CHAPTER FIVE

THE MENTORING PROCESS

Introduction

The cooperating teacher with whom the student teacher works becomes the primary mentor and guide during the student teaching experience. The quality of the experience is largely influenced by the cooperating teacher's ability to provide a model of classroom practice, structured teaching opportunities for the student teacher, and guidance in the development of the student teacher's instructional skills and behaviors. The influence of cooperating teachers upon student teachers is indeed equal to the profound influence of teachers upon children.

Because your ability to interact with and support the student teacher is crucial to the outcome of the student teaching process, your supervision approach will affect the student teacher directly. The critical role you play and the supervisory practices you employ are vital to the development of a positive student teaching experience. You too are teacher educators.

This chapter delineates some of the concepts of a mentoring process known as developmental clinical supervision (Glickman, 1985). In brief, this supervision system is based on supervision and conferencing strategies that respond directly to student teachers based on their individual thought development level. The first section defines the goal-setting process and how you and your student teacher can choose a weekly focus using a "portrait of good teaching". The second section sets out a brief explanation of student teacher observation and offers ways that you can objectively (and easily) recognize the progress (or lack of progress) your student teacher is making.

Following the explanation regarding "what to look for" (goal-setting) and "how to look for it" (observation), a brief explanation of student teacher thought development levels is provided. This information is crucial to you as a cooperating teacher, for your conference approach and communication methods must complement these levels. Directive, collaborative, and nondirective supervision methods are then outlined. Through use of these methods, not only do you assist the student teacher to develop better teaching skills, you also assist him/her to "think harder and smarter" about teaching.

The last section of the chapter deals with the clinical supervision cycle: when to meet with the student and what happens during those meetings. Finally, the mentoring process is summarized to give you an idea of "what to do and when to do it". It is hoped that you will find this material helpful as you begin your important work as a cooperating teacher.
The Goal-Setting Process

Instructional supervision has been defined as the process of helping the teacher reduce the discrepancy between actual teaching behavior and ideal teaching behavior. In order to supervise student teachers effectively, we recommend therefore that cooperating teachers use a "definition of ideal teaching" so that young teachers may be assisted more systematically in the progress toward that ideal. Another important reason for the establishment of a definition of effective instruction is the need for a common vocabulary for student teachers and cooperating teachers to use in conferences, as the backgrounds of cooperating teachers may differ from that of student teachers.

To that end, we have developed a "narrowed focus on teaching": a common definition of effective instruction for you and your student teacher to use. The Effective Teacher guides were derived from a large body of educational research on teacher effectiveness. The teaching skills and characteristics included in the guides have been proven to influence student achievement directly.

As you observe and talk with your student teacher in conferences, we suggest that you refer to these guides and choose specific goals to address weekly. At the outset of the student teaching experience, you may wish to establish these goals but, as the experience evolves, your student teacher should become a partner in the goal-setting process. Also, please feel free to add any teaching behaviors that you feel are important to effective instruction.

We recommend that only one or two goals be set weekly. You might also like to establish more long-term areas of concentration. It is important to remember, however, that the "teaching act" is extremely complex and student teachers often are unable initially to concentrate on a number of things at one time. As they attain their initial instructional goals, however, they will become more self-confident and more successful in the classroom. At that point, you may wish to expand your goal-setting approach.

All student teachers begin the experience with their own individual strengths and weaknesses. Your student teacher may totally eliminate some weaknesses and make substantive progress toward more effective instruction. Others may not attain their goals at all! It is unrealistic to assume that all student teachers will be truly effective teachers by the completion of their student teaching experience. Therefore, please be careful to avoid using these guides as a constant means of evaluation.

All the cooperating teachers who have used these guides previously reported that the first goal they addressed with their student teachers regarded "talking infrequently". Once this goal was achieved, they noted a positive change in the student
teacher's "pacing" and "lesson momentum" as well. This illustrates the interactive nature of the goal-setting process. As you work with your student teacher, attempt to prioritize the goals so that, while your student teacher is working on one goal, other areas of instruction are being improved as well.

