

## **An Investigation of Clinical Supervision Practices In Oman**

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### **Abstract**

This research aims at investigating clinical supervision practices of clinical supervision in Omani schools as perceived by EFL supervisors, senior teachers and teachers. The study is a descriptive study and the population of this study is 7125 English teachers, 482 senior teachers and 158 supervisors. The sample of the study consisted of 401 English teachers, 90 senior teachers and 46 supervisors from all governorates in Oman. Two questionnaires were used: a questionnaire for teachers and a questionnaire for senior teachers and supervisors. The study revealed the following findings: 1) there is a moderate use of clinical supervision practices as perceived by teachers, senior teachers and supervisors; 2) there are significant differences between the observers and teachers in their perceptions of the extent clinical supervision is practiced in Omani schools in the pre-lesson discussion stage and in the analysis stage for the benefit of the observers.

**Keywords:** clinical supervision practices, Oman, EFL supervisors

### **INTRODUCTION AND CONTEXT OF THE STUDY**

During the last few decades, views on instructional supervision have changed from negative to positive views. Instructional supervision was viewed as an inspection process, "fault finding" and teacher criticizing (Al-Jabri, 2009). Nowadays, it is viewed positively as a process that enhances teachers' performance through fostering self-reflection and collegial relationships. Beach and Reinhartz (2000) define instructional supervision as an educational process that improves the quality of teaching and learning and promotes teachers' lifelong professional development through mutual trust and cooperation between the supervisor and supervisee. According to Al-Zuhairi and Al-Saeed (2005) the aim of instructional supervision is to enhance teachers' instructional effectiveness and professional growth. Alfonso (1997) argues that supervision can't be abolished because this will leave the educational field without any direction. He believes that "The nature of organizations is such that some person or persons have to provide direction, reinforcement, assistance and reward or recognition." (p.13). Thus, instructional supervision is a core element in the educational

field. It helps in planning for the educational process, promoting teachers' instructional performance and fostering their professional growth.

Recently most of the educational approaches have emphasized fostering teachers' responsibility and control of their own instructional performance. Various approaches have emerged to improve the teacher-supervisor relationship and teachers' reflectivity. The clinical supervision model has emerged from these approaches that enhance the democratic human relationships between the teacher and the supervisor to improve the teachers' instructional performance (Al-Jabri, 2009).

Clinical supervision was established at Harvard University by Cogan and Goldhammer in the 1960s (Pajak, 2003). The main goal of clinical supervision is to improve teachers' classroom performance. According to Bernnin (2000), clinical supervision is effective in diagnosing teachers' instructional problems and improving their instructional behavior. It involves gathering sufficient data from classroom visits to increase teachers' reflectivity. It helps teachers to discover the gap between their perspective of their own classroom practice and its reality.

Clinical supervision has been investigated widely in the literature since the establishment of Cogan and Goldhammer model in the 1960s (Abbidin, 2008; Acheson& Gall, 2011; Bourgeois, 2006; Danielson & McGreal, 2000; Glickman, 2002; Hampton, 2009; Hunter, 1986; Pajak, 2003; Prosper, 2007; Wagner, 2001; Williams, 2007). Recently, the Ministry of Education started training EFL supervisors and senior teachers to use the clinical supervision model. Senior teachers are trained to use three phases of conducting clinical classroom observations (pre-lesson discussion, classroom observation and post lesson discussion). However, according to previous studies and a pilot study conducted by the researcher the clinical classroom observations aren't conducted effectively in Omani schools. Thus, this study will explore the clinical supervisory practices and the factors influencing the application of clinical supervision in Oman.

Clinical supervision was established at Harvard University by Cogan and Goldhammer in the 1960s for supervising pre-service teachers (Pajak, 2003). The process was then transferred to be used with pre- and in-service teacher training. According to Pajak (2001), clinical supervision is the main foundation for pre-service and in-service teacher education. Cogan adopted the word clinical from the medical field. Clinical supervision enhances the supervisor and supervisee face-to-face meetings to discuss the teachers' in-class actions (Williams, 2007). Smyth (1986) stated that:

When Morris Cogan and associates in the 1950's adopted the word clinical from the medical profession to metaphorically describe forms of learning about teaching that were solidly embedded in the daily classroom practices of teachers, they were opting for a form of language they felt adequately captured their aspirations for the teaching profession (p. 5).

