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ABSTRACT

Intended for use as part of a training program for supervisors and administrators of special education programs, the instructional module provides a discussion and recommended exercises for improving interpersonal interaction through the use of feedback techniques. Topics considered include establishment of a cooperative relationship, techniques of communication, types of questioning, nonverbal interaction, and listening techniques. Exercises include identifying listening and questioning techniques through script analysis, formulating responses to teacher questions or statements, and role playing a feedback session. Also included is a classroom observation guide. (DB)

A GUIDE FOR CONDUCTING AN EFFECTIVE FEEDBACK SESSION

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FOREWORD

This guide was written to provide supervisors and administrators instructional assistance in conducting effective feedback sessions. The writers designed this instructional module to contain various types of useful and informative material. It is organized so that the written text provides essential background information and specific practical techniques. The bibliography is annotated and categorized according to the sections presented in the text, in order to help the reader to make accurate selections when pursuing more intensive and comprehensive information. The exercises were developed to provide practice on each of the units described in the text, and they were chosen to permit synthesis of the separate units into behavior via simulation.

Also, this instructional module was constructed so that it could be used in a number of different ways. It is self-contained: therefore, it can be self-administered. It is equally applicable in small and large group sessions such as class meetings or in-service training gatherings. Its utility is also enhanced because no expensive equipment or elusive supplies are required for individual study or group instruction. Furthermore, even though the text is adequate in and by itself, the information complements the existing literature and is supplemented by the suggested bibliography.

It is recommended that the user read the guide at least once with special concentration on the listed questioning, listening, and non-verbal interaction techniques, before attempting the exercises. It is further suggested that the exercises be undertaken in the order presented — script analysis first, audiotape second, and role-playing last. Finally, the reader is encouraged to pursue additional readings from the bibliography.

Finally, while the instructional module is adequate to help an individual develop proficiency in managing clinical feedback sessions, the information that is elaborated herein and the exercises that are included develop skills generic to facilitating other interpersonal interaction sessions conducted by administrators and supervisors with teachers.

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September, 1976

I. INTRODUCTION

During the time span of a school year, there are countless formal discussions, official dialogues, face-to-face encounters, interviews, one-to-one conferences, and scheduled conversations. In short, every day in all school districts across the United States, there are inter-personal interaction sessions occurring to facilitate various purposes, such as orientation, information sharing, individual needs assessment, planning, and evaluation. With such a continual multitude of personal contacts taking place, it is important that administrators and supervisors who are responsible for accomplishing successful interaction in the limited time available gain knowledge of and practice in effective management of such sessions. Towards this end, this guide is directed to help individuals learn and practice techniques that can be used in all of the above types of human interaction and, in particular, clinical feedback sessions.

II. WHAT IS A FEEDBACK SESSION?

In general, a feedback session is a face-to-face meeting between two persons or a small group of people where data are reported back. Data are essential in clinical feedback sessions, since the central purpose for having a meeting is to share the information with the interested person(s). All discussion is to emanate from and revolve around the data. The term *feedback* is both derived from and descriptive of its main purpose – to return clearly stated, helpful information to a person or group. The underlying assumption is that said data are important, relevant, needed, or wanted for some instructional use. As with all collected information, it serves only as a means to an end.

More specifically, the type of feedback session this guide is addressed to is a part of a formal observation sequence commonly termed *a clinical supervision cycle.*† The formal observation cycle requires agreed-upon cooperation between two individuals (supervisor and teacher) and collection of information on some specific aspect of classroom behavior in order that the recorded data be given back to the teacher for planning and implementing improved instructional practice. Stated operationally, after recording a pre-determined aspect of the classroom operation using an observation instrument, the supervisor shares the recorded and organized data with the teacher. During this one-to-one sharing conference, it is essential that all the analyzed data be presented clearly, specifically, and, when appropriate, in behavioral terms. In short, the information should be in descriptive and illustrative format and *not* in judgmental terms. Hence, it is important to remove as much subjectivity and personal bias as possible. Objectivity is mandatory in observing and recording, if practices and events are to be captured accurately and the person most affected is to formulate constructive *self*-judgments.

†For detailed descriptive information on clinical supervision, refer to Robert Goldhammer's book, *Clinical Supervision.* (See Bibliography for full citation).

Also, only from reliable data collected via a proven observation instrument acceptable to both persons can observer and observee make plans for alteration and improvement in the future. Finally, reduction of subjectivity minimizes the personal ego interference commonly found in most sessions of this type.

III. ESTABLISHING A COOPERATIVE RELATIONSHIP

At the present time, most teachers still perceive supervisors as critical judgment-makers and monitors for school principals and central office administrators. In this view, clinical feedback sessions are thought of as threatening, humiliating, talk sessions in which very little constructive and precise information is stated, or as anxiety-causing critiquing sessions in which the teacher's ideas and methods are ignored or belittled. Rarely does this type of supervisory conference prove helpful, but more often it seems merely to cause tension and teacher avoidance behavior. With emphasis on clinical supervision, the major role of an instructional supervisor must be to develop a helping and cooperative relationship with the teaching staff. Such a relationship should lead to the creation of a mutually beneficial arrangement which will *encourage both teachers and supervisors* toward professional growth and personal fulfillment. Only in a cooperative arrangement can communication be fully opened to allow the free exchange of ideas which bring about changes in attitude and changes in behavior, both in the supervisor and in the teacher. To use a well worn phrase, the supervisor must "establish rapport" with the other person involved in the feedback session. Without such rapport, communication remains static and stilted and little useful information is exchanged. Therefore, the first and most important step to be taken in any feedback session is to establish the appropriate climate and attitude for a cooperative relationship to develop.

The attitude of the supervisor – the way he/she approaches the conference – is the most important element in establishing an appropriate psychological climate and atmosphere where teachers can express their problems openly. The recognition of the need for the other person to develop self-awareness before any meaningful changes can be made must be the critical factor in the supervisor's attitude. Feedback sessions are purposefully designed to provide the teacher with helpful information which will guide him to realize his own strengths and weaknesses. In these sessions, supervisors are *not to evaluate* the individual, but are to guide the person to alter his operation at his own discretion. Therefore, the supervisor's attitude both before and during the feedback session should contain the following:

1. *Acceptance of other persons and their stage of development, and non-judgmental expression of the supervisor's opinions.* Most problems in working with people result from differences in thinking. First, supervisors must understand the other person's way of thinking and then make that person acquainted with the supervisor's point of view. However, supervisors must take care to express their opinions as just that and not as the "right" answer.

2. *Allowing other persons to find their own answers.* A person must bring his problem out before he can begin to solve it. Although it is very compelling to tell someone how to solve his problem, this actually accomplishes nothing. In a very real sense, the supervisor can't change anyone's behavior. Each person must change himself, if lasting change in behavior is to be made.

The above two premises, if practiced, will go a long way toward establishing the rapport needed for a cooperative relationship and a good feedback session. Of course, this type of attitude cannot be developed overnight, nor transferred into common practice by an instructional leader. A background in counseling or extensive reading in therapy will help a supervisor to develop the accepting attitude which is so crucial to this type of confidential relationship. An excellent reference to this particular area is the book, *The Helping Relationship*, by Lawrence Brammer (see "Suggested Bibliography"). Some of the guidelines suggested by Brammer for giving feedback are quite simple and seem very obvious, yet failure to follow these suggestions can result in the old style one-way-advising conference rather than a good feedback session in which information flows freely between the participants. His suggestions include the following:

1. *Ask* the other person for reactions to your feedback. Find out if your responses enhanced or diminished the relationship.

2. *Give* feedback in small amounts – only what can be handled at one time.

3. *Give* feedback about things the person has the capacity to change.

4. *Give* feedback in the form of opinions about *behavior* rather than judgments about the person himself.

5. *Give* feedback promptly. (Brammer, 1973, pp. 98 99)

These guidelines should help in developing the type of cooperative relationship which allows for a successful feedback session to occur. These suggested aids should assist in breaking down the other person's fears and feelings of anxiety and encourage open communication of ideas and attitudes.

IV. TECHNIQUES OF COMMUNICATION

Communication is a vital part of any relationship. Information and feelings are all conveyed in what we express, the way we express it, and how we receive and react to what the other person is transmitting. Unless we effectively communicate, a relationship remains only superficial and this is not the type of helping relationship that must be developed in a feedback session. There are specific techniques of listening, questioning, and nonverbal interaction which enhance

the communication process. This section will attempt to identify techniques that facilitate questioning, listening, and nonverbal interaction.

A. Questioning

Persons involved in a feedback session must focus on the collected and organized data. The helping supervisor, responsible for recording and organizing the data, arrives at a set of hypotheses concerning the observed situation prior to the feedback session. During the feedback session, the supervisor should focus on the organized data and aid the teacher in interpreting the data so as to ascertain their joint definitions of the situation. This exchange, centered on the organized data, helps to test the supervisor's hypotheses and gives rise to fresh hypotheses leading toward instructional lesson planning, ultimately resulting in better performance in the classroom.

Since the primary objective of a feedback session is to elicit as complete a report as possible of what was involved in a particular observed situation, in order for the participants to achieve an understanding of the situation and reach a decision on follow-up action that should be taken, the helping supervisor can aid the teacher in focusing the feedback to achieve that objective through questioning techniques.

The purposes of questioning in a feedback session are:

1. To stimulate the teacher to talk,
2. To secure fundamental information,
3. To broaden the discussion,
4. To include additional facts,
5. To check conclusions or challenge old ideas,
6. To clarify thinking,
7. To get reasoning and proof,
8. To develop new ideas,
9. To offer alternatives,
10. To facilitate decision-making or choosing between alternatives,
11. To gain agreement, and
12. To obtain commitments to assume responsibilities for accomplishing a task.

The power of the question lies in the fact that it calls for an answer. By asking appropriate questions, one can get at the root of the issue and elicit information needed to provide assistance. In formulating questions, two important aids are: (1) make them short, and (2) make them easily understood – no fancy words.