To aid you in the goal-setting process, the Effective Teacher guides have been separated into the following broad categories:

- Musical Competency;
- Planning;
- Learner Assessment;
- Instructional Leadership;
- Management;
- Professional and Personal Characteristics;

As you begin the goal-setting process with your student teacher, attempt to determine in which of these broad categories you wish to start. From there, more specific goals can be addressed.
Musical Competencies
Musical competencies of effective general music teachers include the ability to:

- sight-sing;
- provide appropriate accompaniments for learner activities;
- provide a quality vocal model for learners;
- arrange music to fit learner ability levels;
- use clear, expressive gestures;
- use appropriate musical language when describing music;
- improvise on classroom instruments;
- lead, teach, and review songs effectively;
- select appropriate musical activities for learners using
  a. appropriate musical literature for listening activities,
  b. appropriate materials for composition activities,
  c. awareness of cultural diversity,
  d. knowledge of learner musical development,
  e. knowledge of music technology.

Planning
Effective plans of general music teachers often include:

- long range goals and specific daily objectives;
- lesson objectives related to student interest and need;
- sequential instruction appropriate to content;
- review of previously learned material;
- varied learning activities for each objective;
- activities in which all learners are involved in performing, listening/responding, and creating;
- timed allocation of activities;
- smooth transitions between activities;
- appropriate closure for lessons and courses of study.

**Learner Assessment**
Effective general music teachers often assess their pupil's progress by:

- listening and responding to learner musical performance and verbal communication;
- holding learners accountable for learning;
- creating appropriate formative and summative evaluation tools;
- providing clear and appropriate assignments;
- providing sincere positive feedback;
- providing constructive negative feedback;
- providing alternative learning activities as a result of ongoing assessment.

**Instructional Leadership**
Instructional leadership characteristics of effective general music teachers often include:

- setting high expectations for learner achievement;
- creating an environment conducive to music learning;
- inviting students to participate in learning activities;
- modeling effectively and frequently;
- occasionally using verbal and visual imagery to reinforce ideas;
- giving and repeating clear instructions;
- asking questions when appropriate;
using learner responses to amplify instruction;
- pacing instruction in small, quick steps;
- maintaining lesson momentum;
- employing a variety of strategies for accomplishing goals;
- providing immediate alternatives when planned approaches falter.

Management
Effective general music teachers often maintain a positive classroom environment by:
- planning use of time, space, and materials which will ensure learner success;
- knowing and using learner names;
- maintaining an active pace throughout lesson;
- varying activities within each lesson;
- involving a majority of learners in all activities;
- using preventive discipline techniques such as eye contact, proximity, and student involvement;
- using consistent language when dealing with learners.

Professional and Personal Characteristics
Professional and personal characteristics often exhibited by effective general music teachers include:
- enthusiasm for teaching;
- independent decision-making;
- creative approach to instruction;
- professional goal orientation;
- organized management of tasks;
love of music;

- respect for others;

- caring attitude toward learners;

- verbal fluency;

- extroversion;

- sense of humor;

- desire to improve.

The Effective Choral Music Teacher
A Guide for Goal-Setting

Musical Competencies
Musical competencies of effective choral music teachers include the ability to:

- sight-sing;

- provide a quality vocal model in rehearsal/lessons;

- accompany learners on keyboard instruments;

- read from a open choral score;

- analyze a full choral score for rehearsal purposes;

- arrange music to fit learner ability levels;

- conduct choral compositions with:
  a. clear beat patterns;
  b. gesture which promotes musical expression;

- select appropriate learning activities for learners using:
  a. high-quality choral literature,
  b. literature appropriate to age and ability level,
  c. knowledge of learner musical development,
  d. knowledge of choral chamber music techniques,
e. knowledge of show/jazz choir techniques.

**Planning**
Effective plans of choral music teachers often include:

- long range goals and specific daily goals for lessons/rehearsals;
- activities related to learner need;
- sequential instruction appropriate to content;
- variety of musical experiences;
- timed allocation of activities;
- smooth transitions between activities;
- beginning activities which are familiar;
- middle activities which are detailed and analytical;
- ending activities which are familiar and enjoyable;

**Learner Assessment**
Effective choral music teachers often assess their pupil's progress by:

- diagnosing musical errors quickly and accurately;
- solving musical errors quickly and efficiently;
- holding pupils accountable for musical learning;
- providing clear and appropriate assignments;
- creating appropriate formative and summative evaluation tools;
- providing sincere positive feedback;
- providing constructive negative feedback;
- providing alternative learning activities as a result of ongoing assessment.
Instructional Leadership

Instructional leadership characteristics of effective choral music teachers often include:

- setting high expectations for learner achievement;
- creating an environment conducive to music learning;
- modeling effectively and frequently;
- using verbal and visual imagery to explain ideas;
- pacing instruction in quick, small steps;
- maintaining rehearsal/lesson momentum;
- giving and repeating clear instructions;
- asking frequent questions;
- using learner response to amplify instruction;
- talking infrequently;
- varying facial expression;
- varying voice level in pitch and volume;
- maintaining constant eye contact with learners;
- providing immediate alternatives when planned approaches falter.

