspective is the "teacher" of supervisors who is focusing
on supervisory behaviors. This is the focus of this paper.

The relationship of these communicative events is
shown in the diagram below:

| Teacher of Supervision | — | Super-visor | | Super-visor | — | Teacher | — | Teacher | — | Pupil |

| Conference | Conference | Classroom |
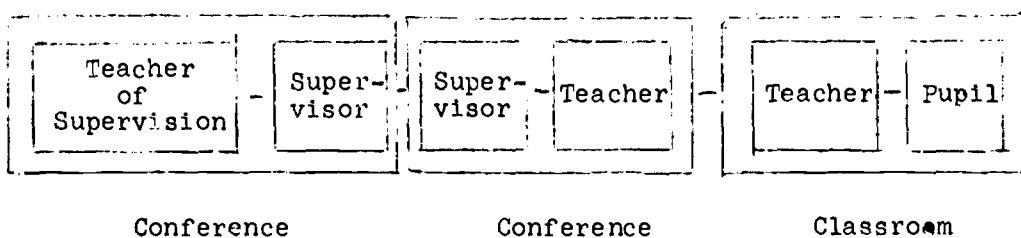
In recent years considerable attention has been
given to developing methodology to study teaching. This
work has developed along several lines. Gage has called
for a theory of teaching. He writes:

> Teachers must know how to manipulate the
> independent variables especially their own
> behaviors, that determine learning. Such know-
> ledge cannot be derived automatically from
> knowledge about the learning process. To explain
> the control the teaching act requires a science
> and technology of teaching in its own right. The
> student of educational psychology who complains
> that he has learned much about the learning process
> and learners, but not about teaching, is asking
> for the fruits of scientific inquiry, including
> theories of teaching.

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A theory of teaching has not emerged but a number
of investigators have developed concepts of the teaching
process. Based on these concepts a variety of systematic
observation instruments have emerged. In general these
instruments can be classified according to their conceptual
frame of reference. Nearly all of the instruments focus
on classroom communication verbal and/or nonverbal.
The verbal instruments fall into three categories: affective,
cognitive, procedural or a composite of these.

The affective systems include how the teacher reacts
to the feelings, ideas, and performance of the student while
the cognitive systems consist of behavior of the teacher
as he attempts to influence or induce thinking and the
student's response to such attempts or his initiation of
same.

In the affective area, the work of Anderson; Lewin,
Lippit, and White; and Flanders are exemplary. The best
known and most widely used system is the ten-category
system of Flanders or some variation. The research of
these investigators suggests a strong relationship between
the way a teacher interacts with his class and the way
members of that class will interact with one another. A
number of studies (Amidon and Hough) have shown a
relationship between the patterns of interaction in the
classroom and the achievement of students.

More specifically, the Flanders system provides
categories for classifying the verbal behavior of the
teacher and resultant verbal behavior of the pupils. The
ten-category system has two major divisions: statements
which have a direct effect (minimizes a student's freedom
to respond) and indirect effect (maximizes the student's
freedom to respond) on pupil behavior.

The direct category is subdivided into lecturing,
giving directions, and criticizing or justifying authority;
and the indirect category is divided into accepting feeling,
praising or encouraging, accepting ideas, and asking
questions.

Operationally an observer or a teacher using a
tape recording of his own teaching categorizes the class-
room verbal interaction every three seconds. The tallies
are paired and recorded in a matrix which reveal patterns
of teacher influence.

With the matrix before him the teacher can assess
his teaching strategy in terms of his own objectives and
determine areas in which he wants to improve. (Amidon &
Hough, 1967)

A study conducted by Blumberg suggests that these
same factors are influential in supervision. In his study,
130 in-service teachers were asked to respond to open-
ended questions concerning positive and negative
occurrences in their relationship with a supervisor. The
items which accounted for 80 percent of their responses
were motivating factors dealing with recognition. They
were:

1.	Needs for teaching achievements to be recognized	41%
2.	Needs to have one's personal and professional potential recognized	17%
3.	Needs for status and public recognition	13%
4.	Needs for sincere appraisal and help	9%

Emphasis placed on unfavorable factors was heavily
skewed--three factors accounted for two-thirds of the
total; namely:

1. Avoidance of hostile inter-
   personal criticism
2. Need for fair play
3. Need to count on supervisor for doing
   what he says he will do

In summary what was required of the supervisor seemed
to be rather direct recognition for a job well done and
honest appraisal and help where it was needed.