Illustrated on the following page is a model of a questioning cycle for the feedback session that suggests sequential steps to be followed for an effective interaction to occur. In any feedback session, the helping supervisor is responsible for two major objectives: (1) to conduct an orderly and cohesive session

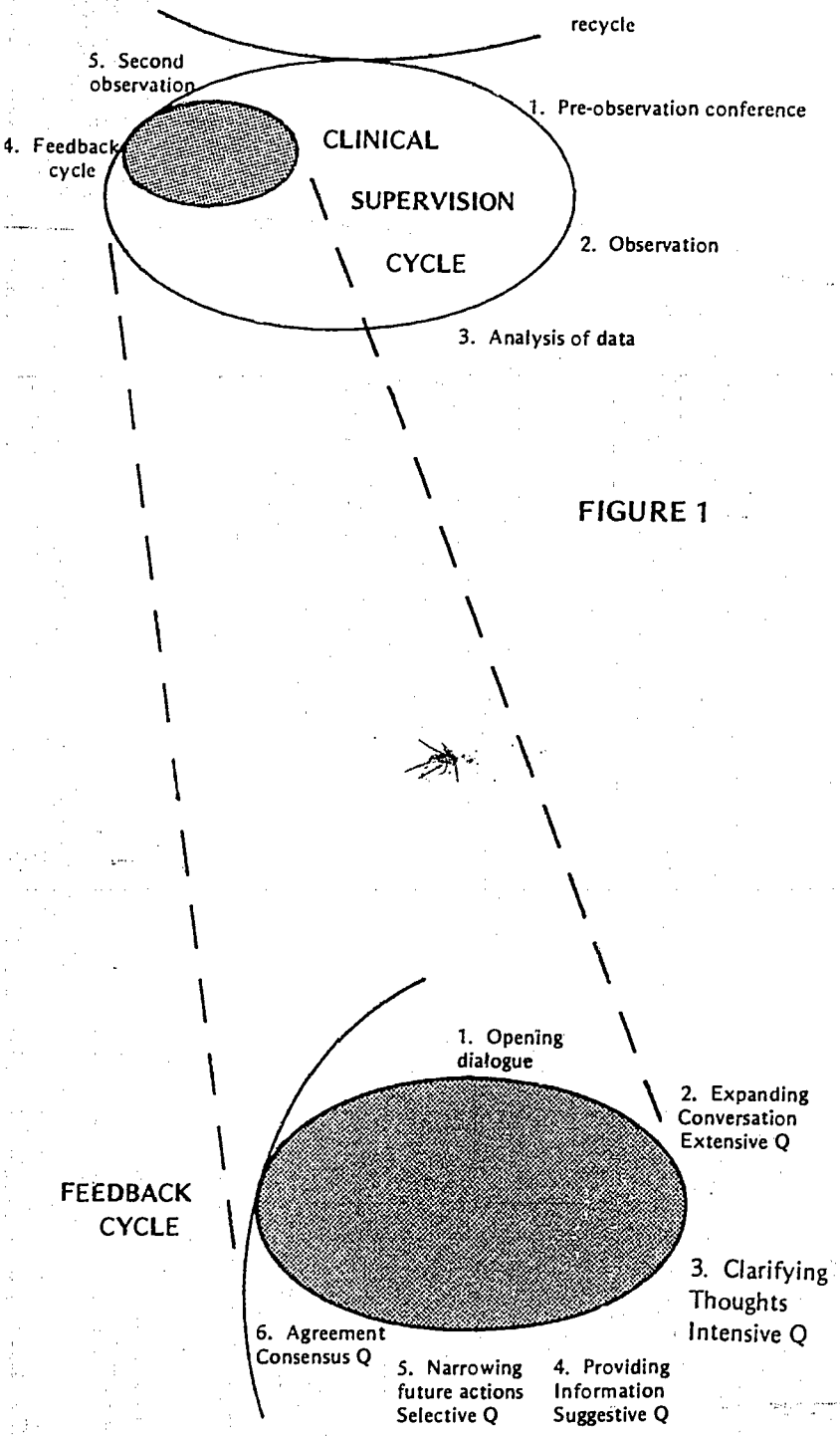

recycle
5. Second observation
1. Pre-observation conference
4. Feedback cycle
CLINICAL
SUPERVISION
CYCLE
2. Observation
3. Analysis of data
1. Opening dialogue
2. Expanding Conversation Extensive Q
FEEDBACK CYCLE
3. Clarifying Thoughts Intensive Q
6. Agreement Consensus Q
5. Narrowing future actions Selective Q
4. Providing Information Suggestive Q

FIGURE 1

from start to end, and (2) to assure that the teacher reviews all substantial and pertinent information and comes to realize its meaning. This dual agenda can be facilitated by two types of questions: procedural and content.

If an effective feedback session is to take place, the responsible supervisor will have to manage six procedural steps, from opening dialogue to agreement on further actions through consensus. The six steps are pictured in Figure 1.

This questioning cycle can best be facilitated by using procedural-type questions. As seen by Figure 1, each step includes the type of procedural question that helps the supervisor undertake the particular task and move to the next step. Descriptions of each type of procedural question in the questioning cycle and examples are listed below.

Procedural-Type Questions

Type:	Purpose:	Example:
Extending Question	1. To broaden the discussion	1. "What is the relationship between quality and quantity?"
	2. To include additional facts	2. "What other factors are important?"
Intensive Question	1. To challenge old ideas 2. To clarify thinking	1. "Why do you think so?" 2. "In what way is this important?"
Suggesting Questions	1. To develop new ideas	1. "What ideas have you thought about that we haven't considered before?"
	2. To offer another possible way	2. "Suppose we did it this way – what would happen?" 3. "Another district does this – is this feasible here?"
Selecting Question	1. To make a choice between two or more alternative courses of action	1. "Which of these solutions is best for you, A or B?"
Consensus Question	1. To reach agreement 2. To define responsibilities and tasks to be accomplished	1. "Can we agree?" 2. "Can we plan what to do next?"

Concurrent with progressing through the session from one sequential step to another, the supervisor is also responsible for presenting the collected and organized data to the teacher. More importantly, the information should be presented in a fashion that is conducive to the teacher's making self-conclusions and interpretations. Hence, content-type questions encourage the teacher to gain understanding of the data and gain realization of their meaning. Content questions can be used at any stage of the questioning cycle. Following is a listing of content-type questions, with examples of each.

Content-Type Questions†

Type:	Purpose:	Example:
A. Open-ended but focused: general in nature	1. To broaden the person's viewpoint 2. To introduce a new phase	1. "What else might be important?" 2. "Where could we go from here?"
B. Direct: Addressed to specific area	1. To request for specific information 2. To isolate a special area	1. "Precisely what would be your suggestions?" 2. "Please be more detailed." 3. "Have you had any experience with it?"
C. Relay: Referred back to previous dialogue or situation	1. To help avoid giving one's own opinion 2. To help establish continuity of thought	1. "How does this relate to what you said earlier?" 2. "Isn't this connected with . . . . . ? How?"
D. Reverse: Referred back to person	1. To encourage the questioner to think for himself 2. To clarify understanding	1. "First, what do you mean by . . . . . ?" 2. "Tell me what this says to you."
E. Basic: The "W" questions: Who, What, When, Where, Why	1. To get fundamental information	1. "What materials were you using?"

†Reminder: Every type question will not always be used in a conference. So do not feel compelled to use each type question in every conference.

Although *open-ended* or unstructured questions are especially helpful at the opening stages of the questioning cycle of a feedback session, they are profitably used throughout. Unstructured questions are intentionally worded so that they invite participants to refer to virtually any aspect of the data or to report any of a range of responses. Thus, the unstructured question is both stimulus-free and response-free and can be used intermittently to extend the range of comments beyond those anticipated.

In general, *direct* questions should be explicit enough to guide the respondent in relating his responses to specific aspects of the situation and yet general enough to avoid having the helping supervisor structure the response. This two-fold requirement is best met by direct questions which contain explicit reference to the situation under review.

The helping supervisor can facilitate retrospection by using *relay* questions. The helping supervisor will want to facilitate retrospection in order to elicit a detailed report of the response. In this instance, verbal cues to retrospection will aim to focus the teacher's attention to the situation rather than on a description of it. In such instances, retrospection can usually be better facilitated by assuming that the respondent remembers the particular situation and asking for a reaction to it. If the individual is not encouraged to retrospect as well as introspect, he will be more likely to respond to the feedback situation itself, rather than recall his response to the situation under review. He might try to decide what the helping supervisor wants to hear or might find particularly impressive.

When the teacher asks a question, it might help to turn the question back to the participant before attempting to give an answer. It is often difficult to see what lies behind a question. By using a *reverse* question, the helping supervisor will probably get more information about what is meant. It is possible that the teacher will be able to discover at least a partial answer for himself if he is given an opportunity to talk about his own question. Frequently, the teacher will move to another topic without demanding an answer. If necessary, the helping supervisor can follow his reverse question with a more direct reply based on the additional knowledge he has gained.

More control might be required in order to attain specificity, retrospection, and depth. Control of the feedback session is often maintained through the use of the *basic* "W" questions (who, what, when, where, why). Basic questions presuppose a certain amount of structuring. Even though the basic questions might not be "leading" in character, they force respondents to focus their attention on items and issues to which they might have responded on their own initiative.

Controlled non-directive probing is supportive and determines the interaction by focusing on the objectives and eliminating irrelevant material. Non-judgmental questions help to develop intrinsic motivation within a reader.

Only one question at a time should be asked. No one can possibly answer a barrage of questions. Generally speaking, leading questions should be avoided, as should those answered by "Yes" or "No." An unguided account will often do more to give the helping supervisor an adequate understanding than will answers to a whole string of questions.

Equal emphasis should be placed on feelings and facts. What is critical is how the participant comprehends, feels, and interprets the facts. The teacher must achieve an understanding of the situation/problem and reach a decision himself on the action to be taken. For such reasons, the helping supervisor does well to avoid expressing his own opinion, even indirectly, through such questions as, "Don't you think it would be better to . . . . ?" not only because the advice might be wrong, but also because the telling itself might create dependence and interfere with the process of self-development.

The major purpose for using the questioning technique is to help guide the teacher through a problem so that he can reach his own conclusions. He can thereby be convinced of the wisdom of his own choice and will not exhibit the reluctance of those who have conclusions forced upon them. Questions that interrupt, imply criticism, or seek to impose views are far less helpful than those that stimulate free discussion, insight, and motivation to work toward a decision. Finally, in a facilitative situation the emphasis is not so much on getting the "right" answers to questions asked as on helping a person reach understanding and conclusions about himself.

B. Listening

In a feedback session, questioning must be accompanied by listening. Most persons would state that they already know how to listen, but this is not necessarily true. Listening is not merely the passive act of hearing. It is an active process of responding to total messages – of listening with one's ears to words, with one's eyes to body language, and with one's mind to the statement being expressed. Active listening involves trying to understand what the other person is sending. According to Barbara (1971, pp. 165 - 167), the art of listening requires discipline, concentration, freedom from distraction, patience, and open-mindedness, among other qualities. Most importantly, though, it requires active participation, being alert, asking questions, and following the main ideas. Very few people do this type of active listening routinely, and most persons could improve considerably in developing good listening behavior.

Active listening is an invaluable aid in feedback sessions because it assists an individual to understand what another person is thinking and feeling. One of the most difficult aspects of communication is comprehending what the other person means. We have all had experiences in using words which were not accurately communicating what we were thinking and feeling. There are also many terms in education, such as discipline, structure, open classroom, and flexibility, which have different meanings for different people and must be defined and explained or the purpose of communication is defeated. The techniques of active listening are strong tools for helping a person find the right words to express his thoughts and feelings. One purpose of these techniques, then, is to help a person be a better communicator – to help him be understood. In effect, active listening provides a person with the chance to influence others – perhaps even to change their attitudes and behavior.

Another purpose of active listening is to help a person understand himself better. In the process of explaining his thoughts and feelings, aided by the techniques of active listening, the person often comes to a better understanding of the problem or issue. He may, for example, see where he had failed to consider some important variable. Thus, by engaging in active listening, an opportunity is provided to change one's *own* attitudes and behavior.

Still another purpose of active listening is to aid a person to gather more information about his way of behaving in his official role and personal self. With the collection of these data on himself, each person has the opportunity to make corrective changes if he so desires. The assumption is that most people want to be the best they can in order to gain self-satisfaction and peer approval.

During the feedback session, the supervisor who engages in active listening must be fully alert and listen for a variety of reactions. He must be aware of inconsistencies, of sarcasm, of double meanings, and of accuracy of the information he is being given. At the same time he must hold on to the main ideas and convey sincere interest and concern, which are so crucial to the cooperative relationship. The following active listening techniques are suggested ways of obtaining most of the information needed for a successful feedback session. When these techniques are used, an atmosphere and structure are provided whereby a person can take responsibility for altering his own attitudes and behavior as well as influencing those of others.