Clinical supervision has some major assumptions that are considered to be the fundamental principles of clinical supervision models. These main assumptions are as follows:

1. Teachers are able to analyze and reflect on their own practice and construct plans to develop their own instructional performance (Asetine, Faryniarz, & Rigazio-Digilio, 2006; Hopkins, 1992; Waite, 1995).
2. If teachers are to develop their instructional performance then it should be within the classroom. Other activities outside the classroom, like curriculum and assessment projects, are less effective than improving the real classroom instruction (Hopkins, 1992; Waite, 1995).
3. Clinical supervision aims at enhancing teachers' growth rather than focusing on teachers' imperfections. Clinical supervision assumes that teachers are able to solve their instructional problems. The role of the supervisor is only to provide data and help teachers to reflect and come up with alternative solutions (Hopkins, 1992).
4. Clinical supervision focuses on gathering data from classroom situations and systematic analysis of data which comes within the classroom context to improve teachers' instructional performance (Hopkins, 1992).
5. The structure of clinical supervision ensures ethical objectivity as it relies on objective data collection and analysis. It forbids indistinct judgments about teachers' practice (Hopkins, 1992; Schilling, 1998).
6. Clinical supervision increases teacher independence as they improve their reflection techniques. Teachers' growth is measured by their reflective ability to enhance their own instructional practice. (Hopkins, 1992; Waite, 1995).

In summary, clinical supervision aims at enhancing teachers' self-reflection through the gathering of systematic objective data.

Various studies were also conducted to explore clinical supervision effectiveness on various educational aspects such as teachers' leadership capacities and teachers' reflection on their instructional practice. Wagner (2001) conducted a case study to explore the effect of clinical supervision in developing teachers' leadership capacities. She used recorded observations, field notes and document data. She found that clinical supervision could enhance teachers' mutual respect, trust, collegiality, teacher empowerment and high students' achievement.

Hampton (2009) conducted a single case study research about the effect of clinical supervision in improving novice teachers' instructional practice. She has supervised one teacher in five clinical observation cycles. She collected the data from the supervisor-teacher conferences and from the actual classroom observations. She found that clinical supervision was effective in improving novice teachers' instructional practices, specifically questioning strategies and lesson design.

Various studies were conducted to investigate the effectiveness of clinical supervision on the improvement of teachers' instructional behavior. Morley (1996) examined the effectiveness of clinical supervision on one instructional behavior, which was giving effective feedback to students in addition to its effectiveness on teachers' self-monitoring, giving professional reflection and goal setting. He conducted a single-subject research design. The teachers attended a workshop about using clinical supervision. They were given a workshop feedback questionnaire. The teachers participated in three clinical classroom observations. The lessons were audio-recorded. The teachers were also interviewed. He found that teachers had positive perceptions of clinical supervision elements and they had illustrated good skills in giving performance feedback. He recommended allowing the teachers to choose the observation focus in the pre-lesson discussion and conducting the post-lesson discussion as soon as possible.

Osborn (1997) conducted a study about clinical supervision effectiveness in improving teachers' instructional delivery behaviors. The participants participated in nine clinical classroom observation cycles. Teachers were allowed to choose their growth targets from a list of seven prescribed observation scales. The most selected growth target was developing instructional objectives. The data was collected by analyzing videotaped lessons using analysis of variance (ANOVA) and post hoc test. Osborn (1997) found that clinical supervision was effective in the improvement of the instructional delivery behaviors in the most selected growth target, which was developing instructional objectives.

In summary, clinical supervision is effective in developing teachers' leadership capacities, self-reflection and enhancing teachers' instructional performance.

## **CONTEXT AND REVIEW OF LITERATURE**

### **Educational supervision in Oman**

Educational supervision in Oman has changed rapidly since the start of the reign of His Majesty Sultan Qaboos in the 1970s. According to Al-Jabri (2009) educational supervision has passed through three stages: the inspection phase (1970-1985), the educational guidance phase (1986-1995) and the educational supervision phase (1996 to the present). In the first phase, the main aim was to ensure that the teachers followed the Ministry of Education instructions. The second phase started after completing the Omanization process of the elementary school teachers. It is characterized by insisting on the cooperation between the teacher and the supervisor, reducing the supervisors' tasks and training the teachers. The third phase began with the emergence of the basic education system which started in 1998-99 and the Oman economic vision of 2020. The ministry established the educational supervision department in 2003. In 2004, the term "educational guide" was changed to the "educational supervisor". Also, senior teachers were appointed and were given some supervisory responsibilities. A new model of supervision was introduced. This supervisory model focused on the partnership between the teacher and the supervisor and the sharing of ideas. (Al-Hanaee, 2012; Al-Jabri, 2009).

