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

Toni Strieker

Kennesaw State University, tstrieke@kennesaw.edu

Daphne Hubbard

Kennesaw State University, dhubbar9@kennesaw.edu

Megan Adams

Kennesaw State University, madam104@kennesaw.edu

Neporcha Cone

Kennesaw State University, ncone@kennesaw.edu

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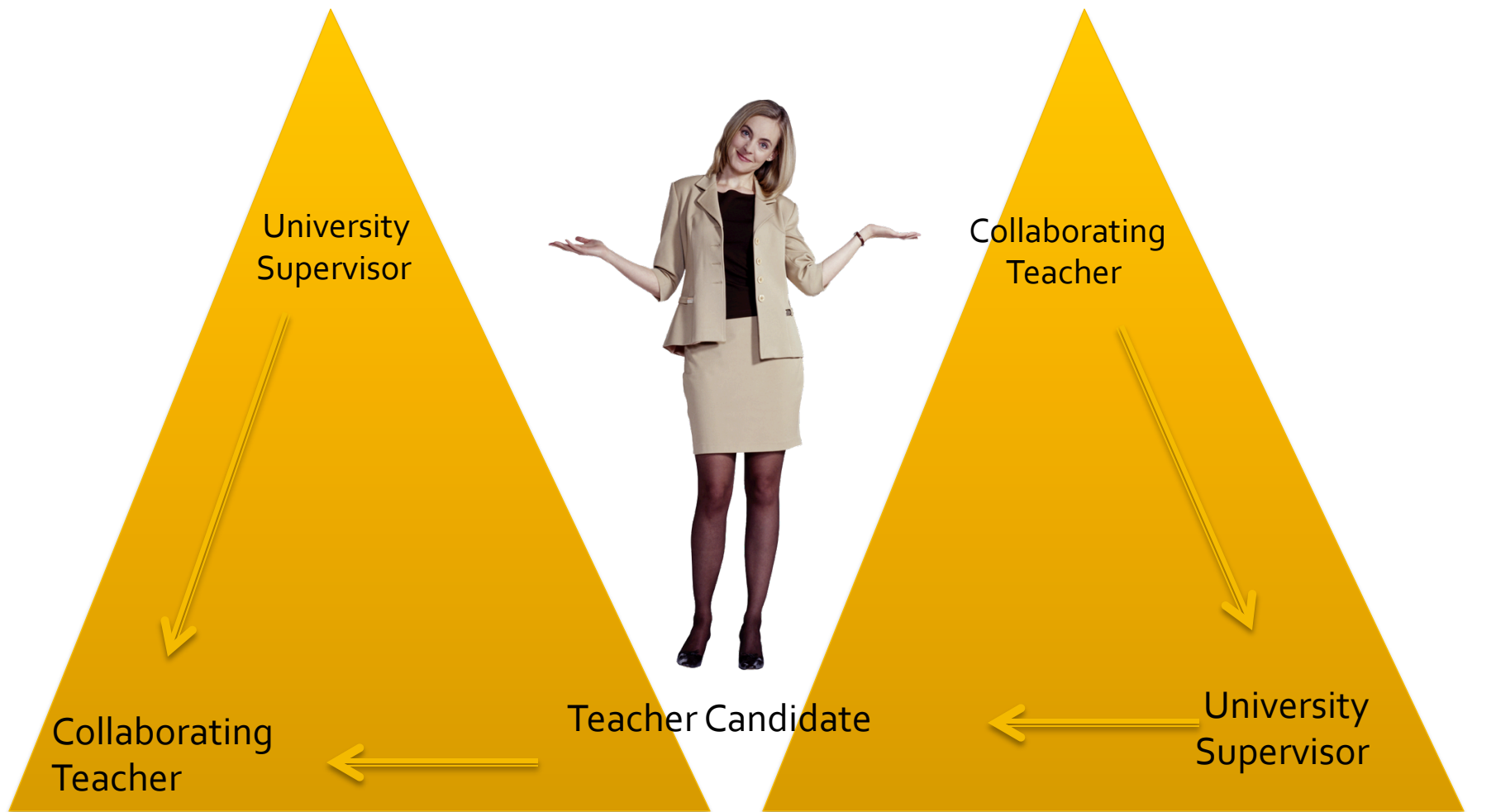
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Promising Practices for University Supervisors of Candidates Enrolled in Yearlong Clinical Experiences