Management

Effective choral music teachers often maintain a positive rehearsal/classroom environment by:

- planning use of time, space, and materials which will ensure learner success;
- knowing and using learner names;
- maintaining an active pace throughout rehearsal/lesson;
- varying activities within each rehearsal/lesson;
- using preventive discipline techniques such as eye contact, proximity and learner involvement;
- using consistent language when dealing with learners.

**Professional and Personal Characteristics**

Professional and personal characteristics of effective choral music teachers often include:

- enthusiasm for teaching;
- independent decision-making;
- creative approach to instruction;
- professional goal orientation;
- organized management of tasks;
- love of music;
- respect for others;
- caring attitude toward learners;
- verbal fluency;
- extroversion;
- sense of humor;
- desire to improve.
The Effective Instrumental Music Teacher
A Guide for Goal-Setting

Musical Competencies
Musical competencies of effective instrumental music teachers include the ability to:

- provide quality musical models in rehearsal/lessons;
- sight-read on primary instrument;
- play all secondary instruments;
- read from a full instrumental score;
- analyze a full score for rehearsal purposes;
- arrange music to fit learner ability levels and instrumentation;
- transpose effectively and efficiently;
- conduct instrumental compositions with:
  a. clear beat patterns;
  b. gesture which promotes musical expression;
- select appropriate learning activities for learners using
  a. high-quality literature,
  b. literature appropriate to age and ability level,
  c. knowledge of learner musical development,
  d. knowledge of jazz performance practice
  e. knowledge of marching band performance practice

Planning
Effective plans of instrumental music teachers often include:

- long range goals and specific daily goals;
- activities related to learner need;
- sequential instruction appropriate to content;
- variety of musical experiences;
- timed allocation of activities;
- smooth transitions between activities;
- beginning activities which are familiar;
- middle activities which are detailed and analytical;
- ending activities which are familiar and enjoyable;

**Learner Assessment**

Effective instrumental music teachers often assess their pupil's progress by:

- diagnosing musical errors quickly and accurately;
- solving musical errors quickly and efficiently;
- holding pupils accountable for musical learning;
- providing clear and appropriate assignments;
- creating appropriate formative and summative evaluation tools;
- providing sincere positive feedback;
- providing constructive negative feedback;
- providing alternative learning activities as a result of ongoing assessment.

**Instructional Leadership**

Instructional leadership characteristics of effective instrumental music teachers often include:

- setting high expectations for learner achievement;
- creating an environment conducive to music learning;
- modeling effectively and frequently;
- using verbal and visual imagery to explain ideas;
- pacing instruction in quick, small steps;
- maintaining rehearsal/lesson momentum;
- giving and repeating clear instructions;
- asking frequent questions;
- using learner responses to amplify instruction;
- talking infrequently;
- varying facial expression;
- varying voice level in pitch and volume;
- maintaining constant eye contact with learners;
- providing immediate alternatives when planned approaches falter.

Management
   Effective instrumental music teachers often maintain a positive rehearsal/classroom environment by:

- planning use of time, space, and materials which will ensure learner success;
- knowing and using learner names;
- maintaining an active pace throughout rehearsal/lesson;
- varying activities within each rehearsal/lesson;
- using preventive discipline techniques such as eye contact, proximity and learner involvement;
- using consistent language when dealing with learners.

Professional and Personal Characteristics
   Professional and personal characteristics of effective instrumental music teachers often include:

- enthusiasm for teaching;
- independent decision-making;
- creative approach to instruction;
- professional goal orientation;
- organized management of tasks;
- love of music;
- respect for others;
- caring attitude toward learners;
- verbal fluency;
- extroversion;
- sense of humor;
- desire to improve.
Student Teacher Observation

The Effective Teacher guides have been provided so that you may know "what to look for" when working with student teachers. This section on observation techniques concerns "how to look" at student teachers as you observe them in the classroom.

