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## ABSTRACT

Designed for use as a development activity for counselors at Bronx Community College in New York, this program provides discussion materials, questionnaires, and worksheets from the college's Counseling Faculty Development Program. A brief introduction indicates that the program encompasses three components, empowering counselors in the teaching role, formative evaluation and supervision, and inservice training. The remainder of the document consists of three sections corresponding to the three program components. Part I focuses on empowering counselors and describes four stages of a self-directed learning model, providing a framework that facilitates a gradual shift in beginning teaching counselors (BTCs) from learners dependent upon an authority to self-directed and independent learners. This section includes questionnaires for evaluating the learning model and the effect of development on counselors and contains nine references. Part II describes formative evaluation through supervision, indicating that BTC's participate in a pre-observation conference with supervisors, are observed, and then participate in a post-observation conference. This section includes questionnaires for evaluating pre- and post-observation conferences and teacher supervisors, and a rating guide for evaluating counselor performance. Contains 18 references. Finally, part III describes the components of inservice training, including presentation of theory, modeling techniques, practice under simulated and classroom conditions, providing feedback, and coaching for application. This section includes a syllabus for inservice training; evaluation forms for the teaching learning module, courses, and the inservice workshops; and a class teaching method questionnaire. Contains 12 references. (KP)

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COUNSELING FACULTY DEVELOPMENT PROGRAM

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1994

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The Counseling Faculty Development program encompasses the following three components under the following headings:

### I - Empowering Counselors in the Teaching Role

This component enunciates the philosophy and template underlying the Counseling Faculty Development Program. The Self-Directed model of learning accommodates the variety of needs of Beginning Teaching Counselors (BTCs) with differing interests and skills. By gradually moving from the dependent learner in Stage One to the self-directed learner in Stage Four, the BTCs will have developed skills in self-directed academic learning that will transfer knowledge into classroom practice as well as provide a means for continuing their own professional development.

### II - Formative Evaluation and Supervision

This component describes a formative-interactive process that helps foster a sense of efficacy and autonomy. It is directed toward improvement of teaching performance and based on objective feedback. It is collaborative; and, the supervisor is not involved in the summative evaluation of the BTCs. Growth is promoted and is based on data arising in the classroom. BTCs are provided with an opportunity for continuous reflection. This approach promotes analysis and has a problem-solving orientation. The approach has the characteristics of an effective monitoring system. This monitoring occurs regularly and frequently: relating specific teacher behaviors to student outcomes; promoting the solution of identified problems; and providing support and resources necessary to strengthen the areas of weakness.

### III - Inservice Training

For maximum effectiveness of the inservice training activities, this component proposes a combination of training approaches. Where the fine tuning of style is the focus, modeling, practice under simulated conditions, and practice in the classroom, combined with feedback, will be the training activities of choice. Where the mastery of a new approach is the desired outcome, presentations and discussions of theory and coaching to application are necessary as well. The most effective training activities, then, will be those that combine theory, modeling, practice, feedback, and coaching to application. We can predict that if these training activities are in fact combined in our inservice program, we can expect the outcomes to be considerable at all levels.

EMPOWERING COUNSELORS IN THEIR TEACHING ROLES

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## EMPOWERING COUNSELORS IN THEIR TEACHING ROLES

Empowering counselors with the motivation and the structure to assess their needs and take charge of their professional development in their teaching role is an induction process that will serve the department of Student Development well as it moves into the 21st century.

To allow for this growth, the proposed induction program will:

1. have a developmental philosophy with a defined set of stages and goals that are oriented to addressing the self-directed learning needs of the counselors as beginning teachers.
2. provide continuous support aimed at breaking down isolation and building cooperation, collaboration and collegiality;
3. increase the knowledge base of the counselor as a beginning teacher through special inservice, networking, peer coaching, and various other support mechanisms;
4. use a vast array of training activities designed to identify and address the personal and professional needs of counselors as beginning teachers;
5. allow the counselor as a beginning teacher to take risks by developing creative teaching ideas and new personalized ways of making a difference with students.

This induction program will follow a Self-Directed Learning Model (Grow, 1991). This model provides a framework that facilitates a gradual shift in the beginning teaching counselors (BTCs)' thinking from learners who depend on an authority to learners who are self-directed and independent. For example, rather than being told how they should change their teaching methods from being teacher-centered to being student-centered, they will be encouraged to participate in learning activities that are student-centered. They will be the students themselves. Through their experiences as learners in these activities, they will realize the benefits of directing their own academic learning (Stover, 1990).

As the BTCs take responsibility for their own learning, each begins to target the skills he or she needs to develop professionally. BTCs begin to analyze their own professional needs and make decisions regarding ways to meet those needs.

### Stage One of the Self-Directed Learning Model (Semester I)

In Stage One, the BTC is Dependent upon the supervisor who is seen as an Authority. Activities are: coaching with immediate feedback, drills, informational lectures, overcoming deficiencies and resistance.

The supervisor directs the learning in the beginning because most BTCs, at this phase, are accustomed to the traditional didactic role of the college teacher. Thus, the first-semester syllabus includes major discussion themes on lesson planning, different types of questioning and planning how to utilize formative evaluation for one's growth and development. The BTCs can assume that their learning will be directed throughout the first semester of their professional development.

Toward the end of this first semester of the induction program, the BTCs are guided through a self-analysis activity to help them identify which of their teaching skills need improvement. Each BTC drafts a pre-observation plan for professional development that serves as a guide for the semester. In this activity each is asked to: (1) list his/her most perplexing problems in the teaching-learning process, (2) eliminate those problems that cannot be changed by improving class instruction (i.e. college rules, physical plant problems, etc.), (3) prioritize the remaining problems, and (4) identify the most urgent problem to be solved. Following this activity, each BTC schedules with the supervisor the end-of-the semester class observation and post-observation conference.

### Stage Two of the Self-Directed Professional Development Model (Second Semester)

In Stage Two, the BTC becomes an Interested participant and looks to the supervisor as a Motivator or Guide. Activities are mainly: guided discussions and goal-setting in classroom management.

The syllabus for the second semester mainly centers on classroom management. The supervisor begins to test the BTCs' readiness to become self-directed by providing opportunities for making decisions about their roles in group discussions and their plans for classroom management. The learning climate is purposely built upon cooperation than competition through group activities and interaction with fellow BTCs.

Toward the end of the second semester, the BTCs advance the process of self-directed learning by self-analysis. This process includes reflection upon the quality of their year's work, and a determination of the goals for learning. Each BTC schedules with the supervisor the end-of-semester series of pre-observation, class observation and post-observation conferences.

Stage Three of the Self-Directed Professional Development Model (Semester 3)

In Stage Three, the BTC is an Involved participant and looks to the supervisor as a Facilitator. Activities are seminars, group projects and discussions facilitated by supervisor.

The third semester syllabus is concerned with development of teaching methods. BTCs begin learning new teaching models by reading and discussing specific sections of the required text (Joyce & Weil, Models of Teaching, 4th ed.). Dyads/triads of BTCs select a new model of teaching that they would like to learn well enough to be able to demonstrate it to their group. The dyads/triads become experts in the selected teaching model and together plan a lesson that demonstrates, through video tapes, the correct use of the model to the entire group. Each dyad/triad takes full control of the class presentation that includes: (a) introducing the model, (b) demonstrating the model, and (c) leading a discussion of the use of the model with the rest of the group. During the discussion, the entire group clarifies concepts of the model, its appropriate use in various Orientation and Career Development (OCD) courses and sessions, and potential student responses to the model. Strong collegial bonds will be established through working together in a project. Through the process of preparing the demonstration they will learn about teaching and learning from other perspectives. They will have spent extra hours together sharing teaching experiences. The group project will have given them a reason to learn about teaching from one another.

The supervisor has the responsibility for: (a) clarifying the tasks, (b) stimulating creativity, (c) reassuring the group members, (d) encouraging collaboration and (e) providing feedback on ideas generated by the group. During this creative process, the supervisor provides guidelines only when they are sought.

Toward the end of the third semester, each BTC targets the skills he or she needs to develop professionally. The process requires the BTCs to be actively involved in developing new teaching methods. The process consists of three major activities: (1) reflective self-assessment of teaching skills, (2) learning new models of teaching, and (3) learning to use supervision for applying the teaching model(s). Each BTC schedules with the supervisor the end-of-semester series of pre-observation, class observation and post-observation conferences.



#### Stage Four of the Self-Directed Professional Development Model (Semester 4)

In Stage 4, the BTC is a Self-Directed learner and looks to the supervisor as a Consultant. The main activity is the preparation and presentation of each BTC's individual teaching project.

In the last semester of acquiring self-direction, each BTC designs an individual teaching project based on a teaching model that he or she would like to acquire and practice. Each BTC prepares a proposal that includes: (a) a description of the goals or objectives of the teaching model, (b) discussion of the teaching model, (c) concepts that are to be taught in the lesson, and (d) a plan for evaluation of the effectiveness of the teaching model through data collection and reflective analysis.

Designing this individual project will produce positive attitudes and sufficient skills for the BTCs to continue developing skills and progress to learning other teaching methods. They will be able to pull themselves out of the grind of doing things the same year after year. They will start experimenting with different approaches to teaching: "Each of us needs to be engaged in a continuous process of trying something new" (Coombs, 1966, p. 248).

