

PSU's Lessons Learned:

Student Support: Providing Effective Supervision

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Providing Effective Supervision: Evaluating the use of a structured observation form coupled with supervisor training

- Context and purpose of the study
- Research questions and methodology
- Results
- Implications for practice “lessons learned”



Graduate School of Education Department of Special Education

Special Educator Program

- Enrollment of approximately 100 per year

Programs within Special Educator Program

- Elementary Special Educator (age 3-grade 8)
- Secondary Special Educator (grade 5-12)
- Bilingual Special Educator (elementary & secondary)

Additional Programs

- Dual licensure programs in special and general education (Secondary-SDEP, Elementary-IEEP)
- Visually Impaired Learner
- Early Intervention/Early Childhood Special Education
- Pathways Program (Multicultural EI/ECSE)



Purpose

- The purpose of this study was to examine the impact of use of a structured observation from coupled with supervisor training on observation feedback for teacher candidates.



Research Questions

- Was there a relationship between supervisors use of a structured observation form coupled with training and
 - Observation notes reflecting evidence based practices?
 - Teacher candidates' perception that they received high quality feedback?

Participants: Members of the full and part time special education program enrolled in practicum during Fall of 2010 and/or Spring 2011.

Participant Characteristics

Characteristic	Fall (pre-training)		Spring (post-training)	
	Observation	Survey	Observation	Survey
Sex				
Female	16	21	17	17
Male	2	4	4	5
Endorsement				
Elementary	12	17	14	14
Secondary	6	8	7	8
No Information Available	0	3	0	1
Total	18	28	21	23

Data Collection: Observation-feedback

To what extent did the supervisor give feedback on the following items:		
2 = measureable data 1 = general content 0 = not addressed		
Did the supervisor record the following information:		RATING
Did the supervisor record the following information about the teacher candidate?	Ready for instruction (materials ready, transition efficiently to instruction)	
	Gained and maintained student attention before beginning instruction	
	Stated expectations, provided consistent reinforcement & correction (4:1) – <i>see rating on form or “Level 1” data box</i>	
	Followed curriculum prompting protocols/lesson plan	
	Demonstrated modeling/appropriate prompting of skill/strategy/concept	
	Demonstrated guided practice of skill/strategy/concept	
	Used playful checks for understanding throughout lesson	
	Monitored student behavior and responses (physical, visual, auditory)	
	Consistently and effectively corrected student response errors	
	Regularly reinforced correct student responses	
	Collected data to check for understanding	
	Implemented individual student plan/ protocol	
	Supervisor recorded students opportunities to respond – <i>Could be recorded in Level 2/3 data box</i>	
	Supervisor recorded students’ correct and incorrect responses <i>Could be recorded in Level 2/3 data box</i>	
	Supervisor noted the start and end time of the lesson	
Supervisor noted the percent or ratio of time students were engaged		

Observation-feedback forms were coded for presence of feedback on 16 evidence-based practices

Ratings:

0: not mentioned

1: general comment

2: measurable data

Mean IOA = 93%

Data Collection: Survey

- 14 questions asking the teacher candidates' perceptions about their supervisory experience.

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

1. The supervisor gave me positive feedback that helped me understand my strengths.	1	2	3	4
2. The supervisor provided clear corrective feedback about areas that needed improvement.	1	2	3	4
3. The supervisor provided clear feedback about improvements that I needed to make in future lessons.	1	2	3	4
4. I understood how to implement the changes my supervisor suggested.	1	2	3	4
5. The supervisor included references to evidence based practices in my observation feedback.	1	2	3	4
6. The supervisor's observation feedback included references to licensure coursework.	1	2	3	4
7. The supervisor provided feedback that helped improve my teaching.	1	2	3	4
8. I received feedback that was task/behavior specific (i.e. used specific examples or data taken from the lesson).	1	2	3	4
9. My supervisor's feedback was immediate.	1	2	3	4
10. The supervisor provided feedback that was of high quality.	1	2	3	4

Open ended questions:

1. When was feedback provided to you?
2. What specifically made this feedback of high quality or not of high quality for you?
3. What were the strongest aspects of the supervision?
4. What suggestions do you have to improve supervision?