C. Nonverbal Interaction

Closely intertwined with all of our verbal messages are the non-verbal expressions which are a basic part of all communication. These noverbal expressions include such typical aspects as body motion, physical characteristics, touching behavior, tone or voice quality, and environmental artefacts. All of these nonverbal cues and many others are used to support verbal statements in many different ways. A nonverbal cue might merely repeat the verbal message as, for example, when one points in a northerly direction and says, "Go north." A sour facial expression and a sarcastic tone can contradict the words, "I had a great time." Some nonverbal interactions may complement or elaborate on the verbal message, whereas certain body movements serve to accent what is being said. Head nodding and eye movements are frequently used to regulate the flow of conversation by signaling the other person to continue. A feedback session participant, particularly the supervisor, should be alert to all these different nonverbal cues and their effect on the spoken messages. This is not an easy task, however, as everyone radiates many nonverbal messages during a conversation and these interactions are generally complex and interrelated with each other and with the verbal messages that are also being sent.

There are so many nonverbal cues and so many different meanings that can be correlated with these movements that it is impossible to describe them all in this manual. The presence or absence of a desk, for example, or the placement of chairs in a room might make people feel at ease or give them a sense of

Listening Techniques

Type:	Purpose:	Examples:
A. Attending	1. Conveys interest 2. Encourages further verbalizations	1. "I see." 2. "Uh, huh." 3. "Yes, go on." 4. Nodding head affirmatively
B. Clarifying	1. Brings vague material into sharper focus 2. Examines statement(s) and pinpoints issue 3. Brings out related issues	1. "I'm not clear about how you feel." 2. "Could you state the issue again?" 3. "Are there other problems?" 4. "Is there something else?"
C. Re-stating	1. Re-states important points in order to get agreement 2. Indicates that you are listening and understand the problem	1. "This is your decision and the reasons are .....?" 2. "If I understand your idea, it is ....."
D. Reflecting	1. Focuses on the person's feeling – tone rather than content 2. Reflects person's own feelings and brings them into clearer awareness	1. "You feel strongly about ....." 2. "It was a shocking thing to hear ....." 3. "I sense that you're not satisfied."
E. Summarizing	1. Pulls together essential facts and ideas 2. Serves as a check point for further discussion	1. "These are the key ideas you have." 2. "Can we say, then, that we have accomplished the following .....?"

distance and aloofness. A few of the more common nonverbal behaviors and their possible meanings are listed below. However, for anyone who would like to study this area of human communication more extensively, the authors suggest Mark L. Knapp's book, *Nonverbal Communication in Human Interaction*, from which most of this material is adapted.

Nonverbal Behaviors

Type:	Example:	Meaning(s):
A. Facial Expressions and eye contact	1. Smile and direct eye contact	1. Affiliation, involvement, liking
	2. Direct eye contact	2. Seeking feedback at end of remarks; signaling that channel is open
	3. Looking away – avoiding eye contact	3. Boredom; avoiding interaction; dislike of speaker or message
	4. Subdued expression, lowered eyes	4. Thinking about message; sadness
	5. Tightened lips and raised brows or forehead	5. Anger; disgust
B. Postural Cues	1. Turning to face speaker	1. Desire to relate, interact
	2. Turning away	2. Avoidance – "Don't intrude" "Leave me alone"
	3. Leaning forward	3. Positive attitude, accepting
	4. Leaning away	4. Negative attitude
C. Vocal Cues	1. Low-pitched voice	1. Conveys security, positive manner
	2. Loud, fast-paced, blaring voice	2. Anger or impatience
	3. Soft, slow, low-pitched voice	3. Affection; sadness
	4. Monotone, low-pitched, moderately slow	4. Boredom

V. HELPFUL REMINDERS

In most school activities, time is always short and activities are plentiful; therefore, a clinical feedback session should be held as soon as possible, preferably the next day, and no later than three or four days after the observation. Coming together early will help the recorder to remember any unrecorded information and the observee to recapture some intangibles. The session should last as long as necessary in order to cover all the collected data, usually no less than forty-five minutes but not longer than two hours. Any session lasting less than forty-five minutes will not allow examination of the organized data, coming to consensus, and planning activities for improvement. After two hours' duration,

attention will wander and there will be a tendency to dwell on items which might cause irritation and anxiety, blocking communication and receptiveness for other feedback sessions.

The obvious is frequently overlooked or forgotten, so a word of reminder might be appropriate. Feedback sessions are important information-sharing dialogues revolving around the reconstruction of an observed episode. Consequently, deliberateness and thoroughness are required behaviors for the individuals involved. Such performance is necessary if the overall purpose is to be achieved. Most professionals, when presented with factual information concerning performance and given corrective guidance, will exercise developmental activities in order to improve. The self-imposed drive to follow through is still a reality – wanting to be considered successful, to gain peer recognition, and to receive praise from superiors.

Conditions should be arranged which are conducive to the open exchange of information. The session should be held in a place where privacy is assured. (Even telephone calls can be intrusions that can break up a crucial line of thought.) A time period should be selected that permits both parties to eliminate all interruptions as nearly as possible. Necessary materials should be available, such as records, notes, and completed forms. Environmental situations which might prohibit either party from being at ease should be considered and eliminated or remedied prior to coming together.

The more that is known about the teacher and the situation, the better able the helping supervisor will be to listen for the things that are important. It is important to secure as much information as possible prior to the feedback session. Once the information has been secured, questions that might arise should be anticipated. Possible actions and alternatives should be determined, keeping in mind that in many instances it is best for the teacher to provide these, and that the supervisor's suggestions are not to be imposed on the teacher without free consent. Additional information pertinent to the situation should be secured, such as statements of policy, special procedures, and research.

At the beginning of the session, the helping supervisor and the teacher should establish objectives. The purpose of the session and what is to be accomplished should be understood by both.

After the objectives have been briefly stated but clearly defined, the supervisor should proceed through the feedback cycle suggested earlier.

From this point, the helping supervisor would do well to heed these admonitions:

1. Use the questioning cycle.
2. Use techniques of active listening.
3. Avoid argument.
4. Do not interrupt or change the subject abruptly.
5. Allow pauses in the conversation. Lengthy pauses should not be permitted, of course, for they tend to make the participant tense and uncomfortable; but reasonable pauses create an atmosphere of

composure and unhurriedness which is conducive to conversation.

6. Phrase responses clearly.
7. Keep conversation at an appropriate level for the participant.
8. Try to understand and accept the feelings and responses of the participant.
9. Remain impartial, do not take a position, and avoid judgments (unless opinion is requested).
10. Avoid implying answers to your questions.
11. Encourage but do not urge: "Is there anything else?"
12. Let the participant formulate conclusions or plans of action.
13. Summarize agreed-upon items.
14. Make subsequent sessions for planning easily available.
15. Follow through – provide support for facilitation of agreed-upon plans of action.

VI. SUGGESTED BIBLIOGRAPHY

A. General Supervisory Function

Abrell, Ronald L., "The Humanistic Supervisor Enhances Growth and Improves Instruction," *Educational Leadership*, Vol. 32, December 1974, 212 - 216.

The role of a humanistic supervisor is defined and described. Ten specific characteristics which, according to the author, classify someone as a humanistic supervisor are listed. The article also describes five processes which are important in carrying out the supervisory function.

Briggs, T. H. and Justman, J., *Improving Instruction Through Supervision*, Macmillan Co., New York, 1952.

Although an early book on the supervisory process, it does contain some good ideas. Chapters 12 and 13 are orientated toward classroom observation and give ideas on how this function should proceed. Some specific ideas on the supervisory conference are given on pages 346 - 391, including some exercises which allow the reader to see how he would approach certain conference problems.

Cogan, Morris L., *Clinical Supervision*, Houghton Mifflin Co., Boston, 1973.

Deitre, John R., "Conference Behavior," *NASSP Bulletin*, Vol. 58, March 1974, 95 - 102.

A brief but excellent article which explores the different types of conferences and discusses five skills which conference leaders need in order to communicate effectively. Specific ideas as to how these skills can be applied are listed under each category.

Dooher, M. Joseph, *Effective Communication on the Job*, American Management Association, New York, 1956. Part 5, "How Am I Doing? – The Rating Interview," 161 - 204.

A description of the dynamics and communication techniques of the rating interview is given. Chapter XVII provides sample scripts which include analyses of the techniques employed. Chapter XVIII deals with counseling the employee after merit ratings or evaluations. Chapter XIX describes ways to get better results from post-appraisal interviews.

Garrett, Annette, *Counseling Methods for Personnel Workers*, Family Welfare Association of America, New York, 1945, Chapter VII, "Interviewing."

This briefly describes the purpose and procedures of interviews. It explains the dimensions of interviewing: receptiveness, observation, listening, questioning, and guiding the interview.

Goldhammer, Robert, *Clinical Supervision*, Holt, Rinehart, & Winston, New York, 1969.

A definitive book which describes and explains a model of clinical supervision. The model is developed in five stages and at least one chapter is devoted to a complete explanation of each stage in the supervision process. Of particular interest is Chapter VI, which provides scripts of three different classroom observations, the ensuing supervisory conference, and a critique of that conference.

Gordon, Bruce G., "One-to-One Conference: Teacher and Supervisor," *Educational Leadership*, Vol. 30, February 1973, 459 - 467.

This article contains a general discussion of the role of the supervisor in a face-to-face conference. There is some brief discussion of the need of supervisors for some background in counseling in order to help them establish a helping relationship from which they can enhance teacher growth.

Harris, Ben M., *Supervisory Behavior in Education*, Second Edition, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1975.

Kolb, David A. and Boyatzis, Richard E., "On the Dynamics of the Helping Relationship," *The Journal of Applied Behavioral Science*, Vol. 6, No. 3, September 1970, 267 - 289.

This study treats the conceptual framework of the helping relationship. It is focused on the helper, his motivation, self-image, and style of communicating with the receiver of help. Participants were asked to determine how a helper's feedback measured on a scoring sheet listing the dimensions of feedback.

B. Climate and Attitude

Brammer, Lawrence M., *The Helping Relationship*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1973.

This is a very readable, short text. The entire book explores how people can help other people to change and grow. It describes personality characteristics of the helper and different helping skills which lead to understanding and to positive action. Chapter 4 describes stages, procedures, and dimensions of a helping relationship and how to establish a helping process. Chapter 6 is devoted to explaining and illustrating the techniques needed for understanding.

Bingham, Walter Van Dyke and Moore, Bruce Victor, *How to Interview*, Harper and Brothers Publishers, New York, 1934, Chapter 2, "Learning How to Interview."

This chapter brings together some generalizations useful in guiding the interview. It lists 75 points to consider in conducting the interview.

Combs, Arthur W., Avila, Donald L., and Purkey, William W., *Helping Relationships*, Allyn and Bacon, Inc., Boston, 1971.

Chapter 5 stresses the nature of personal behavior and meanings and the dynamics involved in changing them. Chapter 10 deals with sensitivity, making inferences, learning to listen, and other methods for developing understanding. Chapter 11 describes

factors necessary in creating an atmosphere for change. Chapters 12 and 13 stress the types of communication necessary to facilitate change.

Deltre, John R., "Conference Behavior," *NASSP Bulletin*, Vol. 58, March 1974, 95 - 102.

Another brief section of this article mentions the primary step of setting the climate and lists the skills which are necessary for this step.

Goldhammer, Robert, *Clinical Supervision*, Holt, Rinehart, & Winston, New York, 1969.

Most of this book is devoted to explaining how to develop an atmosphere that is conducive to trust and the open exchange of information. Sections of each chapter discuss ways to handle the supervisee so that a helping relationship is established and face-to-face communication can proceed smoothly. Chapter 3, which analyses the pre-observation conference, gives specific methodological techniques which can affect the teacher's expectations.