The supervisor evaluates the finished project using the criteria included in the BTC's proposal. This proposal serves as a learning contract as each BTC schedules with the supervisor the end-of-semester series of pre-observation, classroom observation and post-observation conferences.

#### Conclusion

Most BTCs will be anxious about being self-directed in an academic setting and will need the security of a successful strategy to dispel their anxieties. The support that they will receive from each other and the supervisor will make it safe to risk learning a new way. The sense of accomplishment that they will experience after their model demonstration in a small group will convince them that they can be successful in directing their own academic learning of new models of teaching. This increased commitment to self-directed learning will provide the necessary motivation for BTCs to increase their teaching skills. These are new models to BTCs and can only be included in their repertoire of teaching methods if they are first learned and practiced in a safe setting such as a self-directed group before they are used in the actual classroom.

The Self-Direction Model accommodates the variety of needs of BTCs with differing interests and skills in self-directed learning. By gradually moving from the dependent learner in Stage One to the self-directed learner in Stage Four, the BTCs will have developed skills in self-directed academic learning that will transfer knowledge into classroom practice as well as provide a means for continuing their own professional development through self-directed learning.

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APPENDIX A

EVALUATION OF THE SELF-DIRECTED LEARNING MODEL

Direction: Please respond to the following statements in order to help evaluate the experience you just had under the Self-Directed Learning Model. Check that which best expresses your thoughts about your learning experiences.

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
<u>Self-Directed Learning</u> & <u>Self in Group:</u>					
1. I was able to practice self-evaluation for the purpose of improving my teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
2. I felt encouraged to express my views on teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
3. I could bring in group any concerns of mine.	[ ]	[ ]	[ ]	[ ]	[ ]
4. I learned my views carried weight with the supervisor and my group.	[ ]	[ ]	[ ]	[ ]	[ ]
5. I participated as an equal in group discussions.	[ ]	[ ]	[ ]	[ ]	[ ]
6. I was able to acknowledge my mistakes and remain non-defensive in group.	[ ]	[ ]	[ ]	[ ]	[ ]
7. I was more open to new ideas and responsive to feedback and suggestions from my colleagues.	[ ]	[ ]	[ ]	[ ]	[ ]
8. I could more openly acknowledge ignorance instead of trying to appear the "expert" about all things.	[ ]	[ ]	[ ]	[ ]	[ ]

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
9. I now show more respect for the multiple resources of my colleagues as we share ideas, help each other and work together.	[ ]	[ ]	[ ]	[ ]	[ ]
<u>Self-Directed Learning</u> & <u>My Supervisor</u>					
10. I felt free to initiate supervisory sessions whenever I need to consult.	[ ]	[ ]	[ ]	[ ]	[ ]
11. I was encouraged to develop my own instructional materials for my classroom.	[ ]	[ ]	[ ]	[ ]	[ ]
12. My supervisor allowed enough independence for me to develop my own style of teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
13. I had sufficient opportunity to practice the teaching or management strategies of greatest concern to me in my classes.	[ ]	[ ]	[ ]	[ ]	[ ]
14. My supervisor modeled or demonstrated a variety of teaching methods and techniques for my consideration.	[ ]	[ ]	[ ]	[ ]	[ ]
15. My supervisor and I planned cooperatively the activities for improving my teaching skills.	[ ]	[ ]	[ ]	[ ]	[ ]

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
16. I shared with my supervisor my semester plan reviewing developments that occurred before and projecting developments that will occur at the end of the semester.	[ ]	[ ]	[ ]	[ ]	[ ]
17. I reviewed my teaching plans with my supervisor, raising questions and asking for suggestions.	[ ]	[ ]	[ ]	[ ]	[ ]
18. My supervisor encouraged creativity and allowed freedom in planning my professional development.	[ ]	[ ]	[ ]	[ ]	[ ]

APPENDIX B

COUNSELING FACULTY DEVELOPMENT QUESTIONNAIRE (CFD)

DIRECTIONS: This questionnaire measures the effect of CFD upon BTCs as they work both individually in their classrooms and as they work with their colleagues. Completing this questionnaire in the Fall will determine what you do on a daily basis before you participate in CFD. The information obtained when you complete the same questionnaire in the Spring will measure whether you now do more of these practices -- as a result of your participation in CFD.

1. How frequently do you discuss teaching practices (e.g., managing class time to increase student achievement; better ways "to reach a certain student," etc.) with your colleagues outside of the CFD training groups?

Based on annual amount. Check one answer:

- (5) daily (approximately) \_\_\_\_\_  
(4) daily to weekly \_\_\_\_\_  
(3) approximately weekly \_\_\_\_\_  
(2) moderately (six to 36 times thru school year) \_\_\_\_\_  
(1) seldom (less than six) times thru school year \_\_\_\_\_

Comment (only if necessary)

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2. When listening to a colleague discussing teaching practices with you, approximately what percent of the time do you find yourself making critical judgments about your colleague (e.g. this counselor is incompetent; this counselor can't control her/his classroom).

Based on annual percent. Check one answer:

- (5) 100% - 81% of time \_\_\_\_\_  
(4) 80% - 61% of time \_\_\_\_\_  
(3) 60% - 41% of time \_\_\_\_\_  
(2) 40% - 21% of time \_\_\_\_\_  
(1) 20% - 0% of time \_\_\_\_\_

Comment (only if necessary)

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3. When you are initiating the discussion of teaching practices with a colleague, what percent of the time do you perceive that your colleague is making a critical judgment about you?

Based on annual percent Check one answer:

- (5) 100% - 81% of time \_\_\_\_\_  
 (4) 80% - 61% of time \_\_\_\_\_  
 (3) 60% - 41% of time \_\_\_\_\_  
 (2) 40% - 21% of time \_\_\_\_\_  
 (1) 20% - 0% of time \_\_\_\_\_

Comment (only if necessary)

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4. How frequently does a discussion with a colleague influence you to change a teaching routine (for example: reviewing previous lesson at beginning of class; lecture; students preview the next session's topic, etc.) established over several years?

Based on annual amount. Check one answer:

- (5) daily (approximately) \_\_\_\_\_  
 (4) daily to weekly \_\_\_\_\_  
 (3) approximately weekly \_\_\_\_\_  
 (2) moderately (six to 36 times thru school year) \_\_\_\_\_  
 (1) seldom (less than six times thru school year) \_\_\_\_\_

Comment (only if necessary)

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5. How frequently do you voluntarily prepare teaching materials (i.e. handouts, lecture notes, transparencies, videotapes) with your colleagues?

Based on annual amount. Check one answer:

- (5) daily (approximately) \_\_\_\_\_  
 (4) daily to weekly \_\_\_\_\_  
 (3) approximately weekly \_\_\_\_\_  
 (2) moderately (six to 36 times thru school year) \_\_\_\_\_  
 (1) seldom (less than six times thru school year) \_\_\_\_\_

Comment (only if necessary)

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6. How often do you seek out the confidential advice of a trusted colleague when you are confronted with an instructional problem in your classroom?

Based on annual amount. Check one answer:

- (5) daily (approximately) \_\_\_\_\_  
 (4) daily to weekly \_\_\_\_\_  
 (3) approximately weekly \_\_\_\_\_  
 (2) moderately (six to 36 times thru school year) \_\_\_\_\_  
 (1) seldom (less than six) times thru school year \_\_\_\_\_

Comment (only if necessary)

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7. How often do you voluntarily observe your colleagues teaching for your own professional growth ?

Based on annual amount. Check one answer:

- (5) daily (approximately) \_\_\_\_\_  
 (4) daily to weekly \_\_\_\_\_  
 (3) approximately weekly \_\_\_\_\_  
 (2) moderately (six to 36 times thru school year) \_\_\_\_\_  
 (1) seldom (less than six) times thru school year \_\_\_\_\_

Comment (only if necessary)

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8. How often do you find yourself reflecting on a crucial teaching decision made previously during a class day?

Based on annual amount. Check one answer:

- (5) daily (approximately) \_\_\_\_\_  
 (4) daily to weekly \_\_\_\_\_  
 (3) approximately weekly \_\_\_\_\_  
 (2) moderately (six to 36 times thru school year) \_\_\_\_\_  
 (1) seldom (less than six) times thru school year \_\_\_\_\_

Comment (only if necessary)

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9. Having reflected on that decision, what percent of the time do you follow up on that decision and do something different on the next day?

Based on annual percent Check one answer:

- (5) 100% - 81% of time \_\_\_\_\_  
 (4) 80% - 61% of time \_\_\_\_\_  
 (3) 60% - 41% of time \_\_\_\_\_  
 (2) 40% - 21% of time \_\_\_\_\_  
 (1) 20% - 0% of time \_\_\_\_\_

Comment (only if necessary)

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10. You are most inclined to change your teaching practice when convinced that such a change will be successful with your students.

Based on your experience as a teacher. Check one.

- |                |       |        |          |                   |
|----------------|-------|--------|----------|-------------------|
| (5)            | (4)   | (3)    | (2)      | (1)               |
| Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
| _____          | _____ | _____  | _____    | _____             |

11. Changing your teaching is too difficult because you've become used to a certain routine.

Based on your experience as a teacher. Check one.

- |                |       |        |          |                   |
|----------------|-------|--------|----------|-------------------|
| (5)            | (4)   | (3)    | (2)      | (1)               |
| Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
| _____          | _____ | _____  | _____    | _____             |

12. Changing your teaching is too difficult because change risks losing control of your class.

Based on your experience as a teacher. Check one.