Independent Variable:

Supervisor Training + Structured Observation Form

Fall 2010 (pre)

- 2 hour training
 - Logistics, possible evaluation forms to use, how to score student work samples
- Supervisors could use any method for observation-feedback with teacher candidates
- Optional forms provided

Spring 2011 (post)

- 4 hour training
 - Research-based practices, tips on observations & debriefing
- Suggested use of 1 uniform observation-feedback form

New Observation Form

ST **Portland State University Special Education**
Field Placement
Observation # _____ **ST**

Observation of: _____ Date _____
Observer _____ School _____

INSTRUCTIONAL SETTING

Lesson Plan and Pre-Observation Form Provided in Advance (attach to this form)

Start time _____ End time _____ # of Students _____

KEY: 4 = Exemplary 3 = Proficient 2 = Emerging 1 = Not yet in place
N/A = not observed or not applicable to today's lesson

		COMPETENCIES	RATING
1	Observation Level	Ready for instruction (materials ready, transition efficiently to instruction)	
		Gained and maintained student attention before beginning instruction	
		Stated expectations, provided consistent reinforcement & correction (4:1)	
2	Observation Level	Followed curriculum prompting protocols/lesson plan	
		Demonstrated modeling/appropriate prompting of skill/strategy/concept	
		Demonstrated guided practice of skill/strategy/concept	
3	Observation Level	Used playful checks for understanding throughout lesson	
		Monitored student behavior and responses (physical, visual, auditory)	
		Consistently and effectively corrected student response errors	
		Regularly reinforced correct student responses	
		Collected data to check for understanding	
		Implemented individual student plan/ protocol	

Level 1	Positive to Corrective Interaction Ratio (Tally Positive & Corrective interactions below)	
	Positive: (teacher attn to desired behavior)	Corrective: (teacher attn to non-desired beh.)

Level 2/3	Response Type	Correct	Incorrect	Corrections	Totals:
	Partner				
Group (choral written, physical)					
Individual (verbal, written, physical)					
	Totals:				

ST **Portland State University Special Education**
Academic Field Placement
Observation # _____ **ST**

Observation of: _____ Date _____
Observer _____ School _____

	Goal	Ratio/%
# Positive / # corrective	4:1 Positive to corrective	
(Partner + Group Responses)/total responses	> 70% of responses are partner or group responses	
% correct response (correct/total responses)	90% Correct responding	

Candidate Self Evaluation

Feedback on Lesson Plans & Using Data to Inform Instruction

Positive Feedback

Targets for Continuing Development

1.