The cognitive systems as they have developed are generally more complex both in the number and variety of categories and operational procedure. A variety of view-points or conceptual frameworks are represented by Aschner and Gallagher, Smith, Maccia and others. Operationally, the unit of discourse to be categorized also varies. Smith uses the episode and monologue; Bellack the pedagogical move; Aschner and Gallagher, the thought unit; and Davis and Tinsley the teacher's question.

Aschner and Gallagher is one of the more popular systems. Based on Guilford's theories of the intellect, this system contains five major categories (1-cognitive memory, 2-convergent thinking 3-evaluative thinking 4-divergent thinking 5-routine) and 47 sub-categories. Operationally each statement or question is categorized. The amount of discourse falling into each category can be summarized and examined.

White, Radtke and Berman (Leeper 1969) have suggested that supervisors engage teachers in activities designed to help teachers develop nine thought processes· perceiving imagining, analyzing patterning, re-defining, predicting judging developing. fluency, and elaborating.

The foregoing discussion has attempted a brief interface of the development of systematic observation instruments for analyzing teaching and research on teaching with similar developments and research on supervision.

The remainder of this paper is devoted to a brief rationale for and a presentation of a comprehensive observation system for the supervisory process.

Investigators such as Heidelbach and Canfield et. al. have attempted to look at supervisory conferences as they are presently conducted to identify variables and components of supervisory behavior.

Heidelbach in analyzing the verbal behavior of cooperating teachers in conferences with student teachers developed a tentative model for analysis of supervisory behavior.

From typescripts of nine supervisory conferences of six cooperating teachers he found that the verbal interaction fell into two categories--operational and substantive. The table below illustrates he composition of the supervisory conferences in terms of verbal behavior. The percentage of total verbal behavior is shown for each category.

Operational Categories	PERCENT-Total Verbal Behavior
Focusing behaviors - calls attention to or denotes substantive area to be discussed	16%
Descriptive behaviors - ordering the phenomena of the substantive area	67%
Prescriptive behaviors - prescribing the nature of teaching behavior that did will or might occur	17%

Substantive Categories	PERCENT-Total Verbal Behavior
Student Teacher Teaching Behavior	18%
Cooperating Teacher Teaching Behavior	11%
Generalized Teaching Behavior	7%
Characteristics of Children	31%
Content	14%
Instructional Material	6%
The Conference	.96%
The Lesson	5%
Student Teaching Experience	2%
Special Teachers	.91%
Non-codable	.

Canfield Low and Mullin used learning principles
as a frame of reference to study supervisory behavior.
The study showed that student teachers were able to
analyze and discuss their teaching behavior in terms of
the selected principles to make commitments to implement
these principles and to implement many of the commitments
in subsequent teaching sessions. The significance of this
study was the demonstration of the value of a planned
supervisory conference which began with a real concern
using an agreed upon system of analysis and closing with
plans for future action.

The aforementioned studies suggest a need for
systematic observation instruments that provide objective
feedback on supervisory behavior. Such information on
supervisory behavior can provide a focus for supervisory
training sessions. In this way supervisory training
conferences like supervisor-teacher conferences can begin
with the trainer and trainee sharing a common frame of
reference. At this point it should more nearly approximate
a team approach to analyzing behavior, agreeing on
procedures to modify those aspects of the supervisory
behavior which are incongruent with the goals.

A Supervisory Training Model

The analysis system and supervisory training model
proposed here were piloted with a group of eight super-
visors, curriculum specialists and administrators from
a tri-county area surrounding Washington, Pennsylvania.

In general the supervisory training sessions were based
(prescribed) on the analysis of data collected using the
systematic observation instrument presented later in this
paper. The sequence was as follows·

Round 1 - A student teacher taught in a micro-
teaching format with a supervisor (trainee) observing.

Round 2 - The supervisor (trainee) held a conference with the student teacher. A "teacher of supervision" observed and coded the supervisory behavior.