Rogers, Carl R., *Carl Rogers on Encounter Groups*, Harper & Row Publishers, New York, 1970, Chapter 3, "Can I Be a Facilitative Person in a Group?"

This chapter discusses basic attitudes and behavior which prompts facilitation of an encounter group. Topics include: Climate setting function, Acceptance of group, Acceptance of the individual, Empathic understanding, Confrontation and feedback, and others. It is good general reading, but is more specifically directed toward group therapy.

C. Questioning Techniques

Brammer, Lawrence M., *The Helping Relationship*, Prentice Hall, Englewood Cliffs, New Jersey, 1973.

A single page of this text specifically talks about questioning as a subskill of leading. However, many of the skills described in Chapter 6 are dependent on and use various questioning and probing techniques, so that the entire chapter would be useful reading.

Davis, Keith and Scott, William C., *Readings in Human Relations*, McGraw-Hill Book Company, Inc., 1959. Schoenfeld, Erwin, "The Non-Directive Exit Interview," pp. 328 - 330. Cannell, Charles F. and Kahn, Robert L., "Interviewing: An Essential Executive Function," pp. 336 - 345.

This source discusses alternatives for facilitating response in an interview. It describes probing devices for successful interviewing.

Deltre, John R., "Conference Behavior," *NASSP Bulletin*, Vol. 58, March 1974, 95 - 102.

A brief section of this article is devoted to questioning skills. It states that the conference leader should know when to ask questions and how to structure them properly. Examples are given of the types of questions that might be asked in a supervisory conference.

Merton, Robert K., Fiske, Marjorie, and Kendall, Patricia, *The Focused Interview*, The Free Press, Glencoe, Illinois, 1956.

This is a manual about problems and procedures in interviewing. Major chapters deal with these dimensions of questioning: retrospection, range, specificity, and depth. Pages 12 - 16 give specific procedures for non-directive and the reliance on degrees of unstructured questions.

Potter, D. and Andersen, M. P., *Discussion, a Guide to Effective Practice*, Second Edition, Wadsworth Publishing Co., Belmont, California, 1970.

Chapter 3 of this book, "Private Discussion: Form and Technique," contains a brief section on questioning. There is a discussion of the usual types of questions and two pages of examples of questions designed to perform specific functions, e.g., draw out a silent member or keep the discussion going.

D. Listening Techniques

Applebaum, Ronald L., Bodaken, Edward M., Sereno, K. K., and Anatol, K. W. E., *The Process of Group Communication*, Science Research Associates, Chicago, Illinois, 1974.

This book discusses the complete process of group communication. Chapter 3 deals specifically with verbal messages, how they are sent, what meanings they hold, and how we can become more aware of subtle meanings.

Barbara, Dominick A., *How to Make People Listen to You*, Charles C. Thomas, Springfield, Illinois, 1971.

This is a short, readable, general text on listening ability and how to develop this skill effectively. The first chapter contains a short, ten-question listening quiz so that the reader can test his own ability in this area. The final chapter describes the development of habits of good listening.

Brammer, Lawrence M., *The Helping Relationship*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1973.

Chapter 6 of this excellent book is devoted to exploring and explaining the types of skills which promote understanding in a helping relationship. Listening is the first cluster skill described and such subskills as attending, paraphrasing, clarifying, and perception checking are defined. Two or three specific guidelines are given to show how each of these subskills is developed and should be used.

Cantor, Nathaniel, *Employee Counseling*, McGraw Hill Book Company, Inc., New York, 1945, Chapter VII, "Knowledge and Skill in Counseling."

Lists "do's" and "don't's" of interviewing. Gives several scripts with analyses dealing with reflecting feeling, accepting statements, etc.

Deltre, John R., "Conference Behavior," *NASSP Bulletin*, Vol. 58, March 1974, 95 - 102.

A brief section of this excellent article specifically lists items which the conference leader should listen for.

Sund, Robert, "Growing through Sensitive Listening and Questioning," *Childhood Education*, Vol. 51, November 1974, 68 - 71.

This article describes techniques for listening and the effects of wait-time in questioning behavior. It gives a sample facilitative discussion and a self-evaluational instrument for rating questioning and pupil-involvement.

E. Nonverbal Communication

Applebaum, Ronald, *et al.*, *The Process of Group Communication*, Science Research Association, Chicago, Illinois, 1974.

Chapter 4 of this book deals with nonverbal messages, how they are transmitted, and what these behavioral messages can mean.

Deltre, John R., "Conference Behavior," *NASSP Bulletin*, Vol. 58, March 1974, 95 - 102.

A brief section of this article discusses the supervisor's observational skills and lists specific nonverbal cues that can be observed in the other person's behavior.

Knapp, Mark L., *Nonverbal Communication in Human Interaction*, Holt, Rinehart, & Winston, New York, 1972.

This book stresses the interrelationship between verbal and nonverbal communication in all areas of human interaction, but is specifically aimed at describing various dimensions of nonverbal communications. Chapter 1 provides a general overview of the types of nonverbal communication. Succeeding chapters describe the specific effects of different dimensions, such as physical behavior, face and eyes, and vocal cues.

McCroskey, James C., Larson, Carl E., and Knapp, Mark E., *An Introduction to Interpersonal Communication*, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1971, Chapter 6, "Nonverbal Variables."

The purpose of this chapter is to raise the level of intellectual awareness of the nonverbal components of interpersonal communication. The chapter describes known effects of the environment, communicator's appearance, physical behavior, and communicator's voice upon the receiver.

EXERCISE I

SCRIPT ANALYSIS: IDENTIFYING LISTENING AND QUESTIONING TECHNIQUES

This exercise is intended to provide practice in identifying listening and questioning techniques presented in, A GUIDE FOR CONDUCTING AN EFFECTIVE FEEDBACK SESSSION. You should not undertake this exercise until you have thoroughly read the manual. Before proceeding, check to make sure all the material is at hand: (1) a teacher/supervisor clinical feedback sesssion script, (2) a worksheet, (3) an answer sheet, and (4) a script analysis of the supervisor's dialogue.

The script chosent is of a feedback session between a sixth grade social studies teacher, an elderly woman, and her supervisor. In our opinion, the script represents the type of actual feedback sessions a supervisor undergoes with teachers, and it illustrates most of the questioning and listening techniques discussed in the manual.

A worksheet is provided so you may categorize the supervisor's statements in terms of effective listening and questioning techniques. On the worksheet you should indicate by a check mark in the appropriate column which type of listening or questioning technique is being used by the supervisor. You are to evaluate only the *supervisor's remarks*, not the teacher's. A statement/question may be used for more than one purpose. As an example, supervisor statement number 4, "How do you mean?" is a question which is used in two ways. Procedurally the supervisor is using it as an intensive question aimed at clarifying the teacher's previous statement. Contentwise this is a reverse type question in which the teacher's statement is refered back to the teacher for clarification. Consequently, for supervisor statement number 4, you would check both *Intensive* and *Reverse* columns under questioning techniques on the worksheet.

When you have reached a decision on all of the supervisor's statements and marked the columns accordingly, you may then check your choices with those of the authors by refering to the answer sheet provided.

A brief explanation of the reasons for the choices made by the authors is given in the section titled, "Analysis of Supervisor's Statements."

Although not stressed in this exercise, make an effort to notice any nonverbal behaviors which could give the supervisor cues to the teacher's attitudes and feelings.

Outlined below is the recommended procedures to follow in doing this exercise and the approximate time required to complete it.

Activity	Time
1. Read script in its entirety.	12-15 min.
2. Classify the supervisor's remarks by marking worksheet.	5-20 min.
3. Check worksheet with author's choices.	10-12 min.
4. Review script analysis.	15-20 min.
Total	52-67 min.

†Script extracted and revised from Robert Goldhammer's *Clinical Supervision.*

TEACHER SUPERVISOR CONFERENCE†

Teacher: Hi, Bill. I realize I'm early but may I come in?

1. Supervisor: Oh, hello, Helen. Of course, come in and have a seat.
   T: Well?
2. S: Uh, just a second, let me get my notes together — uh, how are you feeling?
   T: I'm feelingfine.
3. S: Good. Ummm, well, uh, we didn't really make any specific plans about where to go at this point. Was there anything special about the lesson that you'd —
   T: I think that was an excellent lesson. (Pause) I think I was excellently prepared for that lesson. But the children. Have you ever seen anything like it?
4. S: How do you mean?
   T: They're unprepared. They're supposed to know things by the time they get to sixth grade. They haven't taught them things they should know.
5. S: "They" being —
   T: And the materials I am given. They can't read the materials I've been given.
6. S: Some of them can't read sixth-grade material.
   T: That's right. And lazy — these children do not want to learn. They are rude — restless. They have not been properly prepared. I'm supposed to teach them things they have not been prepared for properly.
7. S: It must be very frustrating to —
   T: No, they just don't care; they're not interested in learning.
8. S: I meant for you.
   T: Oh, right, yes. Very frustrating. (Pause) Their background is meager; totally inadequate for the kind of brainwork I would expect. I was told that the children were ready —

9. S: By whom?
   T: Uh, that they were ready for sixth-grade work.
10. S: You mean the teacher they had last year — Do you think you were misinformed deliberately?
   T: And it's not just in social studies. It's in everything, in every subject.
11. S: I'm sorry, Helen, I'm having trouble understanding. I mean, it's almost the end of the year, and I'm not quie clear on why it was that the children did not cover material they were supposed to and on who it was that created false impressions about what they were ready for, ready to move on.
   T: Well, I don't know that I want to name names. But I have only had these children for two weeks in social studies and before that other teachers were working with them.
12. S: I didn't realize that and so if I understand correctly you're saying that they weren't adequately prepared by the other teachers and also that the other teachers led you to believe that they were ready to go on with certain material —
   T: But they are not ready.
13. S: Ummm. I wonder why communications broke down, or why there seems to be such a difference between —
   T: So you see, they're just not prepared. They have no background.
14. S: In anything.
   T: It's very disappointing.
15. S: Uh, Helen, I wonder if it might help us to get a handle on these things, that is, to understand these problems better, if I read through my notes out loud, you know, and tried just to recreate the lesson as it took place — so that we could examine it in somewhat more detail.
   (*No response*)
16. S: Would that be useful, do you think?
   T: Oh, you want me to say whether we should do that?
17. S: (*Laughs*) I don't know that I *want* — sure. How would you feel about doing it that way?
   T: Do you feel there were things wrong in what I did?
18. S: Wrong?
   T: Yes.
19. S: Yes, I do. (*Pause*) So what?
   T: I don't know what to say.
20. S: Look, Helen, I'd be less than honest if I tried to make you believe that I don't have feelings about the teaching I see. I mean, the truth is that I make value judgments all over the place. But first how I feel, personally, about a lesson — at least in certain respects — doesn't make a damn bit of difference. And second I just about take it for granted that there will always be problems in a lesson. I generally expect that such things will exist in almost any lesson because teaching is tough. It's complicated. It's a very complicated business. And where I see the use of this kind of supervision is in examining just what did go on in a lesson, not as an end in itself, but for the purpose of clearly defining whatever problems existed in order to be on top of things when planing the next lesson. I don't feel that there's any sin attached to weaknesses or that they should be embarrassing to examine. On the contrary, I think if there's any sin at all, it's in one's failure to search for the problems, to bring them to the surface in order to do something about them. Well, uh, I'm sorry, I didn't want to make a speech. I just do want to say, honestly, yes, I do feel there were things that went wrong in the lesson. I hope we can look at them closely and try to work things out for tomorrow's teaching, and the next day's, and I hope, too, that I can say this to you without your imagining that I'm expressing negative feelings about you. I mean, when I say yes, I think certain things did go wrong in the lesson, I'm not saying any more or less than that.
   T: No one has ever said that to me before.
21. S: That —
   T: That there was anything wrong with my teaching. (*Pause*)
22. S: This is the first time?
   T: Yes.