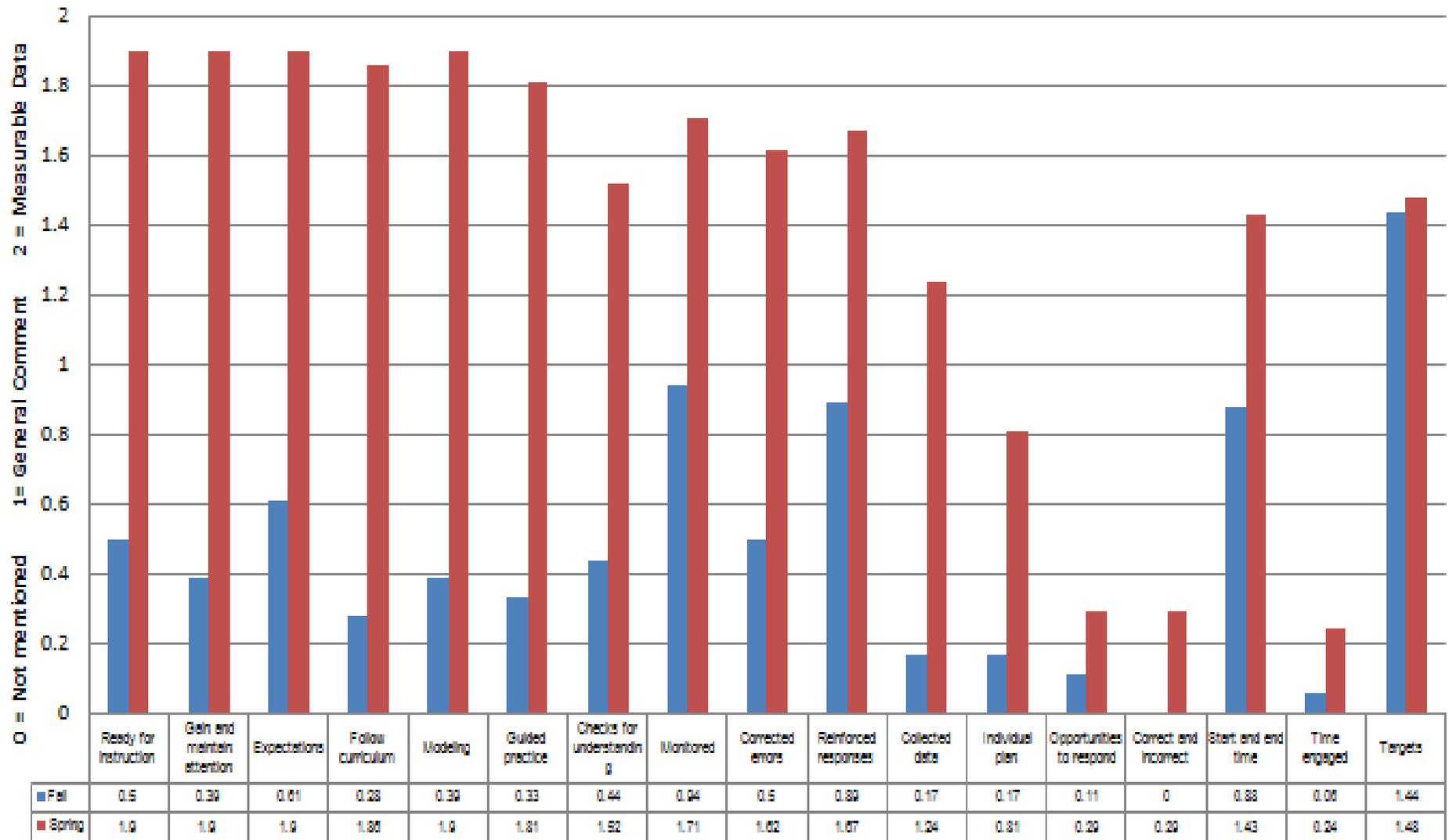
2.

3.