As you know, classroom observation of student teachers can be difficult. Not only are you watching the student teacher, you are also listening intently to the ensemble as well as monitoring student behavior and reaction. You may also be participating in the class in some manner. It is therefore difficult to concentrate solely on the student teacher's instruction.

We have provided you with some observation instruments which may facilitate your role as an observer. Your choice of which observation instrument to employ is dependent on the goals that you and your student teacher select. Thus, as you "narrow the focus" for your student teacher, your focus as an observer is also established.

The use of these observation instruments also meets another vital need. As you "collect your observational data", you are providing yourself and your student teacher with a written record of events. Just as we, after being observed by school administrators, want to see what we did, student teachers need concrete, specific, objective feedback about their instruction. The written account of the lesson which results from the use of these observation instruments therefore provides you with a basis for the conferences and provides the student teacher with an objective description of what took place in the classroom.

The role of an instructional observer has been described as providing a "mirror of behavior" for the teacher. Of course, there is no more effective "mirror" than video-recording. If possible, we strongly recommend that you video-tape your teacher on a regular basis and that you view these video-tapes with your student teacher at your conferences. Video-taping is also helpful if you are using a team-teaching approach with your student teacher.

These observation instruments have been selected from hundreds of instruments developed for this purpose. They were chosen for ease of application as well as flexibility of approach. The quantitative (or low-inference) techniques are suited for use in observations where the student teacher is working on specific behaviors. The qualitative (or high-inference) instruments are designed for use with more generally focused observations. Please feel free to alter the observation instruments to meet your specific needs and experiment with other methods of data collection. Your student teacher may also wish to use these instruments while observing you!

Please remember to choose your method of observation on the basis of the goals that have been set!
Quantitative Observation Instruments

Many of the goals identified in The Effective Teacher guides can be observed through quantitative means. These observation instruments do not denote quality of events. They identify and enumerate.

1. Categorical Frequency

This instrument is recommended for use with verbal "ticks" or habits. It may also be employed to observe specific conducting gestures.

Example

Problem: rapport with students
Goal set: increased positive feedback
Observer: Draw four columns on a sheet of paper. Title the columns Negative, "OK", sincere positive, feedback needed. Place a check mark in the columns each time the student teacher comments (or should) on the class performance. Specify the time. Share chart with student teacher at conference.

2. Timed Frequency

Timed frequency observation instruments are recommended for problems such as excess teacher talk, lesson momentum, and timed allocation of activities.

Example

Problem: percussion section discipline
Goal set: increased student involvement
Observer: List lesson activities in the order they occur. Specify the time of each activity change. (ie. warm-ups, 9:00-9:08; run-through, 9:09-9:12; work low brass, 9:12-9:18; check second clarinet, 9:18-9:20; run all clarinets 9:20-9:23.) Analyze data and total minutes spent on each section. Share with student teacher.
3. **Flanders (1970)**

This observation instrument may be tailored to specific need or used for more general purposes. In the Flanders system, each verbal event in the classroom is assigned a number from one to ten (i.e. asks question, praises or encourages, gives directions, confusion). The observer records a category number describing classroom events every three seconds. The final data consist of columns of numbers signifying the verbal behavior of the students and the teacher. This data can then be analyzed "on the spot" or graphed. It is recommended that observers choose a representative five-minute segment of the rehearsal to use the Flanders system.

**Example**

**Problem:** students complaining of boredom  
**Goal Set:** increase lesson momentum  
**Observer:** Assign numbers to teacher talk (1), students rehearsing (2), confusion or silence (3). Starting at the beginning of the class period, write a number corresponding to each of these activities every three seconds. Long columns of 1 and 3 will exhibit lack of student involvement and confusion.

4. **Visual Diagrams**

This technique is recommended for observation of questioning techniques and discipline. A picture is worth a thousand words! Visual diagramming is also less time-consuming than many other quantitative observation instruments.

**Example**

**Problem:** Off-task behavior  
**Goal Set:** Increased student involvement through questioning.  
**Observer:** Draw a diagram of the general music classroom. Each time the student teacher makes a comment or asks a question of the students, draw an arrow from the student teacher to the approximate row and area (this can also be accomplished with check marks). The diagram will reveal the number of questions the student teacher asks, as well as their direction.
Qualitative Observation Instruments

The general music teacher says: "How many sharps are there in the key of G Major? Who knows? You people don't know anything!"

The quantitative observer listens and places two check marks in the "teacher question" box and one check mark in the "teacher statement" box.