Toni Strieker, Professor in Department of Secondary & Middle Grades Education
Megan Adams, Assistant Professor, Department of Secondary & Middle Grades Education

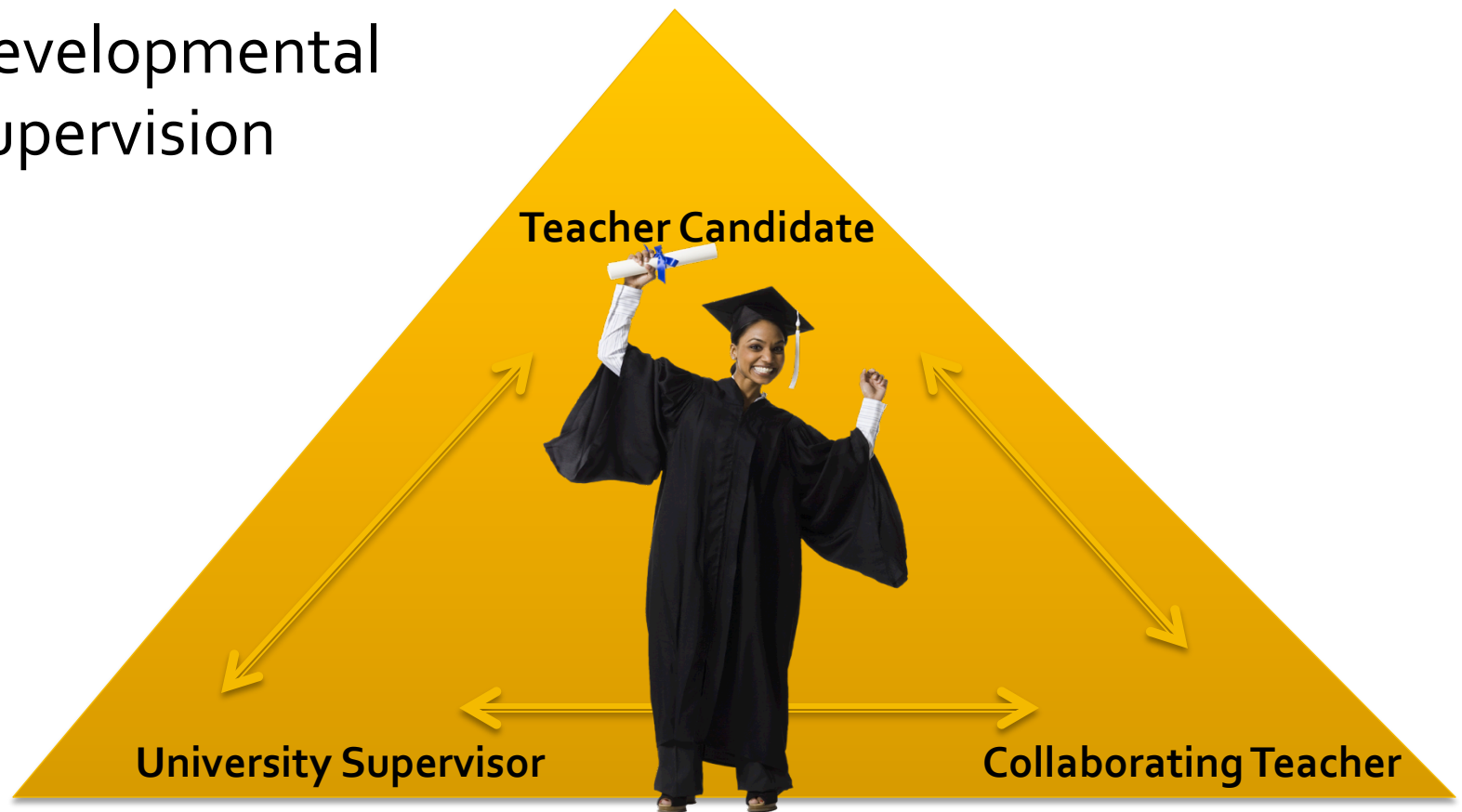
New Problem: Triangulation During Clinical Experiences



(Bullough & Draper, 2004)

Desired Flexible Triad Clinical Experience

Developmental
Supervision



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)