Despite the Ministry of Education's efforts to reform the educational supervision in general for all subjects, it is still suffering from several problems. Al-Zuhairi and Al-Saeed (2005) conducted a study about the reality of educational supervision in Oman. They found that most of the instructional supervisory practices in Oman were traditional and lacked the developmental role. There were insufficient supervisory practices and an ineffective role of supervision in improving teachers' professional growth. Al-Hanaee (2012) investigated the role of educational supervision in the Sultanate of Oman. He found that the majority of the participants in his study believed that the supervision applied in their schools is mainly for inspection and "fault finding" and it doesn't contribute to the teachers' development. Al-Zadgali (2009) found that the classroom visit is the most used supervisory technique and that supervision techniques like peer observation, model lessons and conducting research papers were moderately used.

### **THIS STUDY**

This research aimed to investigate clinical supervision practices in Omani schools as perceived by EFL Omani supervisors, senior teachers and teachers.

### **Research Questions**

1. To what extent is clinical supervision practiced in Omani schools as perceived by supervisors, senior teachers and teachers?
2. Are there significant differences between the observers and teachers in their perceptions of the extent to which clinical supervision is practiced in Omani schools?
3. What are the supervisors', senior teachers' and teachers' suggestions to improve clinical supervisory practices in Oman?

### **METHOD**

#### **Population and Sample**

The population of this study is 7125 English teachers, 482 senior teachers and 158 supervisors in all governorates in Oman. The sample of the study consisted of 401 English teachers, 90 senior teachers and 46 supervisors from all governorates in Oman.

#### **Research Instruments**

Two questionnaires (1-senior teachers and observers' questionnaire, 2- Teachers questionnaire) were developed based on reviewing the literature and interviewing a panel of area experts and supervisors: a questionnaire for teachers and a questionnaire for senior teachers and supervisors. The questionnaires were piloted to check their validity and reliability.

The observers' questionnaire was developed to address senior teachers and supervisors perceptions of the way they conduct the classroom observation. The questionnaire is composed of five clinical classroom observation stages. These stages were developed by Goldhammer (1969):

1. The pre-lesson discussion
2. The classroom observation
3. The analysis stage
4. The post lesson discussion

The second questionnaire addresses teachers' perceptions of clinical supervision practices. The teachers' questionnaire is divided into the same sections and themes as the observers' questionnaire. However, there are only two differences between the teachers' questionnaire and the observers' questionnaire. First, the post-lesson discussion analysis stage (the fifth stage in the observers' questionnaire) isn't included in the teachers' questionnaire. This stage is only for supervisors and senior teachers to analyze and reflect on the way they have conducted the observation stages after finishing the post lesson discussion. Second, the analysis stage (after the classroom observation stage) has two statements in the teachers' questionnaire. In the observers' questionnaire there are four statements in the analysis stage. From these four statements, two are related to teachers and the other two are only for observers. (See Appendices A and B).

The questionnaires were based on four point scale. In the first section of the observers' questionnaire, the supervisors and senior teachers were asked to rate the items of the questionnaire according to how often they use the techniques in the five observation stages. In the first section of the teachers' questionnaire, the teachers were asked to rate the statements according to how often their observers use the techniques when they observe them. In both questionnaires, the participants were asked to rate the statements according to the following scale:

4=Always, 3=Sometimes, 2=Rarely, 1=Never

The third section of both questionnaires included an open ended question to elicit observers' and teachers' suggestions on how to improve classroom observation stages.

### ***The Questionnaires' Validity***

The questionnaires were validated by a panel of ten referees, five curriculum specialists and five practitioners. The questionnaires were checked for content and face validity. Modifications were made according to the referees' suggestions.

### ***The Questionnaires' Reliability***

To establish the reliability of the observers' questionnaire it was piloted on a group of 33 senior English teachers and supervisors, 17 males and 16 females from different schools. The validity of the questionnaire was established by computing Cronbach alpha coefficient. The reliability coefficient was .81 which indicates an acceptable level of reliability.

The teachers' questionnaire was piloted on 30 teachers, 15 males and 15 females to establish its reliability. The reliability coefficient was .93 which indicates an excellent reliability.

## FINDINGS

### Question One

1. To what extent is clinical supervision practiced in Omani schools as perceived by supervisors, senior teachers and teachers?

There are 66 items in the observers' questionnaire, divided into two sections. Section one is about clinical classroom observation practices. The results are analyzed and interpreted with reference to the following scale:

"High practices of clinical supervision" means in the range of (4.00-3.50).

"Moderate practices of clinical supervision" means in the range of (3.49-2.49).