The qualitative observer writes: "Mrs. Wholenote smiles and asks if anyone knows how many sharps are in the key of G Major. With no response, she asks if everybody understands the question. She looks up, rolls her eyes, throws up her hands, and says laughingly, 'you people don't know anything'. The students smile and laugh. She looks at them with a twinkle in her eye".

Quantitative observation reveals the amount and ratio of events in the classroom. On the other hand, qualitative observation reveals the nature of those classroom events. Qualitative tools are most useful when there is no specific focus to the observation or when the student teacher is experiencing difficulty with classroom awareness.

1. Detached Narrative

This qualitative observational data collection procedure is recommended at the earliest stages of the student teaching experience. There is no specific focus. The cooperating teacher enters the classroom at the beginning the period and records every person, event, or material which attracts his attention. The observer must scan the room constantly to determine what is significant. Care must be taken to avoid interpretation of those events. The goal is to provide an objective description of occurrences. The narrative is shared with the student teacher during the conference.

2. Participant Narrative

This is recommended to cooperating teachers for use when employing a team-teaching approach with student teachers. The cooperating teacher, working alongside the student teacher, takes sketchy notes which are then fleshed out into a narrative. Classroom awareness is a difficult thing for student teachers at first, and this is an excellent way to hold up a "mirror" of the class without intimidating the student by sitting in the back of the room taking notes.
3. **Focused Questionnaire**

The focused questionnaire approach is recommended for very general instructional goals. The cooperating teacher sits in the classroom with a prepared list of questions. (ie. What is the teacher doing? What are the students doing? What are the students saying? Is the teacher accomplishing the objectives?) The questions should be answered with *why* and *how* information. For instance, if the question is, "Does the teacher show personal warmth?", the answer should not only include yes or no, but should include examples of how warmth is showed ("teacher always smiled when offering criticism).

Qualitative observation data should always be shared with the student teacher at the post-observation conference. It is crucial that the cooperating teacher includes only facts rather than conclusions or judgments.
Categorical Frequency
Sample

Observation Focus: Student Teacher Verbal Behavior

Tally number of times the student teacher interacts verbally with the students in the following manners:

Social "Good Morning" "Nice haircut, Sam"

Managerial/Organizational "Pass your books down the row" "Keep it down, ladies"

Instructional Statement "This piece is in G minor" "Brahms lived in the Romantic period"

Instructional Question "How many flats in the key of F?" "By looking at this text, how should the music be phrased?"

Rhetorical Question "How would you like to sing a song?" "Who do you think you are?"

Praise "Great job, percussion!" "Sue, I can tell you practiced this week!"

Criticizing "We're still missing the transition to the new tempo at letter B" "Samantha, your high A is a little tight".
Detached Narrative
Sample

Observation Focus: Broad Effective Teaching Categories

Musical Competency

Planning

Learner Assessment

Instructional Leadership

Management

Professional/Personal Characteristics
Focused Questionnaire
Example

Observation Focus: Teacher interaction with low achievers

Does the student teacher call on low achievers as much as high achievers?

Does the student teacher provide as much feedback to low achievers as to high achievers?

Does the student teacher listen attentively to low achievers?

Does the student teacher ask high-level questions of low achievers?

Does the student teacher give low achievers as much time to respond as they give high achievers?

Does the student teacher give too much time for low achievers to respond?
Teaching is a complex task requiring the ability to plan instruction carefully and make spontaneous decisions. Stated very simply, "successful teachers are thoughtful teachers". The ability of student teachers to engage in thinking and problem-solving at this optimum level is dependent, in part, upon their stage of psychological development.

The Partnership for Music Teacher Excellence stands on the proposition that cooperating teachers should be responsive to the psychological developmental levels of their student teachers in order to facilitate their improvement. There is evidence to support this claim that student teachers can be guided to be more reflective and thoughtful about their work by supervisors who respond to their developmental needs. Thies-Sprinthall (1980) believes that thought development is directly influenced through a stimulating and supportive supervisory environment. Staton (1984) further suggests that this growth in thinking skill level is interactive.

Just as we learn a language by talking with someone who is good at it in specific, tangible, shared experiences, so we learn to think by thinking with someone to solve a joint task or problem (p. 145).

It is the "shared thinking" with the cooperating teacher in conferences that promotes the movement to higher developmental levels. Therefore, the manner in which you choose to conduct your conferences should be "aimed at accelerating the development of teacher abstraction ...helping teachers to think harder and smarter" (Glickman & Gordon, p. 66).