Reviewed by Teacher Candidate _____ Date _____

Note: also included a blank page for supervisors to take anecdotal notes

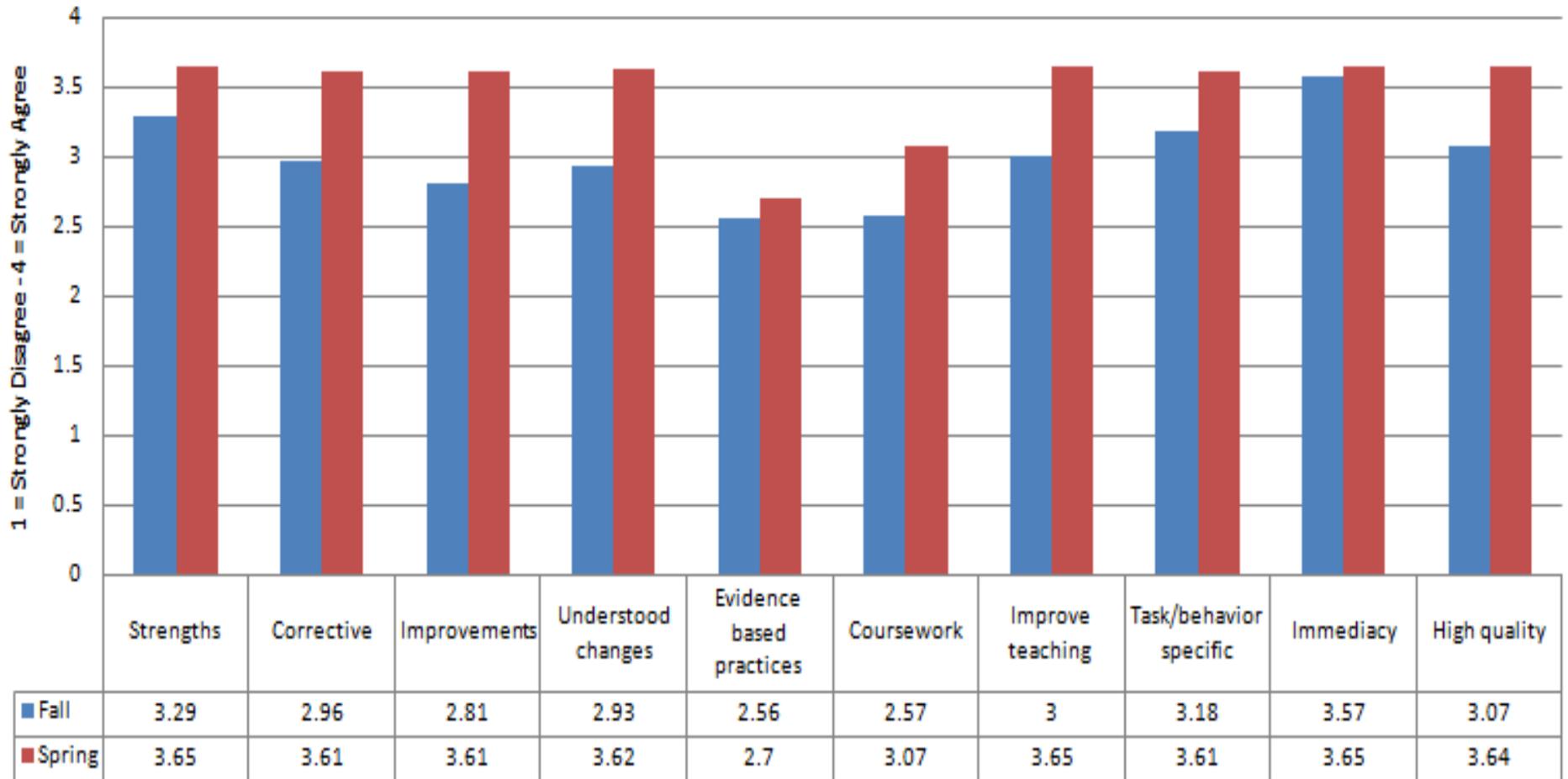
Comparison of Fall (Pre) and Spring (Post) Supervisor Observation Evidence Based Practices Means



Note: 0 = Not mentioned 1 = General Comment 2 = Measurable Data



Comparison of Fall (Pre) and Spring (Post) Teacher Candidate Survey Response Means



1 = Strongly Disagree
 2 = Disagree
 3 = Agree
 4 = Strongly Agree



Conclusions

- Use of a structured observation form coupled with a four hour training resulted in:
 - Increases in the recording of evidence based practices by supervisors
 - Increases in the positive feedback from teacher candidates about the quality and specificity of the feedback
- Limitations:
 - Items not trained did not increase (Opportunities to respond and correct and incorrect responses, time engaged)
 - Teacher candidates did not perceive an increase in feedback about evidence based practices



Lessons Learned and Our Next Steps

- Continue supervisor training on all domains of the form.
 - Review training + new training
- Monitor teacher candidate feedback and supervisor feedback.
- Determine how to institutionalize these trainings.



Thank you!