- |                |       |        |          |                   |
|----------------|-------|--------|----------|-------------------|
| (5)            | (4)   | (3)    | (2)      | (1)               |
| Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
| _____          | _____ | _____  | _____    | _____             |

13. Teacher isolation and autonomy make me reluctant to share advice and support with my fellow teaching counselors.

Based on your experience as a teacher. Check one.

- |                |       |        |          |                   |
|----------------|-------|--------|----------|-------------------|
| (5)            | (4)   | (3)    | (2)      | (1)               |
| Strongly agree | Agree | Unsure | Disagree | Strongly disagree |
| _____          | _____ | _____  | _____    | _____             |

14. Rank order this question by using the 5-1 scale with 5 the highest.

You can learn best about improving your teaching from:

Teacher trainers/consultants \_\_\_\_\_

Program directors \_\_\_\_\_

Classroom observers \_\_\_\_\_

Evaluation \_\_\_\_\_

Supervision \_\_\_\_\_

Fellow teaching counselors \_\_\_\_\_

FORMATIVE EVALUATION THROUGH SUPERVISION

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## FORMATIVE EVALUATION AND SUPERVISION

### Why Evaluation is not Working

Some of the most controversial issues in faculty development have revolved around questions of how administrators should assess faculty members' teaching effectiveness (Wilson, 1990). The formal evaluation process (FEP), as based in contractual agreement, is the primary tool provided by most 2-year and 4-year colleges and universities to create more effective teachers. Teaching faculty, for a variety of reasons, found that the FEP failed to improve their teaching practices (Seldin, 1991).

FEP centers on the classification of a faculty member as a success or a failure. Using written records, rating scales and observations conducted once every year, FEP has drifted away from concerning itself with a teacher's goals, conception of the learner, or personal philosophy of education (Medley, 1987). Currently, teacher performance ratings are utilized to provide extrinsic rewards (merit, recognition, promotion, tenure) and punishment (dismissal, fall from grace from the power structure, etc.) without achieving the important goal of improvement of instruction (Popham, 1990).

Use of the FEP as an improvement-of-instruction tool is further handicapped because administrators are not credited by teaching faculty as the ones who can offer advice on achieving improvement of teaching. Current research finds that faculty credit the implementation of change in the classroom to administrative feedback from the FEP at a rate of less than two percent. Kimball Wiles (1990) reports that, in a study of 2500 teachers, he found only a small fraction (1.5 percent) perceived their evaluator as a source of new ideas.

Teachers negate administrative suggestions as "secondhand information and soft data" for several reasons (Weinback & Randolph, 1989). One, administrators typically have been out of the classroom long enough for teachers to view their teaching skills as "rusty." Secondly, some teachers consider the sparse classroom observations as an inappropriate data base on which performance ratings can be made much less be a source of noteworthy suggestions for improvement of instruction.

Compounding the problem is the element of fear. A study by Cogan (1992) of teacher evaluation provides the basis for his conclusion that psychologically [evaluation] is almost inevitably viewed as an active threat to the teacher, possibly endangering her or his professional standing and undermining her or his confidence. This threatening nature combined with a lack of regard for evaluation input may offer substantial explanation for the lack of classroom change due to FEP (McNeil, 1992).

### Formative Evaluation (FE) through Supervision

It is unlikely that the FEP can ever fully address the issue of improvement of instruction. However, certain modifications of the evaluation process could make a substantial contribution to the improvement of instruction. These modifications should include two distinctly different processes: summative evaluation and formative evaluation through supervision. A clear distinction between summative evaluation and formative evaluation exists and must be held separate to be used for the purpose which each process is supposed to address.

The current formal FEP typically includes administrative and student segments. Each segment provides information that serves to place a teacher on a rating scale. Competence is determined by measuring past practice, a teacher's success or failure to meet certain criteria upon completion of a task or time period. Thus, the FEP is summative in nature as it is retroactive, occurring after-the-fact.

Formative evaluation (FE) is pro-active, occurring before the summative evaluation. It provides the feedback and support mechanisms which facilitate the type of change that leads to considered alterations in teaching strategies, activities, and philosophies (Popham, 1990). FE should be done in collaboration with a supervisor who does not and who will not participate in the summative evaluation process of FEP.

Confusing FE with FEP provides a common cause of teacher improvement program failure (Popham, 1990). An effective FE process is built on a foundation of mutual trust. The objective of the process is assistance. FE allows the BTCs self-analysis and direction for improvement. FE is placed in serious jeopardy if the supervisor is saddled with evaluation responsibilities. Professional development programs can resolve this conflict by appointing separate personnel: an evaluator who meets with the BTC to discuss performance evaluation and a supervisor who meets with the BTC to discuss professional development.

### Formative Supervision

The first step in developing FE is identifying the core - the supervisory process and developing a philosophy on which it is based. This supervisory process should meet the following criteria:

It should be directed toward the improvement of teaching performance.

The focus of the supervision is on the formative rather than on the summative aspect of the process. It is assumed that people want to improve and be more effective in the jobs they do. The feedback needs to be frequent and delivered at a time when practice and opportunity for improvement are still available. There is a future orientation since the goal is to improve future instruction.

It should be based on objective feedback

Objective information needs to be collected before and during instruction. The objective record generated includes actual behaviors and descriptions rather than subjective descriptions. People accept and are more inclined to act when presented with unprocessed, uninterpreted, specific information.

It should be reflective-analytic

The objective record is for study, careful thought, and analysis. Teaching behaviors are identified and assessed on the basis of the specific teaching situations. The information is dealt with contextually (teacher characteristics, student characteristics, objectives, etc.) and analyzed accordingly. There is now evidence that teaching behaviors which are inappropriate and undesirable in one setting are effective - even appropriate and desirable - in another (Medley, 1987).

It should be collaborative-interactive

The process involves two professionals discussing teaching and learning. It should not be a one way, directive communication, but an interactive, collegial relationship. The supervisor's sensitivity and commitment are qualities that help facilitate the open interaction. Collaboration is involved in the analysis, assessment, and possible alterations of future instruction. A problem-solving orientation should be evident.

It should be research based.

Well-supported findings from effective teaching research should be the basis for assessment and recommendations. Conventional wisdom and the "it works for me" approach promote a random basis for decision making. Research, contextually applied, can become a solid, broadly based foundation for instructional judgments. The focus remains more appropriately on student learning.

Phases in Formative Supervision

There are three components of the formative cycle: the pre-observation conference, the observation, and the post-observation conference. The guidelines to follow and the steps involved will be presented.

Pre-observation Conference

Certain guidelines should be followed to make the conference a positive, beneficial experience. The meeting should last about ten to twelve minutes and should be held no more than twenty-four hours before the observation in order to elicit accurate, up-to-date information and to allow for necessary adjustments. Discussion of topics unrelated to the lesson should be avoided but may be acknowledged and dealt with at another

time. A comfortable, relaxed atmosphere should characterize the conference. Ideally, the meeting should take place in the room where the observation is to occur so that there will be a better perception of room arrangement and student location. The conference is designed to enhance the rapport, trust, and understanding between participants. The supervisor should be an attentive, active listener, giving the BTC the opportunity to share knowledge and the background preparation for the lesson. It is essential that the conference be a personal interaction and not a paper shuffling exercise. Clarification and the building of trust can take place only with one-to-one interaction. A pre-observation conference report form is filled in by the supervisor as the information about the lesson is being shared (see Appendix A). This form should be in full view of both participants. Although the information may be recorded in any sequence, it is best to follow the order on the form.

The conference typically does not generate suggestions from the supervisor. The supervisor's role is to gain a full understanding of what is about to take place. There is some controversy concerning whether the supervisor ought to suggest changes in the lesson plan, and professional judgment must be exercised in this regard. However, it is considered most appropriate for the BTC to accept full responsibility for the teaching plan. An assessment of the plan's effectiveness can be made during the post-observation conference. The plan's outline is briefly described here.

Learning Context. The intent is to determine the relationship of the lesson to the overall unit of study. It is helpful to know approximately how much time is devoted to the unit and where this lesson fits into the sequence.

Learner Characteristics. This includes a general description of the students - the range of ability levels; particular talents, interests, or handicaps; special problem individuals or groups; and unique situations.

Learner Objectives. Specific content expectations are identified. It is also useful to indicate what students will do as they are working to accomplish the objectives.

Assessment. This step has two aspects: pre-assessment, which identifies how the students' readiness for the lesson has been determined by the BTC; and post-assessment, which identifies evaluation procedures that will be used by the BTC to assess student achievement of the lesson objectives.

Instructional Strategies and Materials. This step is the first to focus on the BTC and how the lesson is to be taught. Strategies, alternative tactics, materials, equipment needs, and, most importantly, the teaching sequence should be described.



Observer Focus. It is the supervisor's responsibility to determine the focus of the observation. The focus could be Teacher Verbal or Physical or Student Verbal or Physical - wherever the most useful information can be collected. The supervisor should also make it clear that the BTC has the freedom to adjust the lesson if necessary. The BTC should not feel locked into a strategy that is failing to meet the needs of the students.

The pre-observation conference serves several important functions. For the supervisor, it provides a framework for the observation and supplies specific, significant information as to lesson content, the planning and evaluation process, and the learners - all critical elements of effective instruction. For the BTC, the conference is a rehearsal that helps reduce anxiety and raises self-confidence. Potential trouble spots may be foreseen and last minute changes made.