In order to assist the student teacher to "think harder and smarter", the cooperating teacher should first diagnose the developmental level at which the student teacher is functioning. Information regarding past experiences and conversation with the student teacher combined with classroom observation can provide possible means to this assessment. This diagnosis is your initial task and the results will determine your subsequent conference approach.

Although many theories of adult development and teacher development have been proposed, two theories apply directly to the student teaching experience. Each of these theories is outlined here for your information.
Teacher Levels of Abstraction (Glickman)

Glickman (1981) proposed a theory of teacher thought development based upon the teacher's level of abstraction. This stage theory separates teacher thinking into low, medium, and high levels of abstraction. Teachers functioning at the low, or concrete level, exhibit confusion about teaching practice, need to be shown how to do things, cannot determine alternatives to instruction, and respond to situations habitually.

Often they do not see the relationship of their own behavior to the problem; they may say, "the students are lazy" or "the parents don't care"... (Glickman, 1985, p. 58).

Teachers with a moderate level of abstract thought realize that their behaviors are related to the student's achievement and attitude. They also possess the ability to recognize problems. They experience difficulty, however, in deciding on appropriate remedies.

They often choose a change in curriculum, grouping, or instruction that contains unexpected consequences. Inadequate definition of the problem often leads to further difficulties (Glickman, 1985, p. 58).

Teachers who function at high abstraction levels can integrate several sources of information into the decision-making process. These teachers can adequately diagnose individual instructional problems, pose several alternative approaches, and correctly evaluate the consequences of each approach in subsequent situations.

Highly abstract teachers can think and respond to a problem rapidly and decisively (Glickman, 1985, p. 59).

Teacher Phases of Concern (Fuller)

A stage theory of development associated closely with the experience level of the teacher has been created by Fuller (1969). In the study of hundreds of teachers, Fuller and other researchers identified three phases of teacher concerns. "Phase of concern about self", is the developmental stage of most undergraduate education majors. Their concerns are typical of their age group; concerns about schoolwork, grades, parents, boyfriends and girlfriends. These teachers have no realistic concerns about teaching or themselves as teachers because they don't know what to be concerned about. "They are not looking for ways to resolve anticipated problems because they do not know what to
anticipate" (Fuller, 1969, p. 17).

The second phase consists of concerns about oneself as a teacher; task concerns. Fuller has identified this phase with student teachers and those in the first three years of their teaching career. These teachers are concerned with their own survival as teachers; how they are seen and perceived by students, peers, and administrators. Their concerns are egocentric and revolve around personal security in their new role. Adequacy in the classroom is the goal for task-concerned teachers.

The third phase of Fuller's paradigm consists of impact concerns; the teacher's impact upon students. The movement from the egocentric motivation exhibited in the second phase to an altruistic concern for students is the primary distinguishing factor. The more experienced teacher is concerned with whether the students are learning what is taught, whether the instruction is meeting student needs, and how the instruction can be improved. Teachers who express impact concerns ask more questions of their students and are rated by students as "more interesting" (Fuller, 1969).

Adult and Teacher Thought Development Theories

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Conference Approaches

A wide range of approaches to facilitate movement of the student teacher through the developmental levels have been used by cooperating teachers. These can be separated into three distinctive conference approaches complementary to the three levels of development.

Directive Approach

The cooperating teacher should initially use a directive approach with student teachers exhibiting low abstraction levels. Directive conferences are characterized by high cooperating teacher responsibility and low student teacher responsibility for instructional decisions. The cooperating teacher provides information and gives advice to which the student teacher responds. The directive approach is based upon the role of the cooperating teacher as the authority figure and decision-maker. The student teacher's role is that of one who carries out those decisions.

Specific behaviors associated with a directive conferencing approach include:

- presenting the issue to the student teacher;
- identifying the underlying problem;
- problem-solving (determining the solution);
- directing the student teacher to take action;
- standardizing the expectations;
- reinforcing the altered action.

Regardless of their developmental level, only a small minority of experienced teachers prefer directive supervision. Student teachers and beginning teachers, however, initially prefer the directive approach. These younger teachers wanted someone "to tell them precisely what changes they were expected to make to improve instruction" (Glickman, 1985, p. 157).

