

# Conference in Budapest

Topic: Evaluation of adult learning

Organisation: Pedro Arrupe Formation Centre for Educational Leaders in Gdynia, Poland

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## 1.1. Introduction

The concept of longlife learning is close to our approach to education. We consider that, if longlife learning is to be effective, a person must realize what they achieve in their work. They must be ready for evaluation, because only then is there a possibility of professional development. They must be evaluated in their work, otherwise they will become only good craftsmen, “shoemakers, who always make the same shoes”. Both in personal and in private life, there should be a moment of self- reflection and different areas of one’s life. Such reflection helps to go forward and avoid unpleasant surprises such as, professional burnout.

For professional well functioning a person needs motivation and appreciation of their work on the side of their boss or other people. Our Centre has a full knowledge of these needs. We appreciate both work and self-education of trainers, teachers and students. We propose two ways of teachers’ development evaluation: clinical supervision and portfolio. These two methods are also used in evaluation of teacher’s professional promotion.

### 2.1. Clinical supervision

Clinical supervision may be defined as supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances in the interest of rational modification.”

■ R. Weller

Clinical supervision is a face-to-face relationship between teacher and supervisor that focuses on helping the teacher improve his or her instructional performance.

It examines a teacher's actual behavior in the classroom

## Elements of Clinical Supervision

- Primary emphasis is on professional development
- If done well, its intensity of focus binds teacher and supervisor together in an intimate professional relationship

## Steps in Clinical Supervision

1. Pre-observation conference between supervisor and teacher
2. Classroom observation
3. Analysis and strategy
4. Feedback conference
5. Post-conference analysis

(R. Goldhammer)

## 1. Pre-Observation Conference

- ❖ Requires trust
- ❖ Requires a certain familiarity by teacher and supervisor regarding the lesson to be observed
- ❖ Best if held in neutral area or in teacher's classroom
- ❖ Provides opportunity for teacher to mentally rehearse his/her teaching before enacting it
- ❖ Should be a type of "contract" about how observation will transpire.

During a meeting the teacher and the supervisor discuss how the observed lesson is going to look like, what topic will be concerned, what the aims are and what methods will be used. They agree on what is going to be observed. While

preparing for the observation, the supervisor should consider what method they are going to use for the gathering of information.

## What can be observed during a lesson?

- Time management
- Classroom arrangement
- Motivation of pupils
- Approvals and encouragements
- Asking questions
- Instructions and explanations
- Keeping discipline
- Used methods
- Raising questions for discussion
- Movements in the classroom
- Work with a pupil that causes problems
- Clarity of the materials
- Activating of pupils
- Developing, creative searching
- Use of different sense modalities during the lesson

## 2. Classroom observation

### Some Types of Instruments

#### Selective verbatim

- Record of teacher's questions
- Record of teacher feedback to students
- Record of teacher directions and structuring statements