### The Observation

During the observation, the supervisor's role is to record what is occurring in the classroom as determined by the focus. What develops is an objective record of processes, activities, and interaction. The observer's or the BTC's own recollection of what happened is not a valid basis for analyzing instruction. It would not be complete nor accurate as the written record. Given the complexity and immediacy of classroom events, it is not surprising that some events occur automatically (almost subconsciously) without the BTC's awareness. No value judgments or subjective interpretations are to be included in the record. It is also important that the supervisor be aware of and attempt to avoid perceptual bias. The supervisor's personal attitudes and experiences should not affect the data collection. The supervisor tries to be thorough rather than selective in recording data.

Data collection techniques should be on the basis of the type of lesson taught and in line with the focus. Techniques are varied since no one approach is the most appropriate. The BTC or students' verbal productions may be scripted or anecdotally stated using abbreviations, notations, and time frames. The BTC or student physical behavior may be drawn or charted showing movement and interactions. A combination of techniques may be used appropriately. The task of the observer is to take down a description of what occurred as objectively and completely as possible. Becoming good at the task is labor intensive and requires much practice (see Appendix B).

Guidelines are established to promote productive observations and to ensure consistency. Observations are scheduled since the attempt is to "catch" the BTCs doing their best! Also the length of the observation should be understood (twenty to thirty minutes may be appropriate). Determination of observer's position (and whether the observer should change positions) should be given consideration and influenced by the classroom activities to take place. The observer should be noninterfering and unobtrusive to the BTC and the students. Data are to be open ONLY to the BTC and supervisor for the purpose of analysis.

### Post-Observation Conference

The phases of the post-observation conference are structured to promote analysis and discussion of the instructional process. The collaborative relationship is also strengthened since both parties are highly involved in the process. In addition the structure facilitates developing analytic and problem-solving skills in the BTC. The complexity of the instructional process is made clearer and more manageable by focusing on the BTC's particular situation, students' objectives, etc. and by breaking the process down into parts.

Lesson reconstruction. There are four phases to the post-observation conference. The first is lesson reconstruction. The supervisor shares and reviews the observation record soliciting clarification, additions, and corrections. Agreement is reached as to the accuracy and adequacy of the record. This phase should take eight to twelve minutes, depending on the length of the observation.

Pattern identification. The second phase is pattern identification. The observation record is examined for recurring BTC or student behaviors or patterns. Attention is on events or behaviors that recur rather than on single incidents. There are no prescriptive patterns that should always be exhibited. The patterns evolve from the data. Patterns do fall into four broad areas of instruction: planning (relationship to unit of study), classroom management (preventive measures, student engagement, monitoring, etc.), instructional management (grouping, pacing, transitions, etc.), and instructional interaction (clarity, questioning, praise, discussions, etc.). There are representative behaviors in the observation record that indicate patterns related to planning, classroom management, etc. The patterns identified are described and written, for example, "Informal assessment practices are continuing"; "Students are engaged in learning activities"; "Allocated time is used for academic instruction"; "Teacher feedback to student response communicates accuracy and adequacy of response"; and "Probing and cueing are used to improve student responses."

Pattern assessment. The third phase is pattern assessment. At this point the pre-observation conference is reviewed focusing on the learner expectations and teacher strategies, since analysis should proceed in relation to those aspects. The observer and the BTC work together to determine if identified patterns support or detract from achieving objectives. It may be that the patterns have no significant impact and may be considered neutral patterns. The assessment process is contextual and intricate. It is as important to reinforce positive patterns as it is to target negative patterns for change.

Planning for future instruction. The final phase of the post-observation conference is planning for future instruction. The recommendations can include such suggestions as continue. . . , consider. . . , explore. . . , strengthen. . . , experiment. . . , develop. . . , change. . . , and stop! Some recommendations may be relatively simple to implement, whereas others are more complex and involve changes in small, incremental

steps. It is the supervisor's sensitivity and leadership ability that heavily come into play at this point. Strategies need to be planned and priorities set. It could be that in order to implement recommendations, additional suggestions are necessary, including articles to read, specific teachers to observe, videotaping and peer coaching. Recommendations and suggestions should be written.

Several guidelines have evolved that are helpful in conducting the post conference. The conference should conclude within forty-five to fifty minutes, which requires direction and pacing by the supervisor. The observation record should be processed and interpreted together, promoting collaborative analysis. The conference should be held within twenty-four hours of the observation (preferably immediately after the observation). It should be held in the instructional setting. Recommendations must be data-based and relate to research findings and appropriate practice. The conference should have a future orientation and be directed toward future instruction (see Appendix C).

#### Administrative Concerns.

The heart of the supervisory program is the formative (the pre-observation, observation, post-observation) cycle. BTCs should go through these cycles twice a year throughout the BTC's two-year training program. In addition to the formative cycles are "drop in" follow-up observation to monitor identified areas needing attention. Forms for the formative cycles and "drop in" observations are completed as the conferences and observations proceed. These forms are given to the BTCs for safekeeping. It is totally up to the discretion of the BTCs to share or not share the forms for summative evaluation with the directors of their respective units.

#### Conclusion

A formative supervisory process consistent with the philosophy of growth toward independent, thoughtful professional actions is what is needed in teacher education. Supervisors are significant others and should help develop a person's self-regard. The formative-interactive helps foster a feeling of efficacy and autonomy, free from "ratings and evaluations." When the BTCs receive precise information about positive effects of new behaviors they have adopted, they are like to feel good about the change and to seek further improvement (Hawley et al, 1984). The process also affects satisfaction in the work place. Most people are more satisfied with their work when their achievements are recognized and acknowledged and when they are afforded the opportunity to grow and develop (Herzberg, 1988). Observation and feedback result in skill development. It has been found that greater skill acquisition is primarily the function of the amount of supervision received (Hawley et al, 1984). Intense supervision resulted in better performance. Additional evidence supports the influence of goal-oriented supervision (Boydell, 1986). All available research suggests that teacher education has unlimited opportunity to foster the development of its teachers if a comprehensive and formative supervisory system is adopted.

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APPENDIX A.

SOME QUESTIONS FOR PRE-OBSERVATION CONFERENCE

1. What is the purpose of your lesson?
2. What are the objectives of your lesson?
3. What are the characteristics of the students?
4. What materials/strategies will you be using?
5. What is the best time to come to observe?
6. What do you feel are your strengths or weaknesses in presenting this lesson?
7. What teaching methods will you use to achieve your objectives?
8. Are there any teacher behaviors you would like me to observe (eye contact, feedback, waiting time, smile)?

APPENDIX B

CLASSROOM VISITATION FORM

I. Computer-Assisted Classroom  
Visitation Response Form

<u>NAME</u>	<u>SECTION NUMBER</u>	<u>BUILDING AND ROOM</u>
<u>DATE</u>	<u>TIME</u>	<u>SEMESTER AND YEAR</u>

Key:  = good     = needs work    Blank = irrelevant (or not responded to)

1.  Preparation (Readiness)
 

<input type="checkbox"/> Looked prepared  <input type="checkbox"/> Knew material well  <input type="checkbox"/> Efficient use of class time	<input type="checkbox"/> Knew what (s)he wanted from the class <input type="checkbox"/> Outlined essential criteria for attaining lesson objectives <input type="checkbox"/> Ready with supplementary materials
---	---
  
2.  Structure (Organization)
 

<input type="checkbox"/> Clear  <input type="checkbox"/> Conveyed main points of lesson <input type="checkbox"/> Reviewed important concepts <input type="checkbox"/> Tied ideas together	<input type="checkbox"/> Covered essential points (material ) <input type="checkbox"/> Easy to take notes from her/him  <input type="checkbox"/> Alerted class to forthcoming assignments, exams, readings, etc.
---	---
  
3.  Rapport (Warmth and Sensitivity)
 

<input type="checkbox"/> Knew class well (called them by name) <input type="checkbox"/> Concern for class demonstrated <input type="checkbox"/> Awareness of class needs <input type="checkbox"/> Picked up nonverbal cues	<input type="checkbox"/> Listened to class members. <input type="checkbox"/> Shared ideas with class <input type="checkbox"/> Built on and added comments from class. <input type="checkbox"/> Received strong responses from class (well liked by class) <input type="checkbox"/> Rewarded responses
---	---
  
4.  Motivation (Enthusiasm and Energy)
 

<input type="checkbox"/> Maintained attention of class <input type="checkbox"/> Dynamic and strong <input type="checkbox"/> Offers variety <input type="checkbox"/> Excited about the situation <input type="checkbox"/> Forthright and direct	<input type="checkbox"/> Effective use of board; audio-visual media <input type="checkbox"/> Effective physical movement <input type="checkbox"/> Effective rate (speed) of presentation <input type="checkbox"/> Effective voice volume <input type="checkbox"/> Positive spirit reflected
--	---

I. COMPUTER-ASSISTED CLASSROOM  
VISITATION RESPONSE FORM  
(Continued)

Key:  = good    X = needs work    Blank = irrelevant (or not responded to)

