ABSTRACT
        The use of simulation as an instructional alternative
for in-service training of supervising teachers becomes increasingly
more worthy of study. In reference to the student teacher/supervising
teacher relationship, research indicates that the development of
communication skills, cultural value systems, professional attitudes
and self concept are significant elements in its success or failure.
By integrating these factors into a developmental sequence, a three
dimensional model for determining the various behavioral competencies
needed for supervising teachers evolves. This model indicates that it
is essential for the beginning student teacher/supervising teacher
relationship for the supervisor to indicate through attitude and
verbal commitment to the students in the class and the student
teacher that the status of the latter is as a partner in the
classroom instructional process. Having decided that this behavior is
essential to the success of the student teaching experience, one must
construct within the simulation the strategies to achieve it and the
means to assess behavior at the program's exit point. Upon completion
of simulation inservice training, supervising teachers will be able
to perform various essential competencies with proficiency but not in
an isolated environment. (JA)

Simulation: A Performance-Based
Program for Supervising Teachers

by

Richard O. Wolfe*

Simulation is a viable instructional alternative that is

available for use in many phases of teacher education.[1] Significant

work has been done in the area of pre-service teacher education by

[1]Cruickshank, Donald R. Simulation as an Instructional Alternative in
Teacher Preparation. Washington, D.C.: Association of Teacher
Educators, 1971.

*Dr. Wolfe is a professor of secondary education on leave from Blooms-
burg State College, Bloomsburg, Pa. and is serving as a visiting pro-
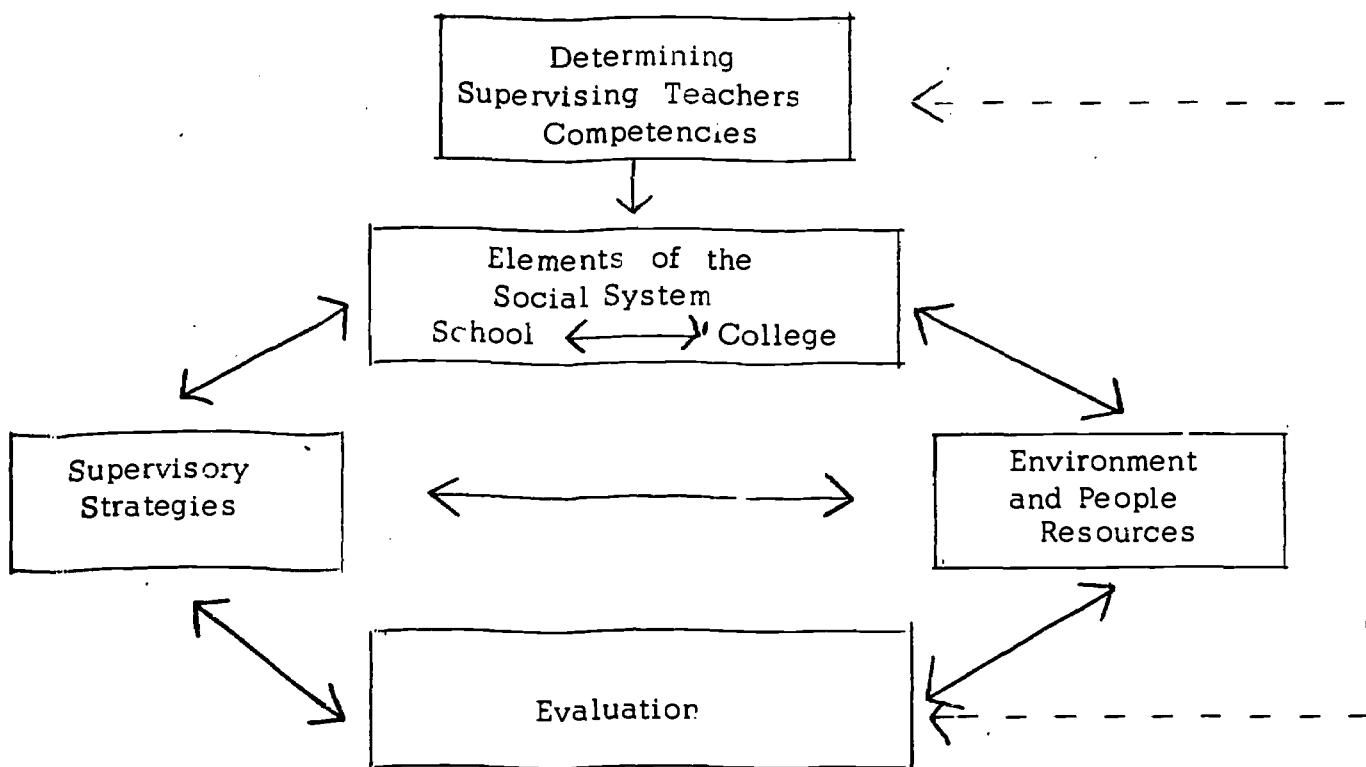fessor to the School of Education, Gonzaga University, Spokane, Wash.

