A collegial approach to learning, emphasizing mutual interest in development, is more apt to build commitment and involvement than control or summative evaluation.

Reflection and analysis are central means of professional growth. If teachers are given an opportunity to reflect on and analyze their performance, these activities will lead to adjustments and improvements in teaching.

Improving teachers classroom strategies will result in improved student learning.

THE REFLECTIVE PROCESS

 CLINICAL SUPERVISORS’ QUESTIONS CLINICAL INTERS’ BEHAVIOR

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| “What did you observe your students doing?” | Recalling student behaviors observed during the teaching episode. |
| “What did you do to cause your students to perform that way?” | Stating casual relationships. |
| “How did what you observe your students doing compare with what you had planned for them?” | Comparing desired student performance with actual student performance. |
| “How does what you did compare with what you had planned to do?” | Comparing teacher behaviors/strategies planned with those that were performed. |
| “What were you thinking of when you…(use particular teaching behavior)?” | Employing meta-cognition. |
| “Do you think the objectives were achieved? What did you observe that causes you to think so?” | Making inferences as to the achievement of the lesson objectives. Supporting inferences with observable supporting data. |
| “Why do you think your objectives (were) (were not) achieved. | Analyzing why the desired objectives were/were not achieved. |
| “What might you do differently in future lessons of this sort?” | Prescribing alternative strategies that might be employed. |
| “Why do you think it is important for your students to learn this?” | Evaluating the appropriateness of the curriculum and instructional strategy. |
| “What has the supervisory dialogue caused you to think about? | Reflecting on own thought processes (Introspection). |
| “What might I do differently in future session that would be of help to your?” | Inviting evaluation of the supervisor’s effectiveness (Modeling). |

Art Costa, *Cognitive Coaching.*