5.  Interaction (Encouraging questions and comments from the class)
- |   |  |
|---|--|
| <input type="checkbox"/> Oral                                       | <input type="checkbox"/> Had everyone participating      |
| <input type="checkbox"/> Written                                    | <input type="checkbox"/> Filled silences                 |
| <input type="checkbox"/> Asked probing questions (pursued students) | <input type="checkbox"/> Encouraged class responsiveness |
|   | <input type="checkbox"/> Involved with class             |
6.  Adaptation (Flexibility and Spontaneity)
- |  |  |
|--|--|
| <input type="checkbox"/> To readings                 | <input type="checkbox"/> To current events             |
| <input type="checkbox"/> To lectures                 | <input type="checkbox"/> To past or future assignments |
| <input type="checkbox"/> To individual student needs | <input type="checkbox"/> To unexpected occurrences     |
|  | <input type="checkbox"/> To current class attitude     |
7.  Poise (Composure)
- |  |   |
|--|---|
| <input type="checkbox"/> Calm                    | <input type="checkbox"/> Commanded situation (took charge)              |
| <input type="checkbox"/> Confident               | <input type="checkbox"/> Sense of humor revealed                        |
| <input type="checkbox"/> Alert                   | <input type="checkbox"/> Presented a model of an effective communicator |
| <input type="checkbox"/> Relaxed and Comfortable |   |
8.  Facilitation (Guidance and Leadership)
- |  |  |
|--|--|
| <input type="checkbox"/> Assumed role of teacher | <input type="checkbox"/> Democratic    |
| <input type="checkbox"/> Guided class            | <input type="checkbox"/> Authoritarian |
|  | <input type="checkbox"/> Laissez-faire |
9.  Physical Environment and Arrangement of Class
- |  |  |
|--|--|
| <input type="checkbox"/> Seating appropriate       | <input type="checkbox"/> Appropriate lighting                          |
| <input type="checkbox"/> Use of blackboard         | <input type="checkbox"/> Her/His relation to the class                 |
| <input type="checkbox"/> Awareness of distractions | <input type="checkbox"/> appropriate (sitting, standing, moving, etc.) |
10.  Overall Pace of Class (Rate or speed by which class time passed by)
- |   |  |
|---|--|
| <input type="checkbox"/> Began class on time            | <input type="checkbox"/> Balanced and appropriate  |
| <input type="checkbox"/> Moved through material quickly | <input type="checkbox"/> Ended class on time   |
| <input type="checkbox"/> Moved through material slowly  | <input type="checkbox"/> A healthy class environment (positive, communicating, responsive) |
| <input type="checkbox"/> Laissez-faire                  |  |





## APPENDIX B

II. RATING GUIDE

## CONTENT: ORGANIZATION (Continued)

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

-----

	1	2	3	4
<u>Conclusion</u>				
10. Solved or otherwise dealt with any problems raised during the lesson.	[ ]	[ ]	[ ]	[ ]
11. Re-stated what students were expected to gain from lesson material.	[ ]	[ ]	[ ]	[ ]
12. Summarized the main ideas in the lesson.	[ ]	[ ]	[ ]	[ ]
13. Related the day's lesson to upcoming presentations.	[ ]	[ ]	[ ]	[ ]

Other comments:

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## APPENDIX B

II. RATING GUIDE

## PRESENTATION: STYLE

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
<u>Voice Characteristics</u>				
1. Voice could be easily heard.	[ ]	[ ]	[ ]	[ ]
2. Voice was raised or lowered for variety and emphasis.	[ ]	[ ]	[ ]	[ ]
3. Speech was neither too formal nor too casual.	[ ]	[ ]	[ ]	[ ]
4. Speech fillers, ("okay now," "ahm,") were not too distracting.	[ ]	[ ]	[ ]	[ ]
5. Rate of speech was neither too fast nor too slow.	[ ]	[ ]	[ ]	[ ]
<u>Non-Verbal Communication:</u>				
6. Established and maintained eye contact with the class as lesson began.	[ ]	[ ]	[ ]	[ ]
7. Listened carefully to students' comments and questions.	[ ]	[ ]	[ ]	[ ]
8. Wasn't too stiff and formal in appearance.	[ ]	[ ]	[ ]	[ ]
9. Wasn't too casual in appearance.	[ ]	[ ]	[ ]	[ ]

## APPENDIX B

II. RATING GUIDE

## PRESENTATION: STYLE (Continued)

-----

Directions: Respond to each of the statements 1 = Strength  
 below by checking the number which 2 = Somewhat of a Problem  
 best expresses your judgement. 3 = A Major Problem  
 4 = Not Applicable

-----

	1	2	3	4
<u>Non-Verbal Communication</u> (continued):				
10. Facial and body movements were consistent with instructor's intentions. For example, the instructor looked at students while waiting for their responses after asking questions.	[ ]	[ ]	[ ]	[ ]

Other comments:

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## APPENDIX B

II. RATING GUIDE

## PRESENTATION: CLARITY

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
1. Stated the purpose at the beginning of the lesson.	[ ]	[ ]	[ ]	[ ]
2. Defined new terms, concepts and principles.	[ ]	[ ]	[ ]	[ ]
3. Told the students why certain processes, techniques or formulas were used to solve problems.	[ ]	[ ]	[ ]	[ ]
4. Used relevant examples to explain major ideas.	[ ]	[ ]	[ ]	[ ]
5. Used clear and simple examples.	[ ]	[ ]	[ ]	[ ]
6. Explicitly related new ideas to familiar ones.	[ ]	[ ]	[ ]	[ ]
7. Reiterated definitions of new terms to help students become accustomed to them.	[ ]	[ ]	[ ]	[ ]
8. Provided occasional summaries and re-statements of important ideas.	[ ]	[ ]	[ ]	[ ]
9. Use alternate explanations when necessary.	[ ]	[ ]	[ ]	[ ]
10. Slowed the word flow when ideas were complex and difficult.	[ ]	[ ]	[ ]	[ ]
11. Did not often digress from the main topic.	[ ]	[ ]	[ ]	[ ]

APPENDIX B

II. RATING GUIDE

PRESENTATION: CLARITY (Continued)

-----

**Directions:** Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

-----

- |   | 1   | 2   | 3   | 4   |
|---|-----|-----|-----|-----|
| 12. Talked to the class, not to the board or windows. | [ ] | [ ] | [ ] | [ ] |
| 13. The board work appeared organized and legible.    | [ ] | [ ] | [ ] | [ ] |

Other comments:

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## APPENDIX B

II. RATING GUIDE

## QUESTIONING SKILLS

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
1. Asked questions that were clear, definite, and concise, and included only one idea.	[ ]	[ ]	[ ]	[ ]
2. Asked questions that were interesting, timely, and thought-provoking.	[ ]	[ ]	[ ]	[ ]
3. Asked questions designed to require more than a simple yes or no answer.	[ ]	[ ]	[ ]	[ ]
4. Asked questions adapted to individual differences.	[ ]	[ ]	[ ]	[ ]
5. Asked questions that were challenging and not obvious.	[ ]	[ ]	[ ]	[ ]
6. Asked questions that touched on a variety of levels (i.e., questions requiring students to demonstrate knowledge, comprehension, application, analysis, and evaluation).	[ ]	[ ]	[ ]	[ ]
7. Asked questions related to the lesson being taught.	[ ]	[ ]	[ ]	[ ]
8. Asked questions geared to illustrate key points of major lesson topics.	[ ]	[ ]	[ ]	[ ]

## APPENDIX B

II. RATING GUIDE

## QUESTIONING SKILLS (Continued)

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
9. Asked questions to see what the students know about the lesson topic.	[ ]	[ ]	[ ]	[ ]
10. Addressed questions to individual students as well as the group at large.	[ ]	[ ]	[ ]	[ ]
11. Asked a question, paused to give students time to think about the question, and then called on a student.	[ ]	[ ]	[ ]	[ ]
12. Asked questions in orderly sequence.	[ ]	[ ]	[ ]	[ ]
13. Directed her/his questions so that each student was able to participate.	[ ]	[ ]	[ ]	[ ]
14. Reacted favorably to students' answers to questions (e.g., rewarded correct responses; did not criticize students for incorrect responses).	[ ]	[ ]	[ ]	[ ]
15. Encouraged students to answer difficult questions by providing cues or rephrasing.	[ ]	[ ]	[ ]	[ ]
16. When necessary, asked students to clarify their questions.	[ ]	[ ]	[ ]	[ ]



## APPENDIX B

II. RATING GUIDE

## QUESTIONING SKILLS (Continued)

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

-----

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Asked probing questions if a student's answer was incomplete or superficial.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Repeated answers when necessary so the entire class could hear.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Received students' questions politely and when possible enthusiastically.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Requested that questions which required time-consuming answers of limited interest be discussed before or after class or during office hours. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other comments:

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## APPENDIX B

II. RATING GUIDE

## ESTABLISHING AND MAINTAINING CONTACT WITH STUDENTS

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength
2 = Somewhat of a Problem
3 = A Major Problem
4 = Not Applicable

-----

<u>Establishing Contact:</u>	1	2	3	4
1. Greeted students with a bit of small talk.	[ ]	[ ]	[ ]	[ ]
2. Established eye contact with as many students as possible.	[ ]	[ ]	[ ]	[ ]
3. Set ground rules for student participation and questioning.	[ ]	[ ]	[ ]	[ ]
4. Used questions to gain student attention.	[ ]	[ ]	[ ]	[ ]
5. Encouraged student questions.	[ ]	[ ]	[ ]	[ ]
 <u>Maintaining Contact:</u>				
6. Maintained eye contact with as many students as possible.	[ ]	[ ]	[ ]	[ ]
7. Used rhetorical questions to re-engage student attention.	[ ]	[ ]	[ ]	[ ]
8. Asked questions which allowed the instructor to gauge the students' progress.	[ ]	[ ]	[ ]	[ ]
9. Was able to answer students' questions satisfactorily.	[ ]	[ ]	[ ]	[ ]