Pre-service Co-teaching at KSU

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

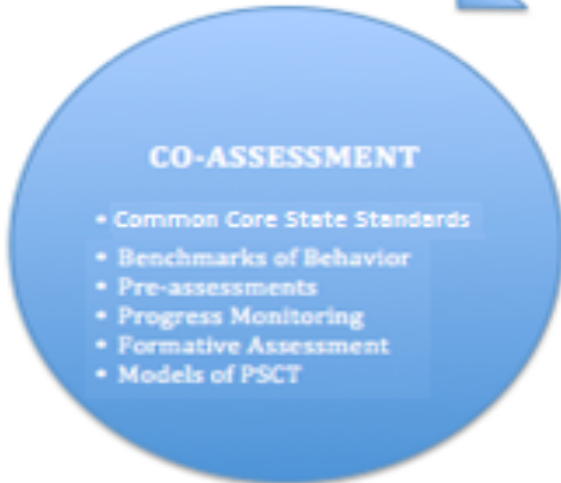
CYCLE OF EFFECTIVE PRE-SERVICE CO-TEACHING

- Partnership Principles
- Mentor Modeling
- Reflection on Data - Student & Classroom
- Co-generative Dialogue & Problem-solving



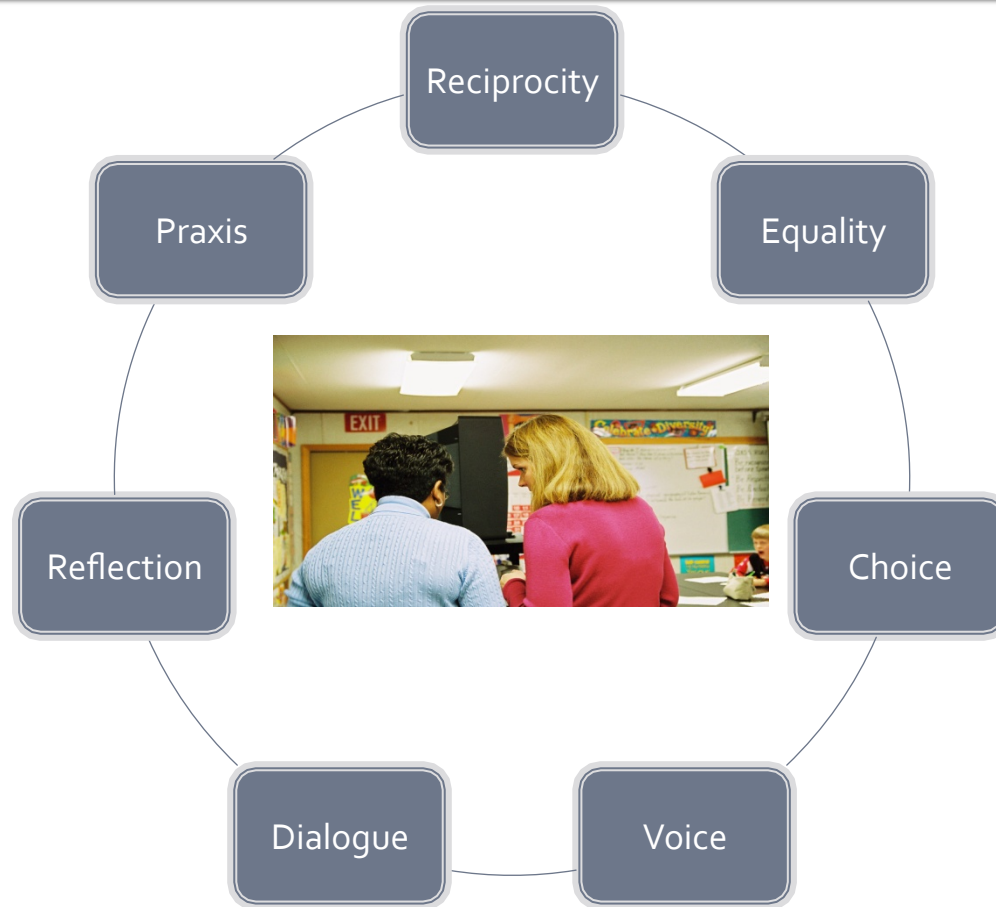
- Partnership Principles
- Mentor Modeling
- Theorizing Practice