23. S: And it makes you feel —
T: (*Pause*) Relieved. It seems very surprising to feel that way.
24. S: You experience a sense of relief in being confronted directly by the suggestion that there were weaknesses in your teaching? And you feel surprised to discover that feeling of relief?
T: Yes. I have been afraid of this, but it doesn't seem so terrible right now.
25. S: Yes. I understand what you're saying. (*Pause*)
T: Perhaps, if we just dealt with some of the things, rather than with everything in it.
26. S: Sure, if you'd like. (*Pause*) Is there anything in particular?
T: Uh, no, uh, I thought perhaps there was something you felt was important.
27. S: All right. I think what matters, in the long run, is what you feel is important, but I can raise some questions; and then if any of them seem like something we should examine to you, we can deal with it. Is that all right?
T: Yes, that sounds very good.
28. S: OK. Let's see (*glances through notes*). Uh, about this analogy between trips and revolutions — I wondered where that idea came from.
T: That came from the manual; such a clever idea, I thought.
29. S: This idea came from the manual?
T: Yes, I have it right here (*Teacher reaches for the manual*). Here it is, "Ask the pupils whether they can see relationships between planning for a vacation and planning for a revolution."
30. S: Ah, yes. I think I understand better now. Umm. Helen, let me state two questions that may sound very much the same and ask if you can find any important differences between them. Uh, let's imagine that we're pupils in the class and the teacher asked the question, "Can you see relationships between planning for a trip and planning a revolution?" Now, let's try again to imagine the teacher asking a somewhat different question, "In what way is planning a revolution like planning a trip?" Would these questions have different effects upon your thinking?
T: It sounded the same to me.
31. S: Um, they are very much the same, I'm sorry. The difference I'm wondering about is between a quetion that asks whether relationships actually exist and another question that asks in what ways two things are alike.
(While the Supervisor was expressing this question, Teacher shifted posture so that her face was no longer directly visible to him. It appeared that she was studying the manual as he made his comment. Silence followed his statement and as the pause lengthened Supervisor became uncertain about what was happening. Although he could not see her face, he began to wonder, correctly, whether she was crying.)
32. S: Helen?
T: (*Sobbing.*) I'm not ready yet. (*Weeping*) (*Pause*) I'm sorry.
33. S: (*Passing her a box of tissues*) Helen, what is it?
T: I'm very, very sorry.
34. S: No, if anything, I'm sorry for not sensing how troubled you feel. (*Pause*) Do you want to talk about it?
T: I don't understand what's happening. (*Pause*) I feel very bad.
35. S: Is it your health?
T: I don't know. I have been upset recently. I feel confused; so many things are happening. (*Pause*) I am fearful.
36. S: Afraid, fearful.
T: Yes, except, except I am — I don't know of what.
37. S: You're not sure what it is that frightens you?
T: That's it, yes. And, like just now, I suddenly find I am crying or perspiring; I've never had such feelings before.
38. S: A great deal of feeling has come to the surface; feelings that seem unfamiliar? New feelings, yes. And new experiences: Having your teaching observed; talking about your work.
T: I suppose that's a part of it. I feel faint.
39. S: Can I help you?
T: No, not now, I don't mean. I mean I have been feeling faint, very tired, disorganized.
40. S: Have you seen a doctor? A physician?

T: Not in years. I've been meaning to have a physical, but I just don't seem to get around to it. Perhaps I should see a psychiatrist.

41. S: In such distress, you know, feeling confused, frightened, I shouldn't hesitate myself to take advantage of a psychiatrist.

T: That's not an easy thing to do.

42. S: No, it isn't. Is there anything that I —

T: I feel as though I am not a part, left out of things. I have always enjoyed teaching so much, and now, somehow, I feel left out of everything. Maybe it's my own fault in some way. Things happen so quickly and time goes so slowly, quickly and slowly.

43. S: Changes occur so rapidly that your own work, your own days seem to slow down by comparison; everything moves faster and you feel that your own days slow down, get longer.

T: Yes, yes, that's how it seems.

44. S: It is disorienting.

T: Yes, very. You've been very kind to let me talk to you this way.

45. S: We can talk often.

T: I really believe that helps.

46. S: Talking?

T: Just talking, yes; letting things come out. I have never really done that.

47. S: Letting things out, yes. And talking to other people here as well, you know, reaching out.

T: Yes.

48. S: I'm wondering what we might do, right here in this situation, to make you feel less isolated, more a part of things.

T: I don't know; I don't know. I feel very ashamed.

49. S: Ashamed?

T: Oh, not really that, perhaps, but very saddened by the way things have developed here.

50. S: Feeling apart from things is a sad feeling.

T: (*Sighs.*) I have gven many years of service here; I have been thought of as a good teacher; a respected teacher. The children have always enjoyed having me as their teacher; I have gotten along well with the parents.

51. S: You feel that you have professional strengths, the strengths of experience.

T: Definitely, yes I do, although not everyone is ready to acknowledge . . .

52. S: The younger teachers —

T: They do not respect experience. I suspect that they think I am ready for the glue factory. They exclude me. They think of themselves as being "modern," the latest ideas, and all that.

53. S: You don't think very much of them.

T: No, oh, they're bright, all right, they're smart enough. But they move too fast; they haven't much experience.

54. S: I wonder if a part of the "exclusion" you encounter may reflect their, uh, may be in response to the way you feel about them.

T: I don't see what you —

55. S: I mean, you know, if you don't like them very much they must surely sense that. I'd imagine that they respond to your dislike by the exlusiveness you speak of.

T: You think I am at fault?

56. S: Certainly not altogether, but almost surely a part of this problem, don't you think?

T: I haven't really thought about it.

57. S: I wonder if friendlier feelings might not develop all the way around if you had some opportunities to work together with some of the newcomers on some project or other.

T: You really think so?

58 S: I don't know; who knows? It might be worth a try.

T: I think that's something I should think about.

59. S: I would agree: I think you should think about such possibilities. And then, whatever you decide, the two of us might talk about it. Perhaps I could help to get something started.

T: You are very kind, Bill.

60. S: I am very eager for you to feel better about what goes on here; to play a happier part in it; to feel more satisfaction.
T: (*Sighs*) Yes, perhaps. Well, thank you.
61. S: Shall we meet again later this wek or wait til next week?
T: Later this week, I think.
62. S: (*Consulting desk calendar.*) How's Friday, same time?
T: That's fine, yes; that's good. (*Pause*) Will you want to watch me teach then?
63. S: I think that is something we can talk about at our next conference, then together we can decide on which is the best or most helpful course of action. I believe that this conference has served some useful purposes. We have brought your feelings and anxieties about yourself and the changes you've observed to the surface where they can be more easily dealt with. We still have many things to talk over but we have made the first step.
T: Yes. I do believe we have accomplished some things — at least I won't be as anxious at the next conference. Now I must get back; the children are coming.

†Adapted from Goldhammer, Robert, *Clinical Supervision*, New York: Holt, Rinehart and Winston, 1969, p. 256.

SCRIPT ANALYSIS OF THE SUPERVISORY DIALOGUE

Listed below is a brief expanation of how the authors regard each statement and thus why they chose the responses marked on the answer worksheet. Each statement discussed in this section will have the number of the statement as given in the conference script so that the reader may check back and use the number as a reference point.

Nos. 1 and 2 are remarks which would be classified as opening dialogue.

No. 3 is an extending, open-ended question designed to get the conference started.

No. 4 is an intensive question aimed at trying to clarify the T's previous statement. It is also an example of a reverse question in which the T's question is placed back to her.

No. 5 is another intensive question and also an example of a basic Q. The supervisor is essentially asking "who".

No. 6 is a restatement of the T's remarks which indicates that the S is listening and that he understands the problem.

No. 7 has the S using the reflecting type of listening, focusing on the T's own feelings and trying to bring them into sharper awareness.

No. 8 is a clarifying remark in which the S tries to make his own intent clear.

No. 9 is a basic type of intensive question; again the S is asking "who".

No. 10 is a clarifying statement in which the S is trying to bring the T's vague statements into sharper focus. It also incluces an intensive, direct Q.

No. 11 is a clarifying listening technique in which the S expresses the ambiguity that he himself feels.

No. 12 exhibits both attending behavior and the restating technique. In the first part of the response the S comments on the T's previous statement and thus indicates that he is paying attention. In the second part he briefly restates her remarks.

No. 13 seems to be an extending question aimed at including additional facts in the discussion.

No. 14 is an example of a clarifying statement.

No. 15 is a suggesting Q in which the S tries to offer another way of exploring the problem. It could also be regarded as an open-ended Q used in an attempt to broaden the discussion and yet get it back on the track.

No. 16 could be a consensus Q and it is also relayed back to the T in order to keep the S from expressing his personal opinion.

No. 17 is another consensus Q aimed at getting the T's agreement to the change in the conference format.

No. 18 could be considered either a clarifying statement or an intensive Q which would have the same purpose — clarification.

No. 19 is both a clarifying statement made by the S and also a reverse Q in which the remark is referred back to the T to clarify her understanding of the S's comment.

No. 20 is a summarizing statement by the S in which he puts together his feelings and attitudes about the subject and which he seems to be using as a check point for further discussion.

No. 21 indicates attending behavior.

No. 22 is a brief restatement of the T's remark in order to clarify her position.

No. 23 could be either a clarifying listening technique or a reverse Q.

No. 24 is a good example of a reflecting statement which both summarizes the T's feelings and restates them briefly and clearly.

No. 25 shows attending behavior.

No. 26 is another extending, open-ended Q aimed at broadening the discussion.

No. 27 seems to include both clarifying listening and a consensus Q in which the S is trying to get agreement from the T as to the best way to proceed.

No. 28 is a direct type of intensive Q in which the S is trying to get some specific information and thus turn the discussion to more valuable points.

No. 29 is another direct intensive Q.

No. 30 is a suggesting Q aimed at trying to develop a new idea or an alternative way of presenting the material. It is also a relay Q, going back to previous dialogue.

No. 31 is another suggesting Q.

No. 32 can be regarded as attending behavior.

No. 33 can be considered a basic Q; one in which the S is trying to get information.

No. 34 illustrates both some reflection of the T's feelings and asks a basic Q.

No. 35 is a basic Q.

Nos. 36, 37 and 38 are all examples of the reflecting technique.

No. 39 asks a basic Q and could also be regarded as attending behavior in which the S shows interest and concern.

No. 40 is a very basic, direct type of Q which also indicates concern for the T.

No. 41 is an example of the reflecting technique.

No. 42 indicates attending behavior.

Nos. 43 and 44 indicate the reflecting technique.

No. 45 is attending behavior.

No. 46 is a clarifying listening technique.

No. 47 is a reflecting statement.

No. 48 is a suggesting Q in which the S tries to get the T to respond with some new, helpful ideas.

Nos. 49, 50 and 51 are all reflecting statements.

No. 52 is a clarifying remark aimed at getting additional information and bringing the issue into sharper focus.

No. 53 is a reflecting statement.

No. 54 is a suggesting Q in which the S tries to offer a new way of looking at things.

No. 55 is a restatement of the ideas expressed by the T in earlier dialogue.

No. 56 is a consensus Q which also relays it back to the T without expressing a direct opinion.

No. 57 seems to be a suggesting Q.