## APPENDIX B

II. RATING GUIDEESTABLISHING AND MAINTAINING CONTACT WITH STUDENTS  
(Continued)

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
<u>Maintaining Contact</u> (continued):				
10. Noted and responded to signs of puzzlement, boredom, curiosity, etc.	[ ]	[ ]	[ ]	[ ]
11. Varied the pace of the lesson to keep students alert.	[ ]	[ ]	[ ]	[ ]
12. Spoke at a rate which allowed students time to take notes.	[ ]	[ ]	[ ]	[ ]

Other comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX B

II. RATING GUIDE

## ORGANIZING AND MANAGING THE CLASSROOM

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

<u>Organizing the classroom:</u>	1	2	3	4
1. Creates safe environment that is physically arranged to facilitate learning and routines for recurrent tasks.	[ ]	[ ]	[ ]	[ ]
2. Structures the physical/ interpersonal environment (e.g., arrangement of desks and chairs, use of small groups) as a means of communicating content and process.	[ ]	[ ]	[ ]	[ ]
3. Modifies the visual and physical environment to correspond with learning activity and lesson content.	[ ]	[ ]	[ ]	[ ]
4. Establishes efficient routines to accomplish recurrent tasks and transitions between activities.	[ ]	[ ]	[ ]	[ ]
5. Establishes routines and procedures for activities such as coming to class on time, leaving class, collecting books, regrouping for different activities, boardwork distributing materials, taking attendance, etc.	[ ]	[ ]	[ ]	[ ]

## APPENDIX B

II. RATING GUIDEORGANIZING AND MANAGING THE CLASSROOM  
(Continued)

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
<u>Managing Instructional Time:</u>				
6. Has materials, supplies and equipment ready at the start of the lesson or instructional activity.	[ ]	[ ]	[ ]	[ ]
7. Gets the class started quickly.	[ ]	[ ]	[ ]	[ ]
8. Gets the students on task quickly at the beginning of each lesson or instructional activity.	[ ]	[ ]	[ ]	[ ]
9. Maintains a high level of student time-on-task.	[ ]	[ ]	[ ]	[ ]
<u>Managing Student Behavior:</u>				
10. Makes explicit to students what is expected of them in different classroom situations, i.e. establishes rules.	[ ]	[ ]	[ ]	[ ]
11. Establishes a set of rules and procedures that govern the handling of routine administrative matters.	[ ]	[ ]	[ ]	[ ]
12. Establishes a set of rules and procedures that govern student verbal participation and talk during different types of activities -- whole-class instruction, small groups, etc.	[ ]	[ ]	[ ]	[ ]

## APPENDIX B

II. RATING GUIDEORGANIZING AND MANAGING THE CLASSROOM  
(Continued)

-----

Directions: Respond to each of the statements below by checking the number which best expresses your judgement.

1 = Strength  
2 = Somewhat of a Problem  
3 = A Major Problem  
4 = Not Applicable

-----

	1	2	3	4
<u>Managing Student Behavior (Continued):</u>				
13. Establishes a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.	[ ]	[ ]	[ ]	[ ]
14. Reinforces positive student behavior.	[ ]	[ ]	[ ]	[ ]
15. Redirect/stops inappropriate and disruptive behavior.	[ ]	[ ]	[ ]	[ ]
16. Monitors student behavior during a lesson and responds quickly to students to encourage positive behavior and discourage negative behavior.	[ ]	[ ]	[ ]	[ ]
<u>Actively Involving Students:</u>				
17. Monitors student engagement, identifies all students who are off task, and employs a strategy to re-engage them in lesson activities.	[ ]	[ ]	[ ]	[ ]
18. Actively involves all students in instructional activities.	[ ]	[ ]	[ ]	[ ]
19. Includes lesson activities that require active participation by students.	[ ]	[ ]	[ ]	[ ]



APPENDIX C

POST-OBSERVATION CONFERENCE

I. Some Questions for Post-Observation Conference

1. Did the lesson go as you expected?
2. What part of the lesson did not go as well as others?
3. How did you monitor student progress during the lesson?
4. If you taught the lesson again, what teaching strategies would you change or modify?
5. What kinds of teaching techniques did you use to involve all students in the lesson?
6. What particular or special component of your teaching style was emphasized during the lesson?
7. How might you alter or extend the teaching methods and materials used in this lesson to reinforce student learning?
8. What provision had you made for students who might need remediation or enrichment activities at some point during the lesson?





APPENDIX D

EVALUATION OF POST-OBSERVATION CONFERENCE

CONFERENCE SETTING

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. The conference was held in a "neutral" zone, i.e. not in the observer's office.	[ ]	[ ]	[ ]	[ ]	[ ]
2. The seating arrangement was such that neither one of us was "looking down" on the other.	[ ]	[ ]	[ ]	[ ]	[ ]
3. There was no desk or any other physical barrier between the observer and myself.	[ ]	[ ]	[ ]	[ ]	[ ]
4. We addressed each other on a first-name basis.	[ ]	[ ]	[ ]	[ ]	[ ]
5. The atmosphere was such that I felt that we were two professionals working as colleagues, not as superiors and subordinates.	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

OPENING PHASE

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
6. The conference began with small talk that broke the ice and made me feel relaxed.	[ ]	20 ]	[ ]	[ ]	[ ]

OPENING PHASE (Continued)

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
7. The observer began discussing the class by reviewing what happened during the lesson.	[ ]	[ ]	[ ]	[ ]	[ ]
8. The observer discussed the objectives of the lesson and the various segments of the lesson.	[ ]	[ ]	[ ]	[ ]	[ ]
9. The observer discussed in a matter-of-fact, nonjudgmental way the basic intent of the lesson and the primary strategies employed.	[ ]	[ ]	[ ]	[ ]	[ ]
10. The observer used direct or paraphrased quotes to describe what was done and said during the lesson.	[ ]	[ ]	[ ]	[ ]	[ ]
11. The observer gave a <u>verbatim</u> description of how a key point was presented or the way a transition was made from one segment of the lesson to another.	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

QUESTIONING STRATEGIES

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
12. The observer asked me to tell about the class, what the students had been doing previously, or what was to follow.	[ ]	[ ]	[ ]	[ ]	[ ]
13. The observer asked me about a specific student who did something noteworthy during the lesson.	[ ]	[ ]	[ ]	[ ]	[ ]
14. The observer asked me to share some of the character of the class and the students and insights into some of this class's special difficulties.	[ ]	[ ]	[ ]	[ ]	[ ]
15. The observer asked me, to think of how I developed and implemented my lesson plan as well as the rationale for the way certain situations may have been handled in class.	[ ]	[ ]	[ ]	[ ]	[ ]
16. The observer asked me to reflect on the lesson and analyze both its strengths and its weaknesses.	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: \_\_\_\_\_

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DATA SHARING

	<u>Strongly</u> <u>Disagree</u>	<u>Disagree</u>	<u>Does Not</u> <u>Apply</u>	<u>Agree</u>	<u>Strongly</u> <u>Agree</u>
17. The observer shared data drawn from a log or notes recorded during the class.	[ ]	[ ]	[ ]	[ ]	[ ]
18. The observer described critical incidents and the time at which they occurred.	[ ]	[ ]	[ ]	[ ]	[ ]
19. The observer noted specific behaviors of individual students (e.g. the student in the third seat of the second row had his head down or two students in the back were talking with each other for three minutes, or 14 students have raised their hands to answer a question) to direct the flow of the conference.	[ ]	[ ]	[ ]	[ ]	[ ]
20. Specific incidents were shared by the observer in a non-judgmental manner.	[ ]	[ ]	[ ]	[ ]	[ ]
21. I did not feel defensive because the observer's comments were not value-laden or evaluative.	[ ]	[ ]	[ ]	[ ]	[ ]

DATA SHARING (Continued)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
22. Because the observer deferred judgment, I was able to reach the same conclusions on my own and am more personally committed to bring about change.	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_FOCUSING STRATEGIES

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
23. The observer asked what I liked about the lesson.	[ ]	[ ]	[ ]	[ ]	[ ]
24. The observer directed my attention toward those things that went well.	[ ]	[ ]	[ ]	[ ]	[ ]
25. The observer got me involved in my own evaluation by focusing initial attention on the positive.	[ ]	[ ]	[ ]	[ ]	[ ]
26. Reinforcing these successful strategies encouraged me to continue including them in my repertoire.	[ ]	[ ]	[ ]	[ ]	[ ]
27. The observer asked me what I could do differently regarding problems areas if I were to teach the lesson again.	[ ]	[ ]	[ ]	[ ]	[ ]

FOCUSING STRATEGIES (Continued)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
28. The observer asked me to reflect on areas in need of improvement and to propose a more effective strategy.	[ ]	[ ]	[ ]	[ ]	[ ]
29. Because of this conference, I am able to evaluate, weigh what has been said and formulate my own ideas on how to work on the areas in need of improvement.	[ ]	[ ]	[ ]	[ ]	[ ]
30. Because of this conference, I feel confident that I will be able to identify the same areas in need of improvement as the observer.	[ ]	[ ]	[ ]	[ ]	[ ]