Collaborative Approach

The collaborative approach to conferences has been designed for use with student teachers in the moderate or middle thinking levels. This approach represents a joint commitment to improvement. In the collaborative conference, the student teacher is urged to share concerns which the cooperating teacher then uses as the basis for joint problem-solving. A mutually designed plan of action is proposed, and the cooperating teacher and student teacher share equal responsibility for the outcome.
Specific behaviors associated with collaborative conferences include:

- clarifying the issue as stated by the student teacher;
- listening to the student teacher to understand their perception;
- reflecting on the student teacher's perception to reach a common basis of understanding;
- presenting point of view on the issue;
- problem-solving through exchange of suggestions;
- encouraging alternative points of view;
- negotiating the final plan of action.

A majority of teachers prefer the collaborative conference approach. The sharing of problems and issues related to teaching combined with the decreased emphasis upon authority were found to enhance the teacher's feeling of self-worth.

Nondirective Approach

Nondirective approaches are encouraged for use with student teachers who function at high cognitive levels. A nondirective conference is characterized by a student teacher-centered atmosphere; the cooperating teacher serves as a sounding board. Nondirective cooperating teachers invite student teachers to define their individual instructional needs, generate possible solutions to problems, and create their own plans of improvement. This third level of supervision is based on the assumption that individual teachers know best what they need and possess the skills necessary to alter their behavior.

Behaviors associated with nondirective conferences include:

- listening to student teacher perceptions and feelings;
- reflecting on the perceptions of the student teacher and verbalizing your understanding;
- clarifying the issue by inviting discussion;
- encouraging the student teacher to draw conclusions and propose action;
- reinforcing the student teacher's assessment of the situation as well as the proposed plan of action.
This low responsibility level of the cooperating teacher may be seen by student teachers as confusing or laissez-faire. Therefore, the nondirective approach is recommended for use only with those student teachers exhibiting the very highest level of thinking and professional development.

**Summary**

**Directive conferences** are used to transmit cooperating teacher expectations to student teachers clearly. Cooperating teachers using this approach use language such as "I want you to do..." or "you might do...". Presenting the issues, solving the problems, and directing the course of action are the tasks of the cooperating teacher.

Directive conferences are recommended with beginning student teachers who do not display self-reflective behavior.

**Collaborative conferences** are based on a premise of mutual participation between cooperating teacher and student teacher in the decision-making process. The outcome is a mutual plan of action. The collaborative approach is both an attitude and a repertoire of behaviors.

Collaboration is recommended for use with student teachers in the third-tenth weeks of the student teaching experience.

**Nondirective Conferences** are used to assist student teachers in the development of their own plans. Cooperating teachers using this approach allow student teachers to establish their own lesson plans and carry out those plans without interference.

Nondirective behavior is recommended for use during the final weeks of the experience and only with highly reflective student teachers.
Categories of Supervisory Behavior

The following categories are arranged from directive to nondirective behaviors. Conference approaches are based on where the majority of your behavior falls within this continuum.

Presenting: The cooperating teacher gives his own ideas about the issue being discussed. "I'd like us to consider..."

Solving: The cooperating teacher takes the initiative. "Let's think of some alternatives..."

Directing: The cooperating teacher tells the student what needs to be done. "I've decided that we will do..."

Standardizing: The cooperating teacher sets the expected criteria and time for the decision to be implemented. "By next Monday, I want to see..."

Reflecting: The cooperating teacher summarizes and paraphrases the student teacher's message for accuracy. "So, the issue is..."

Negotiating: The cooperating teacher moves the discussion from possible to probable solutions by discussing the consequences of each alternative. "What are the options..."

Reinforcing: The cooperating teacher strengthens the course of action. "I think we're on the right track..."

Clarifying: The cooperating teacher asks questions and makes statements to clarify the student teacher's point of view. "Do you mean that..."

Encouraging: The cooperating teacher provides acknowledgement that helps the student teacher continue to speak. "Yes, I'm following you. Go on..."

Listening: The cooperating teacher uses non-verbal means to show understanding.
Developmental Clinical Supervision

Developmental clinical supervision focuses upon improvement of instruction through observation and conferencing techniques. One of the primary distinguishing factors between this supervision approach and other types of supervision is the emphasis placed upon instructional assistance rather than instructional evaluation.