Cruickshank[2] in the development of the <u>Teaching Problems Laboratory</u>

and the <u>Inner-City Simulation Laboratory</u>. With the current trends toward

more involvement by public school faculties in the preparation of teachers,

the need for in-service study and training in reference to teacher educa-

tion becomes more evident. The use of simulation as an instructional

alternative for these in-service programs to train supervising teachers

becomes increasingly more worthy of design and study.

The first task at hand is to determine the behavioral

competencies essential to be a supervising teacher. These may well

differ from college to college but based on the multi-dimensional model

for simulation presented by Wolfe and Macauley[3] this latitude is readily

available in the construction of a simulation strategy. In bridging the

gap between the theoretical and practical, an example of a simulation

now in development will be used. Referring to the steps used in this

development; the paradigm which follows will provide the sequence of

the decision-making and designing process:

[2]See Cruickshank, Donald R. <u>Inner-City Simulation Laboratory</u>.
Chicago: Science Research Associates, 1969. and also Cruickshank,
Donald, et al. <u>Teaching Problems Laboratory</u>. Chicago: Science Research
Associates, 1967.

[3]Wolfe, Richard O. and Howard Macauley. "Simulation: A Multi-
Dimensional Approach to Teacher Education." Manuscript submitted to
<u>Clearinghouse</u> for publication in Spring, 1973.

[4]The <u>WOMAC</u> simulation for pre-service teachers has been developed by
Wolfe and Macauley while <u>WOMAC</u> for supervising teachers is in
developmental stages.

```
            ┌─────────────────────┐
            │     Determining     │
            │ Supervising Teachers │  <─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
            │     Competencies    │                        │
            └─────────────────────┘                        │
                      │                                    │
                      ▼                                    │
         ┌──────────────────────────┐                      │
         │     Elements  of  the    │                      │
         │       Social System      │                      │
         │  School ◄──────► College │                      │
         └──────────────────────────┘                      │
                                                           │
  ┌──────────────┐                    ┌──────────────────┐ │
  │ Supervisory  │   ◄──────────►     │   Environment    │ │
  │ Strategies   │                    │   and People     │ │
  │              │                    │   Resources      │ │
  └──────────────┘                    └──────────────────┘ │
                                                           │
         ┌──────────────────────────┐                      │
         │                          │                      │
         │       Evaluation         │  ◄─ ─ ─ ─ ─ ─ ─ ─ ─ ─┘
         └──────────────────────────┘
```

In the development of the WOMAC simulation at Bloomsburg
State College initially and subsequently at Gonzaga University, it was
found through the rank-order method of assessing the opinions of super-
vising teachers and college supervisors that the four most critical areas
in the cognitive background of supervising teachers were the psycholog-
ical, philosophical, societal, and instructional aspects of education.
In reference to the student-teacher/supervising teacher relationship,
research indicates that the development of communication skills,
cultural value systems, professional attitudes, and self-concept are
significant elements to its success or failure. By integrating these