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_CLOSURE

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
31. Toward the end of the conference, the observer began to summarize what was expected in the future and what instructional behaviors must be changed.	[ ]	[ ]	[ ]	[ ]	[ ]

CLOSURE (Continued)

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Does Not Apply</u>	<u>Agree</u>	<u>Strongly Agree</u>
32. I knew what aspects of the lesson were well-executed and what should be incorporated in future lesson planning.	[ ]	[ ]	[ ]	[ ]	[ ]
33. I knew what went well as well as suggestions I could use to improve the lesson.	[ ]	[ ]	[ ]	[ ]	[ ]
34. The observer asked me to summarize what was said so the observer and I could be certain that we were on the same wave length.	[ ]	[ ]	[ ]	[ ]	[ ]
35. I was clear on what changes I need to work on.	[ ]	[ ]	[ ]	[ ]	[ ]
36. The observer asked me what I will be working on until our next conference.	[ ]	[ ]	[ ]	[ ]	[ ]
37. I made a commitment to work toward improving one instructional skill.	[ ]	[ ]	[ ]	[ ]	[ ]
38. My commitment to improve one instructional skill was duly recorded on the observation sheet.	[ ]	[ ]	[ ]	[ ]	[ ]
39. The observer and I are committed to follow up and gather data on this one instructional skill for our next observation conference.	[ ]	[ ]	[ ]	[ ]	[ ]



COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPENDIX E

EVALUATION OF TEACHING SUPERVISOR

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
A. <u>Rapport with My Supervisor</u>					
1. When I informed my supervisor of problems I was having in teaching, s/he tried to understand them.	_____	_____	_____	_____	_____
2. I felt free to discuss my teaching problems with my supervisor.	_____	_____	_____	_____	_____
3. My supervisor was responsive to and considerate of me as a person.	_____	_____	_____	_____	_____
4. My supervisor encouraged me to try my ideas.	_____	_____	_____	_____	_____
5. I and my supervisor spent time working together to support my development as a teacher.	_____	_____	_____	_____	_____
6. The level of trust established between my supervisor and me was high.	_____	_____	_____	_____	_____
7. My supervisor was a collaborator rather than an evaluator.	_____	_____	_____	_____	_____

EVALUATION OF TEACHING SUPERVISOR  
(Continued)

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
<b>B. <u>Working with</u> <u>My Supervisor</u></b>					
8. My supervisor's visits to my classroom were scheduled sufficiently in advance to permit me time for reasonable preparation.	_____	_____	_____	_____	_____
9. My supervisor adequately checked the lesson objectives in my lesson plans for each class before the class was taught.	_____	_____	_____	_____	_____
10. My supervisor adequately observed the interactions between myself and the students.	_____	_____	_____	_____	_____
11. My supervisor observed my classes a sufficient number of times.	_____	_____	_____	_____	_____
12. My supervisor did spend an adequate amount of time observing my teaching to make a reliable judgment concerning my teaching.	_____	_____	_____	_____	_____
13. My supervisor held enough end-of-visit conferences with me.	_____	_____	_____	_____	_____
14. Feedback from my supervisor was usually objective.	_____	_____	_____	_____	_____

EVALUATION OF TEACHING SUPERVISOR  
(Continued)

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
15. I had the opportunity to actively engage in self-analysis of my performance.	_____	_____	_____	_____	_____
16. My supervisor told me exactly what was right/wrong with my lesson.	_____	_____	_____	_____	_____
17. My supervisor gave me adequate encouragement concerning some specific things I was doing well.	_____	_____	_____	_____	_____
18. My supervisor helped me focus on future performance rather than dwelling on past performance.	_____	_____	_____	_____	_____
19. My supervisor enumerated a sufficient number of specific things I needed to improve on before the next visit.	_____	_____	_____	_____	_____
20. After a class observation I was left with a clear sense of where to go next to improve my teaching performance.	_____	_____	_____	_____	_____
<b>C. <u>Getting Help from My Supervisor</u></b>					
21. My supervisor exhibited skill in diagnosing my problems in teaching.	_____	_____	_____	_____	_____

EVALUATION OF TEACHING SUPERVISOR  
(Continued)

	Strongly agree	Agree	Ur.sure	Disagree	Strongly disagree
22. My supervisor was skilled in asking questions and rephrasing statements to make sure my teaching problems are clearly understood.	_____	_____	_____	_____	_____
23. My supervisor gave me helpful suggestions as to what actions to take in solving my teaching problems.	_____	_____	_____	_____	_____
24. My supervisor gave me valuable assistance in obtaining needed ideas and information for lessons.	_____	_____	_____	_____	_____
25. I looked forward to the next class observation as a valuable learning experience.	_____	_____	_____	_____	_____
26. Supervision strengthened my commitment to improve my teaching performance.	_____	_____	_____	_____	_____

IMPROVING INSERVICE TRAINING

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## IMPROVING INSERVICE TRAINING

There are three messages from our review of research on the ability of teachers to acquire teaching skills and strategies.

The first message from that research is very positive: teachers are wonderful learners. Nearly all teachers can acquire new skills that "fine tune" their competence. They can also learn a considerable repertoire of teaching strategies that are new to them.

The second message is more sobering, but still optimistic: in order to improve their skills and learn new approaches to teaching, teachers need certain conditions - conditions that are not common in most inservice settings even when teachers participate in the planning of those settings.

The third message is also encouraging: this author's research reveals what conditions help teachers to learn. This information can be used to design staff development activities for the Beginning Teaching Counselors (BTCs).

### Two Purposes of Training

Improving the BTCs' teaching can be focused on "tuning" their present skills or on learning new ways of teaching. When tuning skills, we try to become more affirmative, involved the BTCs more, ask more questions, induce BTCs to be more productive, increase the clarity and vividness of their lessons, and understand better the subject matter they teach. In short, we work on their craft. Training oriented toward fine tuning consolidates competence and is likely to increase teaching effectiveness.

Mastering new teaching strategies or models and/or learning to put alternative methods in place is quite a different goal. To master a new approach BTCs need to explore and understand its rationale, develop the ability to carry out the new strategies, and master fresh content.

Generally speaking, "fine tuning" existing approaches is easier than mastering and implementing new ones, because the magnitude of change is smaller and less complex. When BTCs change their repertoire, they have to learn to think differently, to behave differently, and to adapt to and become comfortable with the new approaches, so mastery of new techniques requires more intensive training than does the fine tuning.

We organized this inservice development plan to find out how various components of training contribute to learning. To do this we discussed a typology of "levels of impact" of training and another for categorizing training components. Then we asked the question, "In the body of research on training, how much does each kind of training component appear to contribute to each level of impact?"



### Components of Training

Most of the training literature consists of investigations in which training elements are combined in various ways, whether they are directed toward the fine-tuning of styles or the mastery of new approaches. For our review of the literature, we were able to identify a number of training components that have been studied intensively. Alone and in combination, each of these training components contributes to the impact of a training sequence or activity. (As we shall see, when used together, each has much greater power than when they are used alone.) The major components of training the studies we reviewed are:

1. Presentation of theory or description of skill or strategy;
2. Modeling or demonstration of skills or models of teaching;
3. Practice in simulated and classroom settings;
4. Structured and open-ended feedback (provision of information about performance);
5. Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom).

### Effectiveness of Components

1. Presentation of Theory - The substance of theory components is the rationale, theoretical base, and verbal description of an approach to teaching or a skill or instructional technique. Readings, lectures, films, and discussions are used to describe the approach, its conceptual base and potential uses. In many higher education courses and inservice institutes and workshops, it is not uncommon for presentation of theory to be the major and in some cases the sole component of the training experience.

Level of impact: Either for tuning of style or mastery of new approaches, presentation of theory can raise awareness and increase conceptual control of an area to some extent. However, it is for relatively few teachers that it results in skill acquisition or the transfer of skills into the classroom situation (although there are some people who build and transfer skills from theory presentations alone). On the other hand, when the presentation of theory is used in combination with the other training components, it appears to boost conceptual control, skill development, and transfer. It is not powerful enough alone to achieve much impact beyond the awareness level, but when combined with the others, it is an important component.

2. Modeling or Demonstration - Modeling involves enactment of the teaching skill or strategy either through a live demonstration with students, or through television, film, or other media. In a given training activity, a strategy or skill can be modeled any number of times. Much of the literature is flawed because only one or two demonstrations have been made of some quite complex models of teaching, thus comprising relatively weak treatments.

Level of impact: Modeling appears to have a considerable effect on awareness and some on knowledge. Demonstration also increases the mastery of theory. We understand better what is illustrated to us. A good many teachers can imitate demonstrated skills fairly readily and a number will transfer them to classroom practice. However, for most teachers modeling alone is unlikely to result in the acquisition and transfer of skills unless it is accompanied by other components. Fairly good levels of impact can be achieved through the use of modeling alone where the tuning of style is involved, but for the mastery of new approaches it, by itself, does not have great power for many teachers. All in all, research appears to indicate that modeling is very likely to be an important component of any training program aimed at acquisition of complex skills and their transfer to the classroom situation.

3. Practice Under Simulated Conditions - Practice involves trying out a new skill or strategy. Simulated conditions are usually achieved by carrying out the practice either with peers or with small groups of students under circumstances which do not require management of an entire class or larger group of students at the same time.