No. 58 is a reverse Q trying to get the T to think for herself and arrive at some suggestions or conclusions.

No. 59 is a consensus Q in which the S tries to get agreement between himself and the T.

No. 60 shows attending behavior.

No. 61 seems to be a selecting Q as it is offering the T a choice.

No. 62 is a direct, basic question.

No. 63 is a summarizing statement which brings the conference to a close and also pulls together some of the decisions reached in the feedback session.

NOTE ON NONVERBAL BEHAVIORAL CUES

Some of the more obvious behavioral cues which were evident in reading through the conference script were:

1. The teacher's early arrival could be a sign of anxiety or nervousness about the conference.
2. The teacher's habit of interrupting the supervisor and not allowing him to finish his questions and her frequent lack of appropriate response to his direct questions could also indicate her anxiety and her fear of admitting that the lesson went poorly and that it could have been her fault (i.e. teacher's remarks following statements Nos. 3, 5, 7, 9, 13, etc.).
3. The most obvious behavioral cues occured after supervisor statement No. 31 when the teacher shifted position. This signaled her rejection of the message he was conveying and her avoidance of the entire subject and the feelings of failure it brought with it. She also began to cry and this, of course, was an obvious signal to her anxiety and unhappiness.

Did you catch any of these in reading through the script?

EXERCISE II

FORMULATING RESPONSES

This exercise is designed to provide practice in responding to specific types of statements made in feedback session and discussed in the *Guide for Conducting an Effective Feedback Session.* Following is a list of statements (seven in total) a teacher might make during a clinical feedback session. Under each teacher statement are three or four (response) statements which direct the reader to react by writing a particular type of questioning or listening technique identified in the *Guide.* These same teacher statements and response statements are recorded on a cassette tape for use. Directions for use of the tape cassette are recorded on the tape. If you have access to the tape, you may wish to listen to it instead of reading the exercise. However, if you do not have availaability to the tape, then you should proceed as follows.

Begin by reading the first teacher statement. Then read the first response statement which asks you to reply by writing an example of a particular questioning or listening technique. After writing your response, compare your reply with the sample response provided by the authors. The authors' sample response is only one possible reply and should not be considered as the answer. The sample response is included to help the reader determine appropriateness of his response to the specific technique requested and to stimulate you to think of other responses. After comparing your response with the authors' sample, think of another response you could give and write it down. Continue to the second response statement and perform the same procedure of writing, comparing and writing. Follow this procedure for each response statement. Repeat the entire procedure for the remaining six teacher statements.

The time required to complete the entire exercise is 50 to 60 minutes.

I Teacher: "How do you get kids to keep quiet in class?"

A. Respond by restating the idea or question.

A possible response might have been: "I hear you asking how to keep kids from talking out during class."

B. Respond with a clarifying statement.

A possible response might have been: "I don't understand. Are they talking all the time or what?"

C. Respond with an intensive question.

A possible response might have been: "What have you been doing about this until now?" or "What things have you tried?"

II Teacher: "Okay. Well, . . . I think that a class discussion should go something like this – the student would get permission to talk . . . ."

A. Respond with an attending response.

A possible response might have been: "Hm." or "Yes, go on."

B. Respond with a clarifying statement.

A possible response might have been: "Could you state the procedure more precisely?"

C. Respond by reflecting feelings.

A possible response might have been: "You feel that this is very important."

D. Respond by summarizing.

A possible response might have been: "Here is a key idea, then, for a class discussion — order."

E. Respond using an extending question.

A possible response might have been: "What other factors are important?"

III Teacher: "And the students I'm given, they don't know how to read. Some of them, in there, only read on a third grade level."

A. Respond using an extending question.

A possible response might have been: "What are some ways we could plan to compensate for this in your lessons?"

B. Respond with a reverse question.

A possible response might have been: "Tell me what this means to you?"

C. Respond using a relay question.

A possible response might have been: "How could this be connected with what you said earlier about . . . . [developing a variety of materials; individualizing instruction; planning for individual differences]?"

IV Teacher: "Yeah, I know, but that's not really it. I mean these kids can draw numbers, and they can say the numbers. I don't have to test them. I just know. But, what I wonder about is how significant it is for them to do that, you know?"

A. Respond by restating the idea or question.

A possible response might have been: "You are saying that you are able to tell where these kids are by observing their behavior, but you wonder if the behavior is appropriate."

B. Respond using a reverse question.

A possible response might have been: "What are some of your ideas about that?"

C. Respond with a clarifying statement.

A possible response might have been: "How do you mean?" or "I'm not sure what you are saying."

D. Respond using a relay question.

A possible response might have been: "How might this be related to what you have read about mental development and sequential learning?"

V Teacher: "Yes, and that's another thing. These children are just not motivated to do math. They are a different element, very lazy, unconcerned about math."

A. Respond by attending.

A possible response might have been: "Hm, . . . yes, that may be a problem."

B. Respond by reflecting feeling.

A possible response might have been: "It must be very difficult to deal with children who seem that way; I imagine there is little pleasure in it for you."

C. Respond using an intensive question.

A possible response might have been: "Are there any specific children you seem to have difficulty motivating?"

D. Respond using a suggesting question.

A possible response might have been: "Have you tried making different level worksheets in an effort to individualize your math program?" or "Singer materials have an individualized math kit. How might this help create interest?"

VI Teacher: "Uh, this lesson is one I taught in student teaching for my supervisor. And she gave it an 'A.' What she said was, uh, you need good discipline to teach, and there were no discipline problems. I mean the kids behaved pretty much the way they did today. And that she could see I was prepared, because the kids had their worksheets. And that since I used music, uh, a song in an arithmetic lesson, that that showed 'creativity'; and that one sign of good teaching is that most of the children participate, you know? And in this lesson, every child participated, and, so, you know, I got an 'A' for the lesson. Don't misunderstand me. I feel very good about this conference. I mean, it was very upsetting to me because I just couldn't believe that this was such a great lesson, and I was kind of worried that you would say the same thing; and then I'd be right back where I started. I think this is good."

A. Respond by summarizing.

A possible response might have been: "You former supervisor stressed the importance of good discipline, preparation, creativity, and participation, yet you feel there may be critical weaknesses still."

B. Respond with a suggesting question.

A possible response might have been: "Suppose I run off a copy of my observation notes so you could study them, how does this sound?"

C. Respond with a consensus question.

A possible response might have been: "Can we agree, then, to work on improving the quality of interaction and pupil participation? . . . ."

VII Teacher: "We've talked about the classroom interaction and pupil autonomy. I would like to work on improving these areas, but I need some help."

A. Respond with a selecting question.

A possible response might have been: "We need to work on one thing at a time. Which area would you like to begin working on?"

B. Respond with a consensus question.

A possible response might have been: "If we want to work on . . . , can we plan what to do next?"

NOTES

EXERCISE III

ROLE PLAYING A FEEDBACK SESSION

This exercise is intended to provide practice in using listening and questioning techniques by simulating a feedback session. Three pieces of informational material follow: (1) Background Information, (2) a supervisor's completed copy of the New Comprehensive Observation Guide (Newcog), and (3) a supervisor's completed copy of the Newcog Profile. The information was fabricated to represent a real life situation. The particular information used to fill in the observation instrument (Newcog and Profile) has been extracted from many observations conducted by University of Texas Educational Administration graduate students.

In order to gain the most learning from this role playing exercise, you should select a partner that is willing to role-play this simulated situation twice, once in the role of supervisor and once in the role of teacher, and is willing to spend time explaining perceived actions and felt impressions. Next, make certain you and your partner read all the material carefully before role playing. Also, both should agree to dialogue in role for at least 10 to 15 minutes. It is important that you stay in role and sustain a conversation for at least this time period. Immediately after your simulation of this supervisor/teacher clinical feedback session, both persons should organize their thoughts about the interaction that took place. Spend 3 to 4 minutes listing particular instances you believe deserve attention. Proceed to share reactions, perceptions, and impressions with each other, discussing each item to its fullest. If you have access to a videotape unit, you should tape your role-playing session for use in the critiquing period that follows. Also, if you are practicing where others may observe your role-playing, ask the observers to take notes of specific statements made, or acts that they may have a question about or to jot down happenings that illustrate exemplary procedures or techniques. During the critiquing period, if a videotape unit was employed, replay portions that you or your partner have identified for special attention. If your role-playing was before a group of people (e.g., a class session) ask for their reactions to various raised points.

After critiquing this first role playing session to your satisfaction, exchange roles with your partner and proceed to role-play and critique once more.

Time required for one role-playing session:

Reading material	30 - 45 min.
Role playing	10 - 15 min.
Organizing thoughts	3 - 4 min.
Critique Session	15 - 20 min.
Subtotal	58 - 69 min.

[Exchange Roles]

Role Playing	10 - 15 min.
Organizing thoughts	3 - 4 min.
Critique session	15 - 20 min.
Subtotal	28 - 39 min.
TOTAL	86 - 123 min.

I. BACKGROUND INFORMATION

This observation was initiated through contact with Mrs. Martinez, principal at Austin Elementary School. She indicated that one of her teachers requested information about her classroom teaching. Mrs. Martinez recommended to Mrs. Melmur, presently a 4th and 5th grade teacher, that the best means of receiving feedback on her teaching would be by systematic observation. She indicated that I, as the instructional supervisor, trained in systematic observation, come to observe in order to provide Mrs. Melmur with the requested feedback.

The Friday prior to my observation I spoke by phone to Mrs. Melmur. She said that a morning would be the best time to come as subjects such as reading, English, and arithmetic were taught and that any time between 8:15 and 12:00 would be fine as she continually taught between these hours. I made arrangements to observe her class on Wednesday, September 23, from 8:00 to 9:30 and gave her a brief explanation and a description of the Newcog, the instrument I intended to use in the observation. I told her I wanted to come and show her a copy of the Newcog. She politely agreed to an orientation session. At the orientation meeting, I covered Newcog, answered questions, and discussed what would happen during the observation period. From talking with her, I got the idea that she had taught many years, was confident, but not satisfied with the job she was doing. She was a little apprehensive about the observation but was looking forward to the feedback. These impressions were later confirmed in subsequent conversations with her.

I arrived at Austin Elementary at 8:00 am on Wednesday morning and went directly to Mrs. Melmur's class, where I sat in the back of the classroom. When I arrived the children were just coming into the classroom. When they had all assembled, Mrs. Melmur made brief reference to the "visitor" in the back of the room and told them that I was there to look. The observation proceeded smoothly from this point. I saw a reading lesson taught to both grade levels and then an English lesson taught in like manner. At the conclusion of the English lesson at 9:15, the children took a restroom break, and I had the opportunity to walk around the classroom and speak with the teacher. Mrs. Melmur was very cooperative in explaining her teaching methods and showing me papers, records, etc. At 9:30, I proceeded to the school cafeteria to discuss and write my observation and to complete the inventory and profile.

At this point, some circumstances surrounding the classroom I observed need to be noted. For the past several years, Mrs. Melmur has been a second grade teacher and started this school year in the second grade. After school started, it was found that there were fewer second graders than had been anticipated and more fourth and fifth graders. A volunteer was needed to move from the second grade and take a class that combined the overflow from the fourth and fifth grades. Mrs. Melmur volunteered. When we observed it was only Wednesday of her second week in the class. She had no previous experience in these grades. She had spent the first week trying to get the children to accept her as most of them resented being taken out of the rooms they had first been assigned to. She had just "gotten down" to actual instruction the week we were there.