STUDENT LEARNING



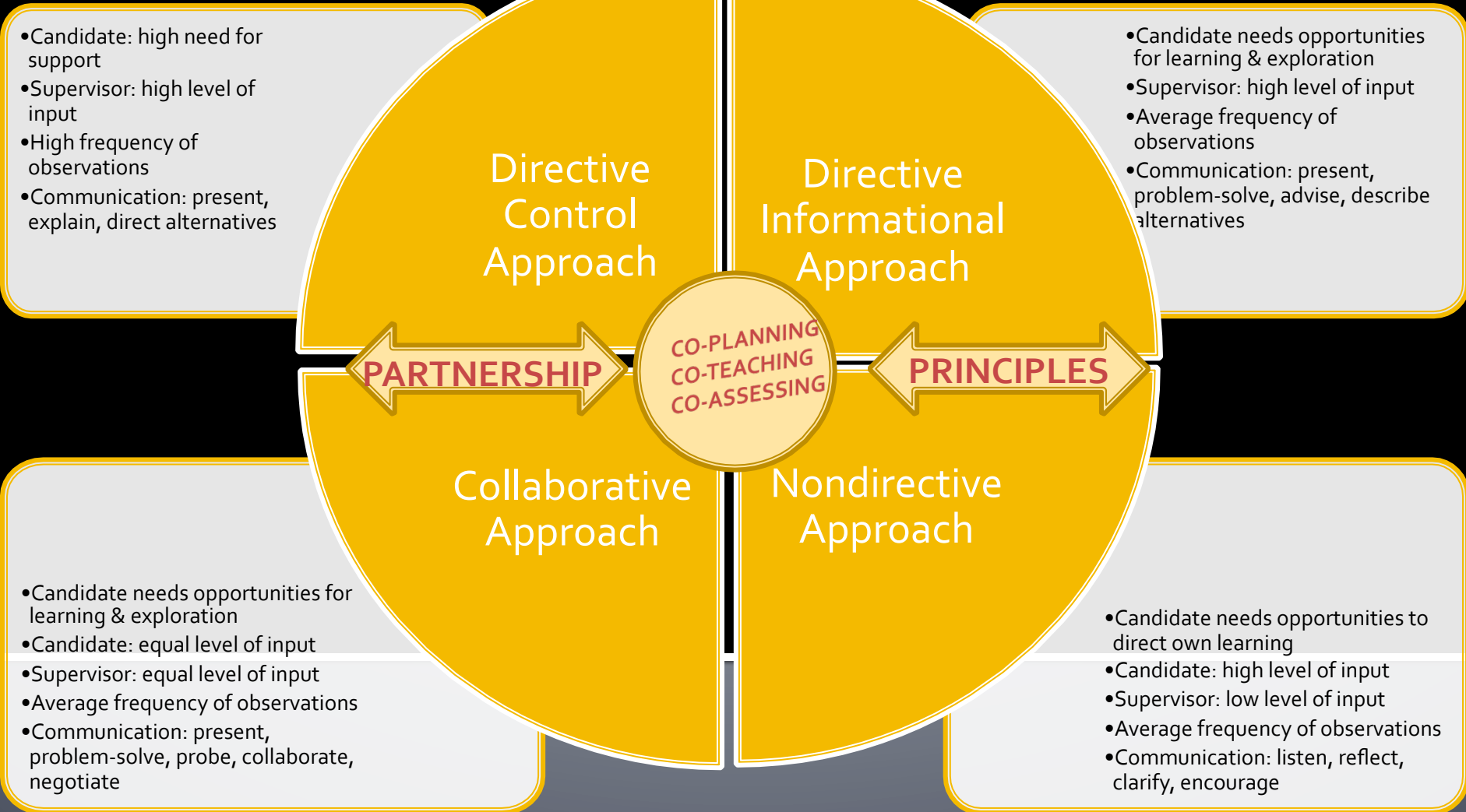
- Partnership Principles
- Mentor Modeling
- Reflection on Teaching & Learning
- Co-generative Dialogue & Problem-Solving

Developing Substantial Partnerships



Communication Approaches

EXPERT



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

Development of Coding Instrument

- 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

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

Promising Practice #3: Systematic Candidate Goal-setting & Monitoring

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



GROW

Supervisor: _____ **Date:** _____ **Program Area:** _____
Teacher Candidate: _____ **Collaborating Teacher:** _____ **School:** _____

<p>Goal: Check One of the following. <i>Planning</i> ___ <i>Assessment</i> ___ <i>Instruction</i> ___ <i>Other</i> _____ (State goal and desired outcome.)</p>		
<p>Reality Assessment: (Current situation, Method of data collection)</p>		
<p>Opportunities and Alternatives: (Strategies, option, methods, approaches)</p>		
<p>Who? (Teacher Candidate, Collaborating Teacher, Developmental Supervisor)</p>	<p>What?</p>	<p>When? Where?</p>
<p>Why do you think that this will work? (Theory related to practice, research base)</p>		
<p>Candidate's Professional Growth Statement:</p>		