The separation of formative supervision from summative evaluation is a hallmark of the developmental clinical supervision model. **Summative** evaluation is structured to determine competence levels of student teachers and collect observational data for the purpose of grading. (like the final evaluation for student teachers). **Formative** supervision is structured to increase student teacher competence levels and collect observational data for the purpose of assisting and guiding student teacher improvement (goal-setting process).

Admittedly, formative supervision is a time-consuming task. It requires periodic, lengthy, and highly structured conferences planned by the cooperating teacher. However, student teachers find this process invaluable as the conferences represent the only formalized, in-depth instruction they receive during the student teaching experience. Therefore, we recommend that, in addition to your daily conversations, a one to two-hour conference be scheduled either weekly or bi-weekly to discuss your student teacher's instructional progress.

Cooperating teachers who have used developmental clinical supervision previously have scheduled these conferences in many ways. Most have chosen to schedule the longer conferences on Fridays after school, in the evenings or on weekends. In this way, disruptions from pupils are avoided, and both cooperating teachers and student teachers have time to "catch their breath". Also, unless a video-tape review is part of the conference, most cooperating teachers prefer to hold these conferences either at a restaurant or at home as they found the more relaxed atmosphere conducive to discussion and communication.

The manner in which these conferences are scheduled is completely up to you. It is important, however, that they occur.
The Developmental Clinical Supervision Cycle

There are four distinct stages of the developmental clinical supervision cycle. Each stage serves a specific function and the activities within each stage are clearly delineated.

1. **Pre-observation conference**

   Often referred to as the **goal-setting conference**, this first cyclic step calls for the establishment of an open and mutual relationship between the cooperating teacher and student teacher.

   Functions of the pre-observation conference include:
   
   a. identification of student teacher's concerns;
   b. translation of student teacher's concerns into observable behaviors;
   c. identification of procedures and alternatives to assist the student teacher in instructional improvement;
   d. arrangements for upcoming class observation;
   e. discussion of data-gathering techniques for observation;
   f. clarification of instructional context.

2. **Observation of Teaching**

   The observation process is based upon the collection of data which can then be analyzed by the cooperating teacher and interpreted by the student teacher. A wide variety of observation instruments may be used dependent upon the goals determined in the pre-observation conference. The primary intent is to describe the classroom activities of the student teacher in a non-judgmental and objective manner. We also strongly recommend that the student teacher's instruction be video-taped periodically.

3. **Analysis**

   Analysis of data collected during the classroom observation is dependent upon the observation instruments employed. The study and categorization of observational data, before sharing it with the student teacher, is a crucial step in the developmental clinical supervision model. Although this stage necessitates advanced conference
planning on the part of the cooperating teacher, you will find that the conference will be more efficient and less lengthy due to your preparation.

4. **Post-observation Conference**

The feedback presented to the student teacher regarding the observed lesson should be objective, complete, understandable, and appropriate to the goals determined in the pre-observation conference.

The six functions of the post-observation or feedback conference are:

a. the cooperating teacher displays the data to the teacher;
b. the cooperating teacher and the student teacher review the videotape;
c. the student teacher analyzes the observational data with the help of the cooperating teacher;
d. the student teacher, with the assistance of the cooperating teacher, interprets the data to determine future goals;
e. the cooperating teacher and student teacher decide on appropriate approaches to reach goals;
f. the cooperating teacher reinforces the decisions of the student teacher.

When the post-observation conference has been concluded, the cooperating teacher and student teacher make plans for the next observation on the basis of the data. **Thus, the post-observation conference becomes the goal-setting conference for the next observation** and the supervision cycle continues.
1. Diagnose the teacher thought development level of the student teacher. This diagnosis will enable you to select the appropriate supervisory approach (directive, collaborative, nondirective) with which to begin.

2. The first time you observe your student teacher, use a non-focused, qualitative observation instrument. Analyze the data you collect. The data will serve as the basis for the goal-setting section of your initial conferences. Refer to the examples on page 90.

3. Begin the supervision cycle. Once a week, meet for a pre-observation conference. Initially, you might need a post-observation conference as well. Use the Effective Teacher guides in the goal-setting process. Remember to set attainable goals.

4. Video-tape the student teacher's instruction regularly. Use an observation instrument appropriate to the goals that have been set in the previous conference. View the video-tapes with the student teacher as part of your weekly conference.

5. During the course of the student teaching experience, adjust your supervision approach from directive to collaborative to nondirective, if possible. Base the decision to alter your approach on the classroom performance of the student teacher and your ongoing conferences.