#### Observational methods based on seating

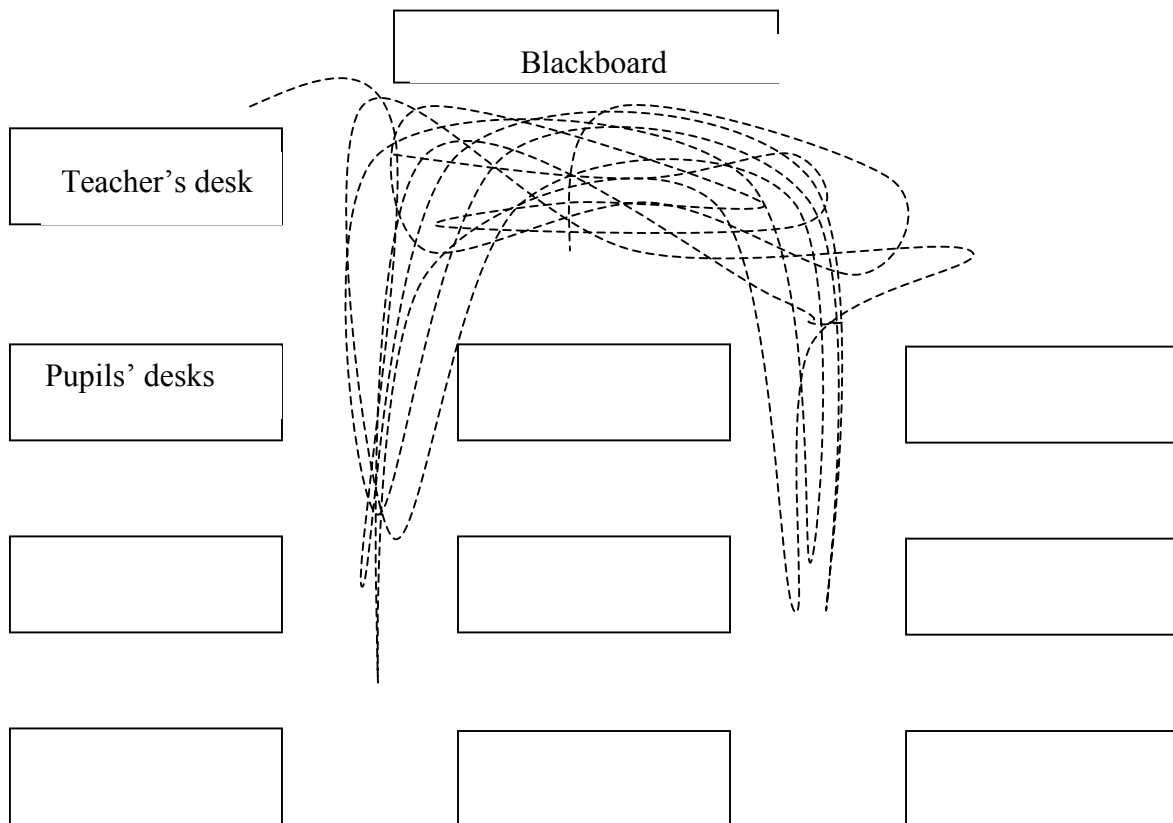
- Record of students on task
- Verbal flow
- Movement patterns

## Wide-lens Techniques

- Anecdotal record (should be as objective as possible)
- Video and audio recordings
- Global screen
- Flanders Interaction Analysis

### 3. Analysis and strategy

After the gathering of information in the classroom, the supervisor is preparing themselves for an after-observation conference and elaborates the data for analysis. Underneath there is an example of elaborated data concerning the movements of a teacher during a lesson.



## Procedures for Analysis

- Scan transcripts of data for identifiable patterns of behavior (e.g., frequency of teacher talk, repeated phrases, etc.)
- Scrutinize content or substance, simultaneously looking for value statements, encouragement of students, inconsistencies. Ask: "What is happening at this point?"
- Ask whether each identified pattern is genuine or simply a reflection of personal biases
- Consider consequences of patterns of behavior for students. Are they worth pursuing?
- Ponder the extent to which the behavior patterns facilitated or hindered accomplishment of goals
- Do the patterns fall into some hierarchical order of importance? If so, order them!
- Identify categories of teaching into which the highest priorities fit, and identify hypotheses relative to the pattern that are supported by some psychological, social, or learning theory. Analysis must shift back & forth between theory and reality

## 4. Feedback conference

The supervisor and the teacher meet for an after-observation conversation, where they discuss the conclusions drawn from the supervision. The observer delivers to the teacher the data relating to the observed aspects of the lesson. Then there is time for exchanging information and its analysis. The conclusions should show the strong and weak points of the observed lesson. This gives the teacher a possibility of better preparation before the next lesson.

## 5. Post-conference analysis

The conference after the observation is nothing else than a self- reflection, over one's strong and weak points. This reflection gives the teacher power for professional development. You may find more information about the clinical supervision in "Techniques in the Clinical Supervision of Teachers" Keith A. Acheson, Meredith Damien Gall.

### 2.2. Portfolio

Portfolio is a personal folder where all important information about a teacher is stored. This information conveys something about his professional and personal achievements. Such portfolio may contain school certificates, diplomas, written articles, pictures from various ceremonies, articles and pictures from newspapers, as well as everything else that, for a certain person is their personal success.

We teach our pupils to collect such pieces of information about themselves already in the secondary school. As a result they know how to do this in their independent life. In this way, the idea of longlife learning is presented to the younger generation. Our pupils collect various materials in their portfolios: school certificates, well written tests and so on. We even encourage students that take part in the Centre's trainings how to set up portfolios.

The teacher's portfolio has more objective character, contains all well documented positions and in that way differs from the pupil's portfolio, which contains subjectively chosen information about personal achievements.

Portfolio is an evaluative tool and can be used for teachers and students to reflect on their performance in growth process.

### 3.1. Summary

The portfolio and the clinical supervision are both methods which help the teachers in the professional development. These two methods have a common point: a report from the clinical supervision can be included in the personal portfolio as a document confirming the evaluation of lessons.