

THE CLINICAL SUPERVISION MODEL

The following text provides a very brief overview of three approaches to clinical supervision:

The initial model of clinical supervision outlined by Goldhammer (1969) included five steps (the pre-observation conference, observation, analysis and strategy, supervision conference, post-conference analysis). Cogan (1973) elaborated on Goldhammer's work and described a clinical model of supervision consisting of eight steps (establishing the teacher-supervision relationship, planning with the teacher, planning the strategy of observation, observing instruction, analyzing the teaching-learning process, planning the strategy of the conference, the conference, and renewed planning). Both designs have been simplified even further by Acheson and Gall (1987) to include the following three steps: a planning conference, classroom observation, and a feedback conference.

The following chart outlines the steps from the aforementioned models and aligns them for the sake of clarity, definition, and perspective:

Cogan (1973)	Goldhammer (1969)	Acheson & Gall (1987)
1. Establishing the Teacher-Supervision Relationship		
2. Planning with the Teacher	1. Pre-Observation Conference	1. Planning Conference
3. Planning the Strategy of Observation		
4. Observing Instruction	2. Observation	2. Observation
5. Analyzing the Teaching-Learning Process	3. Analysis and Strategy	
6. Planning the Strategy of the Conference		
7. The Conference	4. Supervision Conference	3. Feedback Conference
8. Renewed Planning	5. Post-Observation Conference Analysis	

SOME QUESTIONS TO CONSIDER:

1. Putting aside current practices at Fort Lee Schools, do we value the Clinical Supervision Model? For new teachers? For experienced teachers?
2. To what degree do we practice a Clinical Supervision Model at Fort Lee?
3. Do our observation and evaluation tools support clinical supervision processes? Do they at least facilitate collaborative processes that build trust?
4. If we value the Model, how might we adapt it to our current needs and purposes?
5. How do we manage the imbalance that sometimes arises among observers/evaluators and, at the same time, ensure appropriate coverage and perspective of those whom we observe.
6. Other questions?