Level of impact: It is difficult to imagine practice without prior awareness and knowledge; that, we have to know what it is we are to practice. However, when awareness and knowledge have been achieved, practice is a very efficient way of acquiring skills and strategies whether related to the tuning of style or the mastery of new approaches. Once a relatively high level of skill has been achieved, a sizeable percentage of teachers will begin to transfer the skill into their instructional situations, but this will not be true of all persons by any means, and it is probably that the more complex and unfamiliar the skill or strategy, the lower will be the level of transfer. All in all, research supports common sense with respect to practice under simulated conditions. That is, it is an extremely effective way to develop competence in a wide variety of classroom techniques.

4a. Structured Feedback - Structured feedback involves learning a system for observing teaching behavior and providing an opportunity to reflect on teaching by using the system. Feedback can be self-administered, provided by observers, or given by peers and coaches. It can be regular or occasional. It can be combined with other components, which are organized toward the acquisition of specific skills and strategies. That is, it can be directly combined with practice and a practice-feedback-practice-feedback sequence can be developed.

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Videotaping teachers' lessons and providing opportunities for them to review and analyze their efforts are indispensable in structured feedback practice. The tapes can help focus and sharpen the BTCs' efforts and provide them with unambiguous feedback on their lessons. Simply watching themselves and having an opportunity to "self-analyze" causes teachers to reflect on the quality of their lessons and direct later efforts in particular directions. Viewing the lesson will not always be a pleasant experience at first. But the self-consciousness that inevitably accompanies watching the tapes is very important. It usually prompts teachers to attend to their own behavior, then adjust their behavior to meet the standards they were developing.

Taken alone, feedback can result in considerable awareness of one's teaching behavior and knowledge about alternatives. With respect to the fine tuning of styles, it has reasonable power for acquisition of skills and their transfer to the classroom situation. For example, if feedback is given about patterns of rewarding and punishing many teachers will begin to modify the ways they reward and punish students. Similarly, if feedback is provided about the kinds of questions asked in the classroom, many teachers will become more aware of their use of questions and set goals for changes. In general these changes persist as long as feedback continues to be provided and then styles gradually slide back toward their original point. In other words, feedback alone does not appear to provide permanent changes, but regular and consistent feedback is probably necessary if people are to make changes in very many areas of behavior and maintain those changes.

4b. Open-ended Feedback - Unstructured feedback - that is, feedback consisting of an informal discussion following observation - has uneven impact. Some persons appear to profit considerably from it while many do not. It is most likely that unstructured feedback best accomplishes an awareness of teaching style and as such can be useful in providing "readiness" for more extensive and directed training activities. For example, BTCs might begin to observe one another informally and engage in general discussions about teaching behavior and then proceed toward focused attempts at change. Modeling followed by practice and feedback can be very powerful in achieving skills development and transfer.

5. Coaching for Application - When the other training components are used in combination, the levels of impact are considerable for most teachers up through the skill level, whether the object is the tuning of style or the mastery of new approaches to teaching. For example, demonstration of unfamiliar models of teaching or methods of teaching combined with discussions of theory and followed by practice with structured feedback reach the skill acquisition level of impact with nearly all (probably nine out of ten) teachers at the inservice or preservice levels. If consistent feedback is provided with classroom practice, a good many, but not all, will transfer their skills into the teaching situation. For many others, however, direct coaching on how to apply the new skills and models appears to be necessary. Coaching can be provided by peers (other teachers), supervisors, or consultants thoroughly

familiar with the approaches. Coaching for application involves helping teachers analyze the content to be taught and the approach to be taken, and making very specific plans to help the teacher adapt to the new teaching approach.

### Combinations of Components

For maximum effectiveness of most inservice activities, it appears wisest to include several and perhaps all of the training components we have listed. Where the fine tuning of style is the focus, modeling, practice under simulated conditions, and practice in the classroom, combined with feedback, will probably result in considerable changes. Where the mastery of a new approach is the desired outcome, presentations and discussions of theory and coaching to application are probably necessary as well. If the theory of a new approach is well presented, the approach is demonstrated, practice is provided under simulated conditions with careful and consistent feedback, and that practice is followed by application in the classroom with coaching and further feedback, it is likely that the vast majority of BTCs will be able to expand their repertoire to the point where they can utilize a wide variety of approaches to teaching. If any of these components are left out, the impact of training will be weakened in the sense that fewer numbers of people will progress to the transfer level (which is the only level that has significant meaning for teaching improvement). The most effective training activities for the BTCs, then, will be those that combine theory, modeling, practice, feedback, and coaching to application. The knowledge base seems firm enough that we can predict that if those components are in fact combined in our inservice programs, we can expect the outcomes to be considerable at all levels.

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APPENDIX A

SYLLABUS FOR INSERVICE TRAINING  
OF BEGINNING TEACHING COUNSELORS

FIRST YEAR

Semester One:

Lesson Planning

- Develop a Lesson Plan
- Introduce a Lesson
- Summarize a Lesson

Evaluate Your Teaching Effectiveness

The Supervisory Process:

- Pre-observation conference
- Classroom observation
- Post-observation conference

Semester Two

Assertive Discipline in the Classroom

Behavior Modifications in the Classroom

Effective Questioning

Levels of Questioning

YEAR II

Semester Three

Small Group Projects

Conduct Group Discussions and Panel Discussions

Employ Brainstorming, Buzz Group, and  
Question Box Techniques

Employ simulation techniques

Introducing Project Methods

Semester Four

Presentation of Individual Teaching Projects

APPENDIX B

TEACHING-LEARNING PROCESS MODULE EVALUATION FORM

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1. The module was well organized.	_____	_____	_____	_____	_____
2. The module directions were clear and complete.	_____	_____	_____	_____	_____
3. The module readings adequately covered the stated objectives.	_____	_____	_____	_____	_____
4. The assigned readings and instructional exercises were interesting, relevant, informative.	_____	_____	_____	_____	_____
5. Adjunct instructional materials were readily available when needed.	_____	_____	_____	_____	_____
6. The module offered adequate opportunities for practice and self-evaluation.	_____	_____	_____	_____	_____
7. The seminar/discussion groups were effective learning experiences.	_____	_____	_____	_____	_____
8. The seminar leader was well prepared to discuss the module.	_____	_____	_____	_____	_____
9. The seminar leader facilitated discussion of the topics which were raised.	_____	_____	_____	_____	_____
10. The workload/time commitment required by the module was satisfactory.	_____	_____	_____	_____	_____
11. The microteaching sessions were valuable learning experiences.	_____	_____	_____	_____	_____

APPENDIX C

COURSE EVALUATION QUESTIONNAIRE

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1. I gained a good understanding of concepts and principles in this subject.	_____	_____	_____	_____	_____
2. I learned to identify main points and central issues in this subject.	_____	_____	_____	_____	_____
3. I deepened my interest in the subject matter of this course.	_____	_____	_____	_____	_____
4. I developed enthusiasm about the course material.	_____	_____	_____	_____	_____
5. I participated in group projects in this course.	_____	_____	_____	_____	_____
6. I acquired an appreciation for different teaching perspectives.	_____	_____	_____	_____	_____
7. I gained a better understanding of myself as a teacher.	_____	_____	_____	_____	_____
8. I developed more confidence in myself as a teacher.	_____	_____	_____	_____	_____
9. I developed skills needed by professionals in the field of education.	_____	_____	_____	_____	_____
10. Participants frequently volunteer their own opinions during class.	_____	_____	_____	_____	_____



## APPENDIX C

COURSE EVALUATION QUESTIONNAIRE  
(Continued)

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
11. Participants are free to disagree and ask questions.	_____	_____	_____	_____	_____
12. The objectives of the course were clearly presented.	_____	_____	_____	_____	_____
13. The amount of material covered in the course is reasonable.	_____	_____	_____	_____	_____
14. The instructor has made the course sufficiently difficult to be stimulating.	_____	_____	_____	_____	_____
15. Reading assignments seem carefully chosen.	_____	_____	_____	_____	_____
16. Instructional activities seem carefully chosen.	_____	_____	_____	_____	_____
17. Instructional activities are interesting and stimulating.	_____	_____	_____	_____	_____
18. Instructional activities require a reasonable amount of time and effort.	_____	_____	_____	_____	_____
19. Videotapes are a valuable part of this course.	_____	_____	_____	_____	_____
20. Microteaching sessions are a great help to learning.	_____	_____	_____	_____	_____

APPENDIX D

INSERVICE WORKSHOP EVALUATION FORM

Workshop \_\_\_\_\_ Leader \_\_\_\_\_ Date \_\_\_\_\_

A. Circle the appropriate numbers:

	very low						very high
GROUP PARTICIPATION:	1	2	3	4	5	6	7
MY OWN PARTICIPATION:	1	2	3	4	5	6	7
GROUP INTEREST:	1	2	3	4	5	6	7
MY OWN INTEREST:	1	2	3	4	5	6	7
USEFULNESS OF SESSION:	1	2	3	4	5	6	7
EFFECTIVENESS OF LEADER:	1	2	3	4	5	6	7
DEGREE TO WHICH YOUR OBJECTIVES WERE MET:	1	2	3	4	5	6	7
DEGREE TO WHICH LEADER'S OBJECTIVES WERE MET:	1	2	3	4	5	6	7

B. What parts of the workshop were most helpful to you?

C. What could be changed to make the next session better?

D. What special areas of interest should be covered in the next session?

E. Open comment: