

UNO Educational Leadership - *Clinical Supervision Project*

Assessment 3 is the *Clinical Supervision Project*. This assessment occurs in Level 2 in EDAD 6850 Supervision of Instruction. It consists of observing faculty in the teaching and learning process and developing supervisory plans for improving classroom based instruction. Candidates conduct an audio-taped pre-conference based on 3 to 5 key questions. An audio-taped post conference is conducted after observation and collection and analysis of classroom data. An observation report, including the collected and analyzed data and audio-tape is submitted. This assessment emphasizes the unit's assessment and communication themes.

The Clinical Supervision Project provides candidates an opportunity to work in a supervisory capacity with professional educators to promote a positive school culture (2.1) and effective instructional program (2.2; 2.3) through the development and sharing of comprehensive growth plans (2.4). These growth plans result from implementation of clinical supervision cycle. Using pre-conferences, observations, and post conferences, candidates confer with teachers to steward the school's vision of learning (1.4) as well as to assist with the management of time, resources(3.1, 3.3), and the application legal principles (3.2), giving priority to student learning in the interest of teacher development for the advancement of student achievement. Candidate-led conferences are audio taped conferences provide evidence that they are able to act fairly (5.2), ethically (5.3), and with integrity (5.1).

Directions to Candidates

1. Secure permission of the principal to complete a planning conference, classroom observation of a lesson, and a post-conference with a teacher.
2. Ask a colleague to allow you to observe a class for 30 to 60 minutes and to practice a planning and feedback conference. Assure him/her that this is not an evaluation of record and that the data gathered is used for your field experience as a requirement for this class and will be shared with the course instructor. Assure the teacher that his/her name will not be given on any assignments turned in for this class.
3. Arrange for a tape recorder for use in both pre- and post-conferences. Verify the teacher's consent for a tape recorder to be used for both the planning and feedback conferences. The audio recordings are to be submitted as a part of this project requirement.
4. Prepare questions prior to the planning conference and keep a record of these. Explain to the teacher the kinds of data you are prepared to gather (i.e., scripting, selective verbatim, verbal flow, at-task, teacher movement, global scan, etc.). You may use more than one technique. During the pre-conference, identify the chosen technique(s), identify and clarify the specific data that will be collected and how this data will be analyzed.
5. Conduct and audio-tape the pre-conference. Use your pre-planned questions, appropriate conferencing skills and supervisory style.
6. Write a reflection on your pre-conference experience. What went well? What do you need to refine?
7. Arrive on time on the date to which you agreed for the observation. Sit where you will be able to collect necessary data. In some cases, you may need to follow the teacher around to record data.
8. Take notes and describe the classroom events as they relate to the purpose of the observation. Your field notes are to be submitted as a part of this project requirement. Use a timeline for recording your filed notes and data collection. Collect sufficient data for analysis.
9. Type the data collected and your analysis of that data for the post-conference. Have a typed copy of the data ready for the teacher's post-conference. Submit both the "raw data" and the typed version as a part of this project.

10. Prepare a written summary for the post-conference feedback. Be sure to identify the teacher's strong area(s) and an area to refine based on the data.
11. Prepare questions for the post-conference that will help the teacher understand the data and its analysis and recall the teaching decisions that resulted in the collected. Use questions to prompt the teacher reconstruct events of the lesson and to reflect on and consider what she/he did well and what he/she would do differently if teaching the same lesson again or in a future lesson.
12. Conduct and audio tape the post-conference (feedback conference. Use your pre-planned questions, your typed data and written analysis, appropriate conferencing skills and supervisory style. Be sure to reinforce an area of strength and an area for improvement.
13. Ask the teacher to reflect on the benefits of the observation and how the process might be improved for next time. Use this feedback to reflect on your supervisory style and coaching approach and to help you in refining your supervisory skills and conferencing techniques.
14. Thank the teacher and the principal with personal notes.
15. You will turn in all raw data collected along with the typed data and the audiotape.
16. Type a 5-7 page observation report using the attached rubric. Submit the audio tape of the pre- and post-conferences. Include your planned questions for pre- and post-conference.
 - A case analysis summary of the teacher and lesson selected
 - Planning conference questions, audiotape, and personal reflections on this step in the process
 - Choice and defense of data collection techniques to be used
 - Classroom observation with raw data (i.e., script, verbal flow chart, etc.) and your reflections on this step of the process
 - Analysis of data--what you found--and your reflections of this step
 - Feedback conference questions, audiotape, and your reflections of this step.
 - Your reaction to the coaching feedback given to you including recommendations for how you would change the approach for the next supervisory exchange.
 - A summary of the type and scope of follow-up planned for the teacher's professional learning.