One problem I encountered was a feeling of uneasiness. As noted earlier, Mrs. Melmur had signalled her apprehension at this observation. Therefore, I did not want to move around the room and question the children for this might be too intensive of a first observation for Mrs. Melmur. However, after the observation she was very helpful and took time to answer all the questions I asked and voluntarily produced papers, records, and charts for me to look at.

In organizing my recorded data for use in the feedback session, I found it most helpful to use the categories listed on the profile. The strengths and weaknesses I observed were borne out by the scores computed on the profile. The strengths observed were in the areas of response and understanding, responsibility, stimulation, and originality. Certain items under each overall category were more evident than others.

I. Strengths
   - A. Responsive, Understanding
     1. Sensitive to pupils' well-being
     2. Recognizes pupil contributions
   - B. Responsible
     1. Develops social attributes
     2. Maintains harmony
   - C. Systematic, Organized
     1. Maintains systematic procedures
     2. Arranges and guides efficient management of activities
     3. Maintains comfortable environment

II. Weaknesses
   - A. Promoting Self-Direction
     1. Encourages pupil participation in planning
     2. Encourages self-evaluation
     3. Lets students know what they are doing and why
   - B. Stimulating
     1. Arranges many creative activities
     2. Connects lessons with pupil interests
     3. Provides material that stimulates pupils' curiosity

C. Original
   1. Maintains an attractive classroom
   2. Provides a variety of materials and aids
   3. Employs imaginative approaches to teaching

The most outstanding things I observed in the classroom were the organization and the ability of the teacher to maintain harmonious and constructive work in different groups at the same time. This was particularly outstanding in view of the difficulty in teaching two grade levels in the same room, the short time she had been in the class, and the resentment from the children she had initially encountered.

The two strengths built upon one another: the ability of the groups to function without the direct supervision of the teacher was attributable to the degree of organization. When the children arrived in the morning the day's lessons were already neatly written on the board. The overhead was set up and had a transparency with an English lesson on it and a flip chart had exercises for the fourth grade's reading lesson. The children came in quietly and with almost no preliminaries, except to explain my presence to the classroom, the teacher began the reading lesson. While she went over the vocabulary with the fifth grade, a fourth grade student distributed their reading texts and they read silently. When the fifth grade vocabulary was completed the books were distributed, they began to read silently, and she worked with the fourth grade on their vocabulary and the flip chart lesson. When this was completed she called on a small group of fifth graders to work with her in a reading group. While she worked with this small group the others worked quietly and left their chairs only occasionally to get dictionaries or sharpen pencils. On occasion the teacher made a verbal correction of an individual student, but the atmosphere in the room remained quiet and very conducive to work. The English lessons were conducted in the same manner. While the fourth grade finished their reading lesson she began English with the fifth grade, got them started on their assignment, and then went to the fourth grade English lesson.

The other strength of the teacher was the understanding she showed the children. At all times she was polite and always used the words "please" and "thank you" when speaking to them. This showed an understanding of the fact that children are people and should be accorded the same respect that any person deserves, regardless of age. When one child started his written work before doing his reading, she simply reminded him of the order in which things were done rather than scolding him for doing what he knew he shouldn't. When some of the children didn't get English books opened to the correct page, she told them that they were missed and that they needed to find the correct page. This gave the children the feeling that she valued their contribution to the lesson and thus aided them in developing a positive self-concept. All of these actions showed respect for the feelings of the children.

Unfortunately, many of this teacher's weaknesses outweighed her strengths. It is very necessary to maintain a good relationship with the children and to

maintain good working conditions, but these alone do not necessarily mean that learning is taking place. Too much organization can produce a day-to-day sameness that eventually leads to boredom and, in light of the weaknesses of this teacher, I feel that this is what might happen. My biggest concern was with her lack of creativity. Her classroom and teaching methods reminded me very much of my elementary classrooms of twenty years ago. While much good teaching took place twenty years ago, there have been many changes in that time, both in teaching practices and learning material, that are excellent and lead away from the old idea of rote learning. Duane Manning stated that there needs to be a "clear-cut break with the traditional lock step method where all children are using the same material at the same rate" (Manning, p. 113). Education should be flexible enough so that both student and teacher wake in the morning to feel that something new could happen that day. This is idealistic to the extent that this can't happen every day, but from my observation this couldn't happen too often in this teacher's classroom. The basis of her learning activities was the text book with the workbook mostly. When the children finished any of their work early they were allowed to read stories from their basal reader with the understanding that when their group came to that story it would have to be read again. All the students in a grade level read the same story and worked on the same vocabulary words regardless of their reading skill. Warren Cutts, in describing how not to use a basal program, stated that "too many teachers are still assigning all pupils the same book and attempting to fit them all to the same instructional pace or are trying to modify assignments for the less able and bring them along over the same material" (Cutts, p. 26). Emerald Dechant said that "good teachers do not require all children to read in the same place in the basal reader. They do not require all children to read the same book. They do not restrict children's readiness and abilities, grouping them into a "reading circle" where each child takes his turn at reading the same book, and they do not ignore individualization of instruction" (Dechant, p. 41). Mrs. Melmur did all those things that Dechant says a teacher should not do. All reading and English lessons observed came directly from the textbook and the teacher indicated that spelling and math would be taught in the same manner with each child doing the exactly same lesson as every other child in that grade level. There was no evidence of supplementary or enrichment materials.

The lack of creativity in this case seemed to go hand in hand with not allowing any self-direction by the children. The children were told by the teacher what to do and they did it because she told them to. All written work was handed directly to her and returned the next day with a grade. There was no evidence that the papers were discussed with the children or that corrections were made. Nila Banton Smith observed that education should "promote independency in the child and should develop motivation and aspiration" (Smith, p. 12). Duane Manning said that "children should take a personal responsibility for their success" (Manning, p. 33). These objectives were not being met in this classroom.

Another apparent weakness was the lack of originality seen in the classroom. There were several empty bulletin boards and the bulletin boards that had displays had traditional items such as handwriting charts and calendars. None of these displays were connected with the lessons being taught. As indicated in preceding paragraphs, there were no supplementary or enrichment materials and the teaching aids were flip charts and an overhead projector. In all fairness to the teacher, I feel that these things might change as the year progresses. Two weeks notice does not allow much time to put together bulletin boards and enrichment activities. Just putting together lesson plans would require most of the time at the beginning.

In describing herself she used the terms "structured" and "traditional." She also stated that she didn't plan to teach these children any differently than she had taught her second graders because the only difference was their age. She said her methods had always been successful before and she was sure they would continue to be successful. She was very confident of her teaching ability. These methods had always worked for her and she was sure they would continue to do so. There was no need to learn new methods and ideas when the old ones worked. It is not that she is unable to change her weaknesses; it is just that she does not recognize them as weaknesses, and therefore, does not see that any change is necessary.

References

Cutts, Warren G., *Modern Reading Instruction*, The Center for Applied Research in Education, Inc., Washington, D. C., 1967.

Dechant, Emerald, *Improving the Teaching of Reading*, Prentice Hall, Inc., New Jersey, 1969.

Manning, Duane, *The Qualitative Elementary School*, Harper and Row, New York, 1963.

Smith, Nila Banton, *Reading Instruction for Today's Children*, Prentice Hall, New Jersey, 1963.

THE NEW COMPREHENSIVE OBSERVATION GUIDE (NEWCOG)

Instrument 1

1975 Edition

Class or Subject *Fourth & Fifth Grades* Date *Sept. 23* Teacher *Mrs. Melmur*

Grade or Age Level *9 & 10 years* Time- *8:00* to *9:30* Observer *C. Oscar*

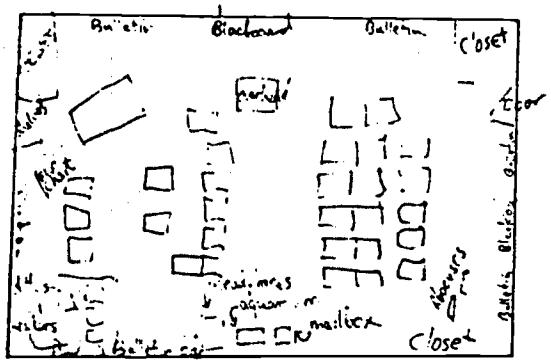
Lesson or Topic *Reading and English*

General Directions:

Record objectively any and all observed evidence which might be relevant in trying to answer each question. Avoid all value-loaded statements or words. Record only observed evidence or absence of relevant evidence.

Room Diagram

Draw a sketch of the floor plan of the instructional space being observed. Show the location of groups and the number in each group. Show seating arrangements, displays, equipment, etc.



A. THE CLASSROOM

_____ 1. How is the physical environment conducive to learning insofar as it is under the teacher's control? 1. _____

The room was well-lighted and the children sat in traditional rows facing the front board and the teacher. For a portion of the period, the corridor door remained open and some children watched the hall traffic.

_____ 2. How is the classroom made attractive? 2. _____

The classroom was well-organized and free of clutter. Some of the bulletin boards had colored backgrounds and displays. Other bulletin boards had nothing on them.

_____ 3. How functional are the seating arrangements and what evidences in the room illustrate orderliness, good taste, and systematic procedures? 3. _____

The seating arrangement provided accessibility to all parts of the room. One person was assigned to distribute and collate the reading books.

_____ 4. What evidences show that materials, equipment, and facilities are well cared for? 4. _____

On some of the shelves the books were neatly stacked. On the tables in the back of the room there was no discernible order to the books, and a box of headphones was in no order at all.

_____ 5. What indicates that the teacher makes available a sufficient supply of materials, supplementary materials, and instructional aids? 5. _____

The two grade levels worked independently of one another at all times with the teacher alternating between the groups. At least one group of children was working without the teacher at all times. The front board was covered with material written by the teacher to be used by each group. There was a teacher-made flip chart for use by one reading group.

_____ 6. What evidences are there of a connection between materials seen about the room and what has been or is being taught? 6. _____

The front and side bulletin boards had displays of both cursive and print handwriting. A teacher-made flip chart had reading material for each chapter of the book for use by one reading group.

7. What are the evidences of instructional and display materials that are

_____ a) pupil-made? 7a ____

There was a cardboard box which had been made into individual mail boxes with a box for each child. There were no displays of artwork or other papers.

_____ b) teacher-made? 7b ____

The bulletin boards contained laminated pictures and teacher-made letters and borders. The reading group had a flip chart made by the teacher and a transparency was used on the overhead projector.

_____ c) commercially-produced? 7c ____

There were headphones for use with a tape recorder and two large standing abacuses. There were textbooks, workbooks, and an overhead projector.

_____ 8. What evidences of long-range and short-range planning suggest good preparation and adequate use of chalkboards, bulletin boards, tables, or other display areas? 8. ____

The front chalkboard was fully covered with the day's lessons for both reading groups, math, and English. One bulletin board had a September calendar. No long-range plans were revealed through display on bulletin boards.

_____ 9. What evidences show that the teacher evaluates and returns work that the pupils are required to hand in? 9. ____

The first statement the teacher made to the assembled students was that she had graded yesterday's papers and that some children had failed to turn in their work. In talking with the teacher later, she explained that she was grading papers every day and returning them, with comments, the next day because during the first week of school the children were not turning in their work.

_____ 10. How are materials arranged to stimulate pupils' curiosity to seek new understandings? 10. ____

The back table contained individual papers for help with handwriting and multiplication tables. Most students went automatically to preassigned places to collect necessary materials.

____ 11. How does the teacher's appearance set a good example for the pupils? 11. ____

The teacher's hair was combined and she was moderately made up. She was wearing a tailored pantsuit and a small amount of jewelry.

____ 12. What shows that the teacher has a warm, friendly relationship with pupils? 12. ____

At all times the teacher was pleasant and soft-spoken although she didn't smile. She started the morning by complimenting the class as a whole on their improved handwriting, but made no individual compliments.

____ 13. How does the teacher show enthusiasm for the on-going activities? 13. ____

The teacher gave a very matter-of-fact presentation. The material was prepared in advance and she moved without hesitation from group to group and subject to subject.

____ 14. What indicates that the teacher is sensitive to the well-being of pupils and frees them from embarrassment or feelings of insecurity? 14. ____

At all times the teacher used the words "please" and "thank you" in speaking to the children. When children were not on the correct page, she corrected them by saying "We miss you. Please turn to page ___." When children interrupted the group lesson with a problem, she helped them immediately.

____ 15. What indicates that the teacher tries to gain as much knowledge about the pupils as possible in order to understand them better and guide them more effectively? 15. ____

No observable evidence.

____ 16. How does the teacher attempt to enhance the development of the group as a social unit? 16. ____

Upon arrival all students sat down and got ready for work. As the children worked in groups, the teacher stopped at intervals to see that children in other groups were working. On several occasions she corrected children who were out of their chairs, not doing work, or playing.

____ 17. How does the teacher recognize the contributions of pupils? 17. ____

One of the first statements made by the teacher was "I'm so proud of the improvement in your handwriting. This shows you are doing what you are supposed to do." No individual compliments were given orally, but statements were written on individual papers. I saw comments such as "nice paper," "good work," and "needs improvement."

____ 18. How does the teacher illustrate an understanding and acceptance of the ethnic differences and differences in socioeconomic levels represented in the class? 18. ____

All the children were treated equally by the teacher. When the one Negro boy in the class and a white child were misbehaving during reading, the teacher said, "Boys, find a book and settle down." When the Negro boy asked to go to the bathroom out of order, ahead of the others, he was given permission.

_____ 19. How does the teacher recognize and provide for individual differences in levels of achievement, ability, and interest? 19. _____

There were of necessity, due to the two grade levels in the class, two large reading groups. Within these large groups were smaller groups based on the reading ability of the children.

_____ 20. How does the teacher maintain harmonious and constructive work in several small groups at the same time? 20. _____

There were at least two groups working at one time, sometimes more. At all times there were children working without the teacher. Of those working without the teacher, there was little talking between the children and minimal moving around the room. One boy worked only a short time and then played. At intervals the teacher stood and looked over the group and corrected any children who were not doing their work.

_____ 21. How does the teacher employ democratic principles such as pupil participation in classroom decisions and in planning assignments? 21. _____

No observable evidence.

_____ 22. How does the teacher arrange and guide efficient management of activities in the classroom? 22. _____

Children knew what they were to do and worked quietly. All necessary materials were prepared and ready to be used as soon as instructions were given. At intervals, while working with a group, the teacher rose from her chair, looked around the room, and made verbal corrections to children who were not doing the assigned work.

_____ 23. What shows the teacher's ability to <u>use</u> various types of instructional materials and aids effectively? 23. _____

The teacher had a transparency on the overhead to use with English and a flipchart for use by one of the reading groups. She later explained that she planned to make word cards for each of the reading stories.

_____ 24. What indicates that the teacher has a satisfactory background of knowledge in the subject being taught and keeps informed on new developments? 24. _____

There was no hesitancy on the part of the teacher as she moved from one grade level and one subject to the next. Her materials were prepared, in advance of the subject being taught.

_____ 25. What indicates that the teacher uses new ideas and develops imaginative approaches to teaching? 25. _____

The teacher used a pointer to point to vocabulary words written on the board and had the group recite them. There were lessons written on the board and a transparency prepared to use with the English lesson. There was a flip chart for use with one reading group.

C. THE PUPIL

_____ 26. What indicates that the pupils' participation in the lesson is enthusiastic, eager, and active rather than passive? 26. _____

The children paid attention to the lesson and instructions given by the teacher. When a question was asked about half of the children raised their hands although she called on one who did not.

_____ 27. What indicates that pupils know what they are doing and why they are doing it? 27. _____

The class worked in different groups at different times. Each group worked quietly and was doing the work assigned by the teacher. Except for asking for page numbers, no questions were asked except by one child who questioned the placement of commas in a sequence.

_____ 28. What shows that pupils engage in creative activities? 28. _____

The children used textbooks, workbooks, ditto sheets, and flipcharts. Tapes are available once a week for use with a supplementary reader.

_____ 29. How do pupils show signs of self-discipline? 29. _____

The children worked quietly and left their chairs only to do such things as get dictionaries, sharpen pencils, etc. Occasionally the teacher had to stop work with her group to correct a child. The other children paid little attention to those being corrected.

_____ 30. What types of behaviors indicate that pupils are developing positive self-concepts? 30. _____

The only questions asked repeatedly by the children concerned the page number of the text. Even though asked to repeat this information several times, each child was given a prompt reply and none were scolded for not paying attention.

_____ 31. What evidence is there of pupils' working together, sharing responsibilities, and tutoring and assisting each other? 31. _____

Some students at double desks were talking quietly together. Two boys at a double desk were sharing a dictionary. The teacher later stated that when she knew the class better, she had plans to have some students help others -- particularly to have some of the fifth grade students help the fourth graders..

D. THE LESSON

x 32. What experiences are provided for pupils to put to use the degree of skill gained in a particular area, thereby refining and further extending the skill? 32. x

No observable evidence.

____ 33. What indicates the lesson's relationship to other lessons and to the general development of the subject? 33. ____

There was an overlapping of English and reading lessons in the use of simile and metaphor. The reading book contained many English lessons and the teacher said that later she intended to use the English book only to supplement the reading text.

____ 34. How is class discussion developed by appropriate and effective questioning rather than being limited to the recitation of isolated facts? 34. ____

The teacher asked for personal experiences in connection with the vocabulary being developed for the reading lesson. In pointing to the word "afghan" she asked if any of the children had one of these and she asked if they had seen "neon" lights on Burnet.

____ 35. What practices show that the teacher probes beneath verbalisms to see if understanding is present? 35. ____

In developing the vocabulary lessons, she asked such questions as "How do you know?" and "Can you describe it?"

____ 36. What evidences are there that assignments are worthwhile, appropriate, and logically developed? 36. ____

Reading was followed by English with an overlap in the subjects. The teacher plans to place spelling after the English lesson. Part of the weekly spelling lesson includes having the children write sentences and stories with their words and English skills can be used for these activities.

x 37. How is the work of the class constantly directed toward certain objectives, while maintaining sufficient flexibility to allow the teacher to capitalize on situations as they arise? 37. x

No observable evidence.

x 38. How is a convincing connection made between subject matter and pupil needs and interests? 38. x

No observable evidence.

___ 39. How are pupils encouraged to go beyond the textbook, seeking information through people and source materials? 39. ___

Children left their chairs to get dictionaries and dittos with multiplication facts and handwriting skills. When children finish their work early, they are allowed to read stories in the basal reader or to go to the library.

___ 40. How does the teacher give direct, specific help to pupils in developing effective study habits? 40. ___

Due to the two large groups and the groups within these groups, the teacher is usually working with only a few children at a time. The teacher is keeping a chart of reading weaknesses of each child so she can work individually with the children.

___ 41. What methods are used to diagnose individual or group difficulties? 41. ___

The teacher is using a series of reading tapes that diagnose areas of weakness in reading. She has a chart that lists the weaknesses covered on the tape. As each child completes the tape, the areas that need work are checked.

___ 42. What efforts are made to involve pupils in objectively analyzing and evaluating their own performance? 42. ___

On spelling papers two separate grades are given. The top grade indicates spelling performance and the bottom indicates handwriting. The papers are corrected by the teacher.

___ 43. What practices indicate an effort to keep parents well informed on pupils' progress? 43. ___

Papers are corrected each day and sent home with a grade and a note ("good paper," "needs improvement," etc.). The teacher does not know if the parents are seeing these papers. When a problem develops, the teacher telephones the parents at home.

DESCRIPTION OF SITUATION

Briefly describe the situation being observed. Include information about students, teacher, lesson, and previous events that will assist in interpreting the observed evidence recorded previously.

The teacher in this situation had taught second grade for several years and had started this year in a second grade classroom. After school had been in session, there were found to be fewer second grade students and more fourth and fifth grade students than had been anticipated. This teacher was then moved out of her second grade class and into a class that contained the fourth and fifth grade overflow. These students were picked at random. The teacher had no previous experience at this grade level and when I observed her it was only Wednesday of her second week in this class. She explained that the children greatly resented being taken out of the classes they had originally been assigned to and placed in her class. The entire previous week had been devoted to establishing routine and discipline and getting the children to accept her. It should be noted that the teacher had made this move voluntarily.

The teacher described herself as "structured" and "traditional." She had never taught fourth or fifth grade but planned on using the same methods as she had in second grade.

Appendix C continued

PROFILE FOR THE NEWCOG

Directions: Record a numerical value for each NEWCOG items listed below. These numerical values must be assigned using the criteria provided in the Inventory for the NEWCOG. Sum the values for each cluster of items, and enter each total in the space at the right designated I, II, III, IV, V, or VI. Only six items from the NEWCOG have been included here under each classroom practices cluster. Miscellaneous items not included are shown on the next page.*

I.	Responsive, Understanding		
	7a. Display pupil-made materials	1	
	9. Provides feedback	5	
	12. Warm, friendly relationship	3	
	14. Sensitive to well-being	4	
	17. Recognizes pupil contributions	3	
	18. Understands and accepts ethnic differences	2	
			I. 18
II.	Responsible		
	4. Equipment well cared for	3	
	15. Gains knowledge about pupil	2	
	16. Develops social attributes	5	
	20. Maintains harmony	4	
	24. Knowledgeable in subject matter	3	
	40. Gives direct, specific help	3	
			II. 20
III.	Promoting Self-Direction		
	21. Encourages pupil participation in planning	1	
	27. Students know what they are doing and why	3	
	29. Promotes self-discipline	3	
	30. Promotes development of positive self-concepts	3	
	31. Promotes student's tutoring and assisting each other	3	
	42. Encourages self-evaluation	1	
			III. 14
IV.	Systematic, Organized		
	1. Maintains comfortable physical environment	4	
	3a. Functional seating arrangements	5	
	3b. Uses systematic procedures	4	
	5. Sufficient supply of materials	3	
	22. Arranges and guides efficient management of activities	4	
	33. Relates lessons to each other	3	
			IV. 23
V.	Stimulating		
	6. Connects displays with lessons	1	
	10. Materials stimulate pupils' curiosity	2	
	13. Teacher shows enthusiasm	3	
	26. Pupil participation is enthusiastic	3	
	28. Many creative activities	1	
	38. Connects lesson with pupil interests	1	
			V. 13
VI.	Original		
	2. Attractive classroom	1	
	7b. Many teacher-made displays	3	
	23. Variety of materials and aids	1	
	25. Imaginative approaches to teaching	2	
	34. Effective questioning techniques	4	
	35. Probes to determine student understanding	3	
			VI. 14

*Miscellaneous

7c. Commercially-produced materials	1
8. Planning, preparation, and use of displays	3
11. Teacher appearance	4
19. Recognizes and provides for differences	3
32. Experiences to put skill to use	3
36. Assignments worthwhile, logical	3
37. Work directed toward objectives	3
39. Encouraged to go beyond text	1
41. Diagnoses individual or group	3
43. Keeps parents informed	2
	26

Total - All Practices 128

Interpretation and Discussion Notes

None

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