Promising Practices for Supervisors of Teacher Candidates Enrolled in Yearlong, Co-taught Clinical Experiences

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Promising Practices for University Supervisors of Candidates Enrolled in Yearlong Clinical Experiences

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New Problem: Triangulation During Clinical Experiences

(Bullough & Draper, 2004)
Developmental Supervision

Desired Flexible Triad
Clinical Experience

Teacher Candidate

University Supervisor

Collaborating Teacher

Doepker, 2008
Theorization of Approach

- Situated Learning (Dewey, 1904) in Yearlong Clinical Experiences
- Collaborative Inquiry & Co-generative Dialogue (Tobin & Roth, 2010)
- Pre-service Co-teaching (Roth & Tobin, 2002; Bacharach, Heck & Dahlberg, 2010)
- Partnership Principles: Conceptual Language & Framework for Relationships (Knight, 2007)
- Developmental Supervision: (Glickman, Ross, Gordan-Ross, 2014)

Pedagogical Practices for Supervisors
  - Goal-setting (Knight, van Nieuwerburgh, 2012)
  - Facilitation of 3-Way Conversations (McLaughlin, Talbert, 2006)
  - Video Learning Teams (Knight, 2014)
PSCT is a collaborative approach that provides clinical experiences for teacher candidates who are supported by collaborating teachers who serve as on-going mentors and who model and share all responsibilities for the teaching and learning of a group of P-12 students. Throughout the experience, the teacher candidate and collaborating teacher establish a fully functioning co-taught classroom in which they share instructional space, materials and other resources. PSCT is an evidence-based approach that focuses simultaneously upon the development of the teacher candidate and the learning of P-12 students. Throughout the clinical experience, co-teachers are encouraged to co-reflect upon the teaching and learning process, and engage in co-generative dialogue to find creative solutions to complex problems of classroom practice” (Strieker, Shaheen, Digiovanni, & Hubbard, 2013).
Cycle of Effective PSCT

Toni Strieker, Professor of SMGE
Woong Lim, Assistant Professor of SMGE
Developing Substantial Partnerships

Reciprocity
Praxis
Equality
Choice
Reflection
Dialogue
Voice

Knight, 2007
Communication Approaches

**EXPERT**

- **Candidate:** high need for support
  - **Supervisor:** high level of input
  - **Frequency of observations:** high
  - **Communication:** present, explain, direct alternatives

- **Candidate needs opportunities for learning & exploration**
  - **Supervisor:** equal level of input
  - **Frequency of observations:** average
  - **Communication:** present, problem-solve, advise, describe alternatives

- **Candidate needs high level of input**
  - **Supervisor:** high level of input
  - **Frequency of observations:** high
  - **Communication:** present, explain, direct alternatives

- **Candidate needs opportunities to direct own learning**
  - **Supervisor:** low level of input
  - **Frequency of observations:** average
  - **Communication:** listen, reflect, clarify, encourage

**PARTNERSHIP**

- **Candidate needs opportunities for learning & exploration**
  - **Supervisor:** equal level of input
  - **Frequency of observations:** average
  - **Communication:** present, problem-solve, probe, collaborate, negotiate

- **Candidate needs high level of input**
  - **Supervisor:** high level of input
  - **Frequency of observations:** high
  - **Communication:** present, explain, direct alternatives

- **Candidate needs opportunities to direct own learning**
  - **Supervisor:** low level of input
  - **Frequency of observations:** average
  - **Communication:** listen, reflect, clarify, encourage

**FACILITATOR**

Developmental Supervision –
A University Approach

- Adjustment of communication based upon developmental needs of candidate
- GROW: Student engagement & learning
- 3-way dialogue
- Theorization of practice
- Co-generative dialogue
Method

- Reflective Self-study

- Qualitative methods to describe and analyze how developmental supervisory practices, coupled with collaborative inquiry, could be used by supervisors of pairs of candidates and collaborating teachers to positively impact the candidates’ capacity for self-directed learning.
Our use of self-study

- Different from most self-study
- Allows us to use the self-study approach to reflect upon a college-level practice
- Allowed us to use a new lens
- The methodology used was an adaptation of case study
Method

PARTICIPANTS

- 15 University Supervisors
- 41 pairs of collaborating teachers and candidates

DATA SOURCES

- GROW
- Observation Protocols
- Reflections
The coding instrument was developed by one of the researchers using literature on case study and best practices in developmental supervision.

Draft was revised in collaboration with a second researcher.

Pilot round allowed all researchers to use the standard form. Revisions were made following to form the Coding Instrument for Supervisory Data (CISD).
## Data Analysis

<table>
<thead>
<tr>
<th>Representative Data</th>
<th>Codes</th>
<th>Categorizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>“[The teacher] realizes that she quickly calls on students who have their hands</td>
<td>Assessment of Current Reality or the Evidence</td>
<td>Goal Setting – Did the collegial supervisor facilitate each step in goal-setting process?</td>
</tr>
<tr>
<td>raised and doesn’t pull in students that are not volunteering to answer. So it is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the same students who raises their hands for every question.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“[Collegial Supervisor] invited CT to share her ideas with [TC] how to break tasks</td>
<td>Collegial Supervisor clearly</td>
<td>Communication Approaches – Collaborative</td>
</tr>
<tr>
<td>down into smaller steps and to work in smaller groups.”</td>
<td>involved CT and TC in discussion</td>
<td></td>
</tr>
<tr>
<td>“Both [CT] and [TC] focused on the goal of students being able to state if the angle</td>
<td>The TC and CT intentionally worked together and created learning objectives</td>
<td>Content of Facilitation – Co-planning</td>
</tr>
<tr>
<td>was an acute or obtuse angle and to reason why.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promising Practice #3: Systematic Candidate Goal-setting & Monitoring

- **G**oal
- **R**eality
- **O**pportunities & options
- **W**ho, what, where, when & why?
Findings

- Findings indicated a collegial supervision model that is highly impactful for pre-service teachers and their collaborating teachers and schools.
- Also allowed for a great deal of future study on the discourse of those candidates and their collaborating teachers.
- Caused us to question the term “co-teaching”; the data indicates that our teaching candidates are truly co-teaching.
Collegial Supervision Model

**SUPERVISOR AS EXPERT**

- Collegial Supervisor acts directly to modify the practice of the teacher candidate.
- Typically occurs when candidate needs assistance with classroom or behavior management.
- Candidate may need additional feedback sessions.
- Candidate needs information and time to explore new ideas, practices.
- Collegial supervisor provides detailed guidance to assist candidates in making connections and applying knowledge and skills from coursework to clinical experience to justify instructional decisions.
- Collegial supervisor & Collaborating teacher advise candidate, provide alternative solutions, directly guide all conversation.

**SUPERVISOR AS FACILITATOR**

- Command Control
  - Co-planning
  - Co-teaching
  - Co-assessing
  - Co-reflection

- Information Resource
  - Partnership

- Goal-setting & Reflection
  - Self-directed Learning
  - Principles

Maximizing Teacher Development In Environment Of High Accountability


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