"Low practices of clinical supervision" means in the range of (2.48-1.50).

"Very low practices of clinical supervision" means in the range of (1.49-1.00).

To answer the first question descriptive statistics were used. Means and standard deviations of all items were calculated. These means and standard deviations for each category are shown in table (6) below.

**Table 1.** Means and Standard Deviations of the Observers' Perceptions of Clinical Supervision Practices

Stages	Mean	SD
Post Lesson Discussion	3.42	.29
Pre-Lesson Discussion	3.06	.50
Analysis	2.47	.72
During Classroom Observation	2.42	.56
Post -Lesson Discussion Analysis	2.29	.73
Total	2.93	.38

As Table (1) shows observers think that clinical supervision practices are used moderately in Omani schools as the total mean is 2.93 which indicates a moderate use according to the criteria scale. The post-lesson discussion stage techniques and the pre-lesson discussion stage are used moderately, as they received a mean of 3.42 and 3.06 respectively. The analysis stage, the observation stage and the post-lesson discussion analysis stage have received low means. These three stages received a mean which is less than 2.49. This might indicate that these stages are given less attention or concern by observers. This could be due to classifying classroom observation into three stages in the observers' training: pre-lesson discussion, during observation and post-lesson discussion. Moreover, it seems that during classroom observation observers are using limited types of data collection techniques and this could also be due to their limited training on classroom observation data collection methods. Also, observers are asked to use the Ministry of Education's sheet which they need to insert in the portal. Also, the

pre- lesson discussion has received a moderate mean of 3.06, which means that it isn't highly used. These findings also agree with Al-Zadgali's (2009) findings. She investigated supervisors' perceptions of the post- lesson discussions. She found that teachers preferred their supervisors to conduct a pre- lesson discussion with them before the classroom observation. Al-Abri (2009) investigated supervisors' perceptions of their supervisory role. He found that supervisors didn't implement the pre- lesson discussion.

**Table 2.** Means and Standard Deviations of the Teachers' Perceptions of Clinical Supervision Practices

Stages	Mean	SD
Post-Lesson Discussion	3.28	1.61
Pre- Lesson Discussion	2.84	.71
During Classroom Observation	2.50	.72
Analysis	1.96	.99
Total	2.89	.77

Table (2) shows that the total mean of the teachers' perceptions of clinical supervision is 2.89 which is a moderate use according to the criteria scale. These results match the observers' perceptions which might mean that there is an agreement in teachers' and observers' perceptions of the extent clinical supervision is practiced in Omani schools. The post-lesson discussion and the pre-lesson discussion received a moderate mean according to the criteria scale, while during classroom observation and the analysis stage received a low mean according to the criteria scale (less than 2.49). During classroom observation received a mean of 2.50 which is only, 01 more than 2.49. This might indicate that teachers think that their observers use limited data collection techniques and don't often include them in the analysis stage.

**Table 3.** Means and Standard Deviations of the Observers' Perceptions of Pre-Lesson Practices

No	Statement	Mean	SD
5	I discuss the lesson learning outcomes with the teacher.	3.55	.71
6	I discuss with the teacher his/her teaching plan and strategies	3.47	.69
7	I decide the time for conducting the post lesson discussion with the teacher.	3.46	.72
8	I decide the place for conducting the post lesson discussion with the teacher.	3.35	.77
4	I discuss the purpose of the classroom observation with the teacher before the classroom visit.	3.00	.76
1	I conduct pre-lesson discussion	2.96	.73
9	I decide the observation instrument that will be used for collecting data with the teacher.	2.95	1.01
3	I decide with the teacher the focus of the observation according to his or her concerns.	2.95	.82
2	I discuss with the teacher her/his feelings about being observed.	2.85	.93
11	I remind the teacher that we will share our analysis in the post-lesson discussion.	2.85	1.14
10	I provide the teacher with a self- analysis sheet to be filled by the teacher before the post- observation discussion.	2.24	1.11
Total		3.06	.50

**Table 4.** Means and Standard Deviations of the Teachers' Perceptions of Pre-Lesson Discussion Practices

No.	During the pre- lesson discussion the observer:	Mean	SD
5	Discusses the lesson learning outcomes with me.	3.33	.90
6	Discusses with me my lesson plan and strategies.	3.33	2.22
7	Decides the time for conducting the post lesson discussion with me.	3.15	.89
8	Decides the place for conducting the post- lesson discussion with me.	3.06	.96
1	Conducts pre-lesson discussion.	2.89	.99
3	Decides with me the focus of the observation according to my concerns.	2.80	.98
11	Reminds me that we will share our analysis in the post lesson discussion.	2.69	1.04
4	Discusses the purpose of the classroom observation with me before the classroom visit.	2.63	1.06
2	Discusses my feelings about being observed.	2.61	1.03
9	Decides the observation instrument that will be used for collecting data with me.	2.59	1.03
10	Provides me with a self-analysis sheet to be filled before the post- observation discussion.	2.18	1.09
Total		2.84	.71