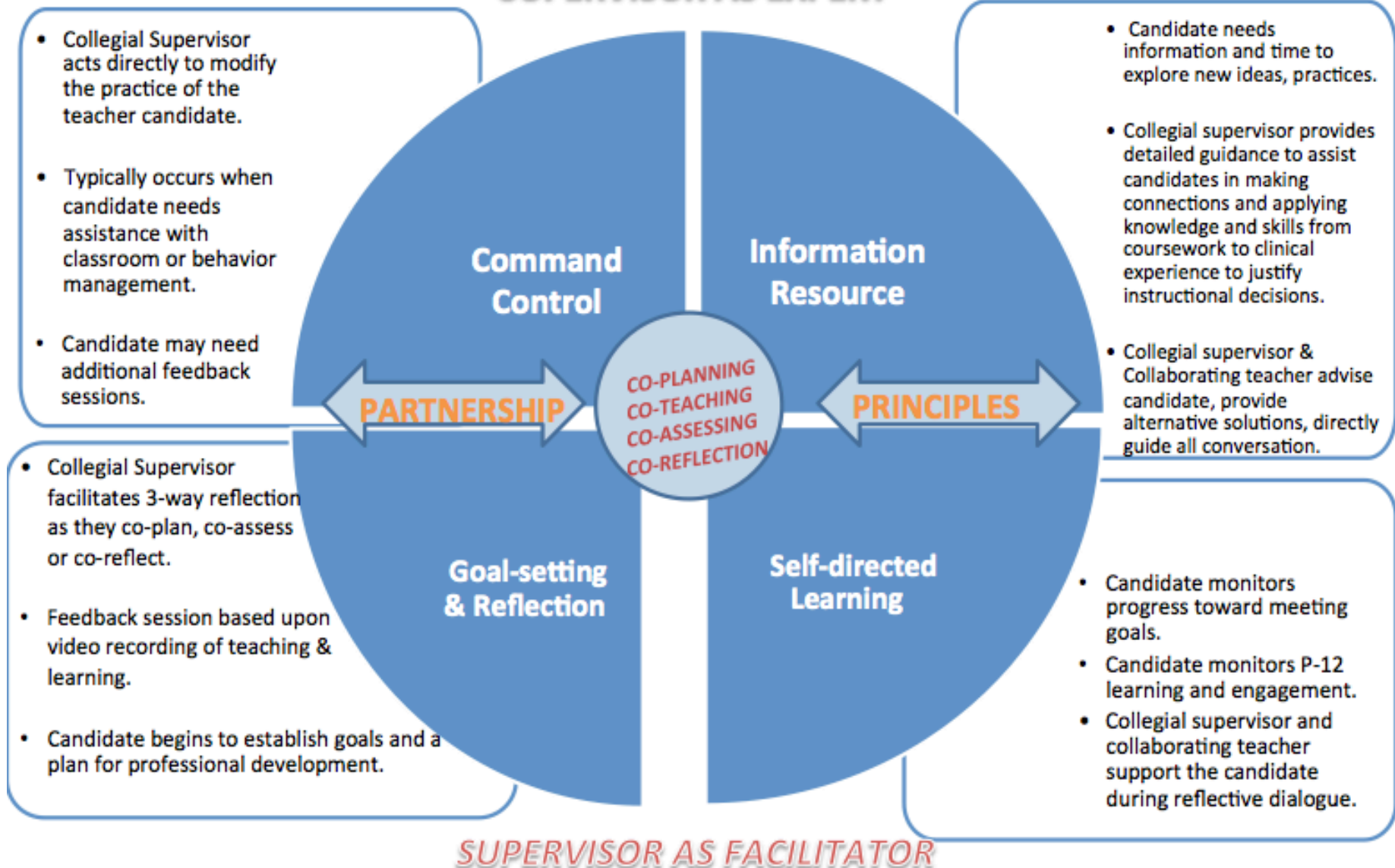
Strieker, T. & Dooley, K. Adapted from Whitmore, J. (2002). Coaching for performance: Growing people, performance and purpose (3rd ed.). London: Nicholas Brealey.

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





**Maximizing Teacher Development In
Environment Of High Accountability**

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Our Contact Information

Department of Secondary & Middle Grades Education

Kennesaw State University

- Toni - tstrieke@kennesaw.edu
- Megan - madams@kennesaw.edu