factors into a developmental sequence, a three-dimensional model

for the process of determining the various behavioral competencies

for supervising teachers evolves.[5]
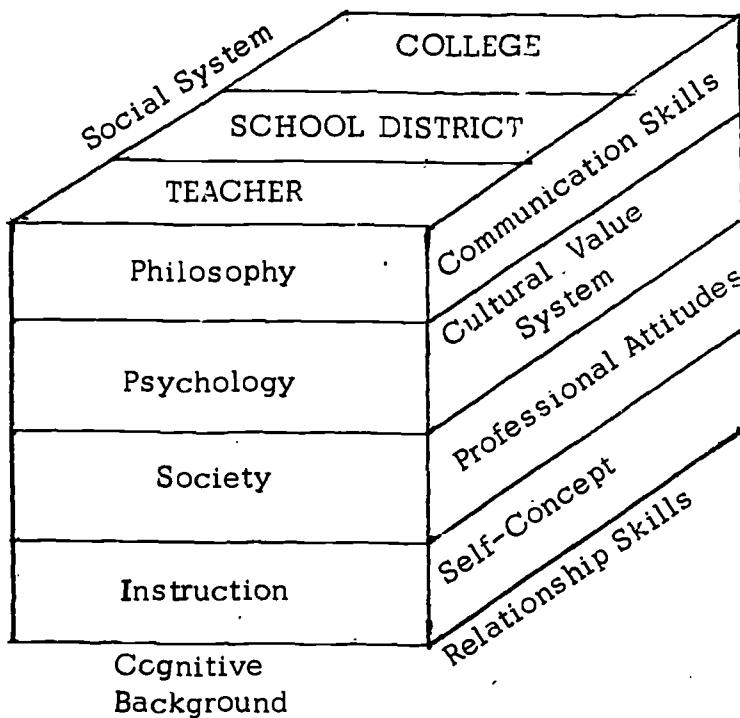
Multi-dimensional paradigm for decision-
making process

        In using the paradigm to determine a specific competency,

one might conclude the following performance is one of the essential

for a beginning relationship between student-teacher and supervising

teacher:

---

[5]To transform the theory into practice, the remaining paragraphs of
this article will be specific examples on the utilization of the models.

> To indicate through attitude and verbal commitment to the students in the class and the student teacher that his/her status is as a partner in the classroom instructional process.

As can be observed, this competency integrates all the dimensions of the model - the cognitive background, relationship skills, and the social system.

Having decided that this competency is essential to the success of the student teaching experience, one must construct within the simulation strategies to achieve this and instruments or processes to assess the behavior at the point of exit from the program.

A series of instructional alternatives are suggested which might be selected to personalize and individualize the simulation. These suggestions would include case studies, rank - order techniques, and critical incidents to be taped and evaluated by group discussions. An example might be:

> Please rank the following statements concerning the first day of student teaching in terms of their imporantce to you.
>
> _____ Assist the student-teacher in securing living accommodations.
> _____ Prepare a separate location for the student-teacher apart from yours, to keep his/her materials.
> _____ Introduce the student teacher as a colleague or partner in the teaching process.
> _____ Tell the students that they will be having a practice teacher for the next several weeks so they should be prepared for it.
>
> Based on the responses to the above, have each participant in a role-playing situation react to the following incident and describe how they would handle the reactions.

> On the first day of student teaching Ms. Deux, super-
> vising teacher, introduces his/her student teacher, Bill Bord,
> to the class as a beginner in teaching who doesn't know a
> great deal about teaching but who will probably be helpful
> during his stay. Then Ms. Deux asks Bill if he has anything
> to say about what he will be doing the next few weeks. Bill
> replies that he doesn't really know and looks as if he doesn't
> know why he is even here.

As an integral part of the simulation each participant will have back-

ground information on both the simulated persons and will play various

roles throughout it.

As a means of evaluating the behavior of the supervising

teacher after these two experiences, the following would apply:

> Example - Write a five (5) minute introduction which
> you would use in welcoming a student-teacher to your class-
> room. Be prepared to justify it and present it in a role-
> playing situation before video-taping equipment.

Upon the completion of a simulation in-service program,

supervising teachers will be able to perform the various essential

competencies with proficiency but not in an isolated environment. The

performance is integrated into a total social system which is a major

justification for the simulation strategy.

As student teaching in most professional teacher education

programs is the final opportunity for teaching appraisal over a sustained

period of time by one individual, it is crucial that the individual be

selected and trained, not only to know the cognitive areas, but also to

encourage interpersonal relationships that don't lead to "I would rather

do it myself."