Round 3 - The supervisor-student teacher conference was analyzed by the teacher of supervision, and the super-visor, using the data collected and viewing a videotape of the supervisory conference. The degree of congruence between the goals of the conference (teacher behavior change) and the supervisory behavior was determined and deficiences noted. To modify the supervisory behavior to effect congruence a brief skill development session was conducted.

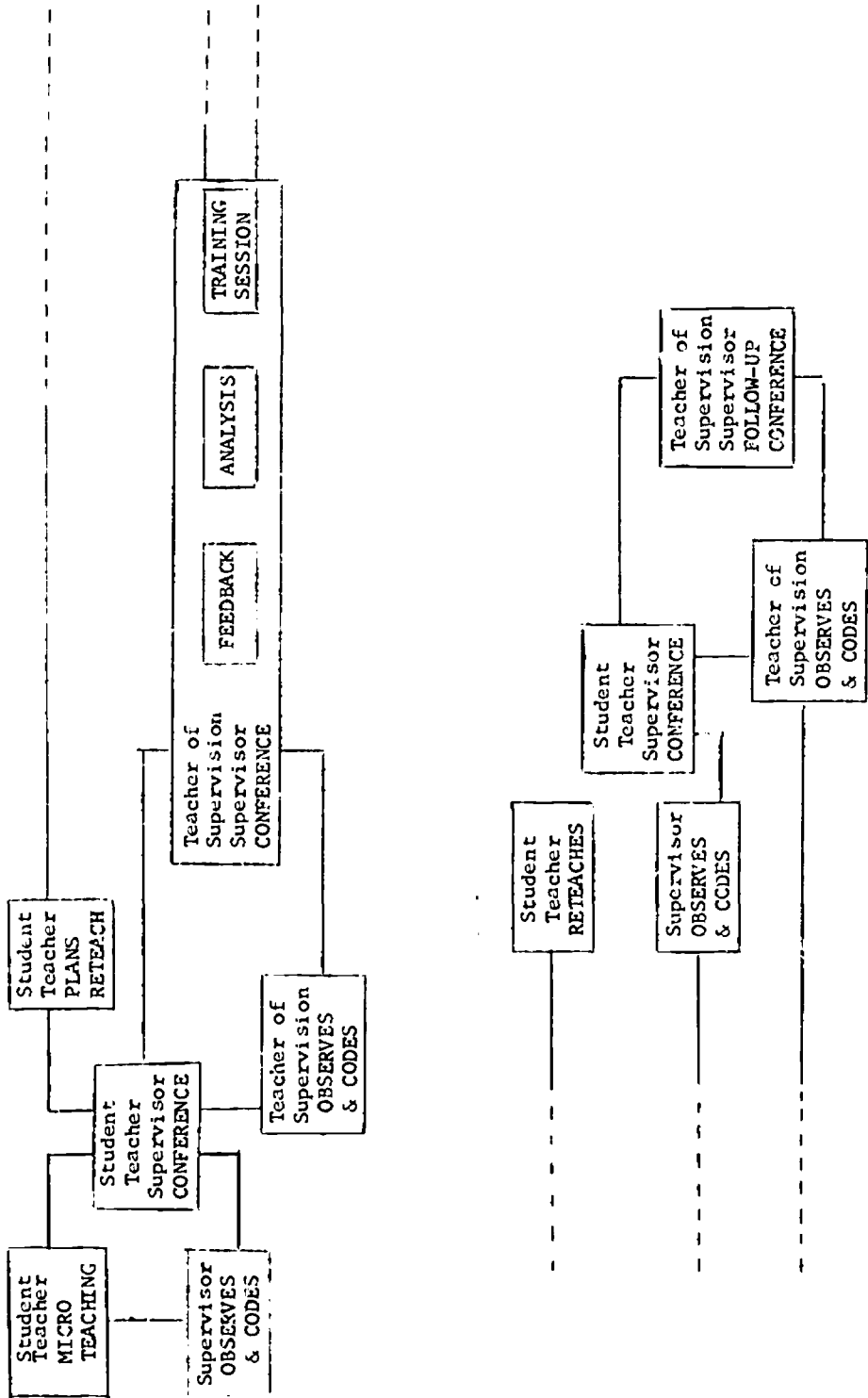Round 4 - The student teacher retaught the micro lesson a second time, with the supervisor observing.

Round 5 - A follow-up conference was held between the student teacher and the supervisor, with the teacher of supervision observing and coding the supervisory behavior.

Round 6 - The supervisor and teacher of supervision held a follow-up conference.

The sequence of events is graphically presented on the following page.

S U P E R V I S O R Y   T R A I N I N G   M O D E L

Student
Teacher
MICRO
TEACHING

Supervisor
OBSERVES
& CODES

Student
Teacher
Supervisor
CONFERENCE

Student
Teacher
PLANS
RETEACH

Teacher of
Supervision
OBSERVES
& CODES

Teacher of
Supervision
Supervisor
CONFERENCE

FEEDBACK

ANALYSIS

TRAINING
SESSION

Student
Teacher
RETEACHES

Supervisor
OBSERVES
& CODES

Student
Teacher
Supervisor
CONFERENCE

Teacher of
Supervision
OBSERVES
& CODES

Teacher of
Supervision
Supervisor
FOLLOW-UP
CONFERENCE

9

Comprehensive Analysis System for the Supervisory Conference

Since many supervisors are presently familiar with the Flanders Interaction Analysis system, it seemed desirable to use the same format when developing a system for analyzing supervisory behavior.

By maintaining the ten categories and then sub-dividing them to incorporate cognitive and procedural aspects of the supervisory conference, we have preserved the reliability and validity developed by Flanders and. at the same time provided for the inclusion of cognitive and procedural data for a more comprehensive analysis as the situation may warrant.

The specific categories in the following system were derived from the work of White, Radtke and Berman, Aschner and Gallagher, Simon and Bayer Blumberg, and from observations of supervisor-teacher interaction.

There are several sub-categories that distinguish the degree of emphasis. For example note in category 2 that emphasis is placed on differentiating between general and specific praise. This follows such findings as mentioned earlier by Blumberg whose study stressed the importance of honest, sincere use of praise by a supervisor.

SYSTEM FOR ANALYZING SUPERVISORY CONFERENCES

Categories for Interaction Analysis

1. * ACCEPTANCE OF TEACHER FEELING:
    a) Reflecting
    b) Accepting
    c) Clarifying
    d) Assuring

2. * PRAISE/REWARD/REINFORCEMENT
    a) General compliment without criteria
    b) General compliment with criteria
    c) Specific compliment without criteria
    d) Specific compliment with criteria

    e) Approval
    f) Specific compliment contingent to the behavior

3. * ACCEPTANCE/USE OF TEACHER IDEAS
    a) Reflecting
    b) Accepting
    c) Clarification

4. * ASKING QUESTIONS
    a) Factual recall
    b) Describing
    c) Perceiving
    d) Justification for behavior
    e) Evaluating the teaching/learning
            Specific
            General
    f) Inferring
    g) Interpreting
    h) Analyzing

5. * INFORMATION/OPINION
    a) Descriptive feedback
    b) Inferential feedback
    c) Evaluative feedback
    d) Suggestions based on theory/research, etc.
    e) Suggestions based on experience
    f) Prompts contingent to the behavior
    g) Suggestions based on other teachers' practices

(Left margin, vertical text)
SUPERVISOR TALK

INDIRECT INFLUENCE

DIRECT INFLUENCE

SUPERVISOR TALK	**DIRECT INFLUENCE**	6.	*	GIVING DIRECTIONS a) a) Procedural in conference b) Cueing performance c) Focusing attention on videotape performance
		7.	*	CRITICISM a) Disapproval without criteria b) Disapproval with criteria c) Disapproval on authority
TEACHER TALK		8.	*	TEACHER RESPONSE (CONVERGENT) a) Yes, no, ok, etc. b) Agreeing with supervisor c) Describe performance d) Factual recall e) Indifference
		9.	*	TEACHER RESPONSE (DIVERGENT) a) Inferential description of behavior b) Proving analytical reason for behavior c) Providing subjective reason for behavior (rationalizing)
		10	*	SILENCE & CONFUSION a) Observing videotape without comment b) Silence in a discussion c) Miscellaneous/Non-codable

* There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate--not to judge a position on a scale.

INTERACTION ANALYSIS MATRIX

	1	2	3	4	5	6	7	8	9	10	
1											
2											
3											
4				15	12	3	1	10	2		
5				18	33	4			3		
6				7	1	3					
7											
8		4	3	5	19			6	7		
9		3	1		12				10		
10				4		3					Matrix Total
Total		7	4	49	77	13	1	16	22		189
%											

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From the research studies referred to earlier, it
was implied that a better approach to conference planning
occurred when the student teacher was involved from the
beginning. Therefore, it should be emphasized that the
analysis system be learned in the early stages of
supervisor training.

Changing Supervisory Behavior

The following matrix was derived from an
hypothetical coding of a supervisory conference. As a
teacher of supervision and a supervisor review the matrix
a number of possible discourses could ensue. Let us
suppose that the teacher of supervision after certain
opening remarks asks the supervisor·

Teacher of Supervision	"Is there a particular element of your conference that you want to discuss today?"
Supervisor	"I notice from row 3 (category of acceptance) I didn't follow the teacher's comments (row 9) with acceptance but continued to talk--there seems to be more 9-5 and 9-4 sequences than anything else."

The above observation by the supervisor provides
the focus for the conference, and the training session
can begin.

The supervisory training session used in the model
piloted in Washington, Pennsylvania consisted of the
supervisor and teacher of supervision participating in a
discussion centered on a topic of interest. In this
discussion, the teacher of supervision presented an
affirmative side to a topic. The supervisor's role was
to accept the teacher of supervision's favorable comment
prior to his presenting a statement to the contrary.

This interaction usually lasted ten minutes--long enough
for the supervisor to successfully utilize the acceptance
technique, category 3.

Example No. 2:

During a supervisory conference, a teacher becomes
very defensive. Aware of this defensiveness the teacher
of supervision can help the supervisor discover, from the
data, he did not give the teacher an opportunity to explain
the circumstances fully. On occasion, the supervisor
interrupted the teacher's talking, evident from the tape
feedback and the small percentage of silence found in
the matrix.

The teacher of supervision can then engage the
supervisor in a training session to lessen the defensive-
ness.

Teacher of Supervision	"Since you have noticed instances in which you presented ideas of your own when it might have been better to build on those of the teacher let us practice the ability to reflect, category 3.

Example of Reflection

Teacher of Supervision	"Respond to the following statement of a teacher." 'I noticed six or seven students weren't paying attention in class.'"
Supervisor	"You feel there were several students who weren't involved in today's lesson."
Teacher of Supervision	"Very good! Let's try another."

Example of Acceptance

Teacher of Supervision	"Respond to the following in an accepting way. 'I should have called on one or two in the group attempting to gain their attention.'"
Supervisor	"That sounds like a good idea-- hoping to pull them into the lesson."

Example of Clarification

Teacher of Supervision	"Respond to the following by clarifying this teacher state- ment. 'The present chapter is a very difficult one and perhaps we should stay on it the remainder of the week.'"
Supervisor	"Are you saying you plan to postpone introducing the new unit until they have this one better in hand?"

Example No. 3

From an objective analysis of the supervisory conference it is observed by both the supervisor and the teacher of supervision that the supervisor does not go beyond the factual recall level of questioning.

During a training session, the supervisor observes examples of levels of questioning (category 4) from a perceptual model on videotape. The supervisor is then provided time to compose several leading questions for each of the eight sub-categories by a written response.

Follow-up of the next supervisory conference would confirm the supervisor's ability to ask higher-level questions.

Example No. 4.

 During a supervisor-teacher of supervision conference,
a supervisor scanning a matrix commented he was surprised
to see he discussed with a student teacher only 50 percent
of the time during the video playback. The supervisor
felt he needed to increase that discussion time.
Thus, he set his own goal for the subsequent conference;
i.e. an attempt at increasing the amount of supervisor
talk during video tape playback.

 Similar supervisory training sessions could focus on
pausing to allow a teacher time to reflect on his behavior,
decreasing the amount of criticism, increasing the amount
of teacher talk, and accepting a teacher's feelings. The
training format provides a systematic approach to training
supervisors.

 Audio or video recording enables the supervisor and
teacher of supervision to code the conference together.

 As supervisors and teachers of supervision commence
their analysis they will concentrate on ten general
categories. As the supervisory and training sessions
continue, the sub-categories are incorporated into the
analysis process.

 The general rules and methods for coding as described
in "The Role of the Teacher in the Classroom (Amidon and
Flanders, 1967) are to be followed.

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