Tables (3) and (4) presents the results of observers' and teachers' perceptions of the pre-lesson discussion practices. Table (4) shows that the total mean of the teachers' perceptions of the pre-lesson discussion practices is 2.84 which is considered to be a moderate use according to the criteria scale. The items that received the highest means according to the teachers' perceptions of the extent to which the pre-lesson discussion strategies are implemented in Omani schools are the same as the items that received the highest means in the observers' questionnaire (table 3). This indicates an agreement between observers and teachers that the pre-lesson discussion focus is the classroom context like objectives, strategies, place and time. Items 4, 2, 9 and 10 received the lowest means. This indicates that teachers think that observers don't highly involve them in deciding the observation instrument and deciding the observation focus. They also don't involve them highly in analyzing the observation before the post- observation conference. This could be due to observers' perceptions of the importance of involving teachers in these elements. Item 4 received a mean of 2.63, while it received a mean of 3.00 in the observers' questionnaire which reveals a difference in teachers' and observers' perceptions regarding discussing the purpose of the classroom visit with the teacher. This might indicate that, while observers think they have clarified the observation purpose with the teachers, teachers still don't think that the observation purpose is discussed with them clearly.

**Table 5.** Means and Standard Deviations of the Observers' Perceptions of During Classroom Observation Practices

No	Statement	Mean	SD
2	Personal note taking.(using a note book)	3.88	.39
5	The Official Teachers' Classroom Visit Sheet.	2.87	1.15
1	An observation sheet designed with the observed teacher before the classroom visit.	2.60	1.57
3	Checklists (ticking on a list of items).	2.53	1.10
4	Graphs and tallies (using diagrams and marks for counting).	2.13	.94
7	Video tapes (video records the lesson).	1.44	.74
6	Audio tapes (audio records the lesson).	1.40	.67
Total		2.42	.56

**Table 6.** Means and Standard Deviations of the Teachers' Perceptions of During Classroom Observation Practices

No	Statement	Mean	SD
2	Personal note taking (using a note book).	3.70	.59
5	The Official Teachers' Classroom Visit Sheet.	2.92	1.07
3	Checklists (ticking on a list of items).	2.84	1.02
1	An observation sheet designed with me before the classroom visit.	2.49	2.56
4	Graphs and tallies (using diagrams and marks for counting).	2.15	1.08
6	Audio tapes (audio records the lesson).	1.76	1.18
7	Video tapes.(video records the lesson)	1.58	.93
Total		2.50	.72

Tables (5) and (6) show the findings of the observers' and teachers' perceptions of during observation practices. Tables (5) shows that observers believe that during classroom observation practices aren't used often as they received a low total mean according to the criteria scale 2.42. Table (11) shows that teachers believe that during classroom observation practices are moderately used as they received a moderate total mean according to the criteria scale 2.50. It's clear from tables (10) and (11) that both observers and teachers agree that personal note taking and the Official Teachers' Classroom Visit Sheet are the most used data collection techniques during the observation stage as they received the highest mean in both questionnaires. Other data collection techniques are the least used, as they received a mean from 1.40 -2.60 in the observers' questionnaire and a mean from 1.58-2.84 in the teachers' questionnaire. These could be due to practical issues, as personal note taking and the Official Teachers' Visit Sheet are easier to use when visiting many teachers. Moreover, observers are required to use the Official Classroom Visit Sheet in the educational portal. This limits the observers' use of other data collection techniques. Also, this could be due to their training on these two types mainly.

**Table 7.** Means and Standard Deviations of the Observers' Perceptions of the Analysis Stage Practices

No.	Statement	Mean	SD
4	I prepare a plan based on the collected data to be shared with the teacher.	3.05	.89
3	I analyze the observation data before the observation discussion.	2.85	.99
1	I ask the teacher to write a self-analysis <u>text</u> before the post observation discussion.	2.01	.96
2	I ask the teacher to fill in a self-analysis <u>form</u> before the post observation discussion.	1.97	.97
Total		2.47	.72

Table (7) shows that the total mean of the observers' perceptions of the analysis stage practices is 2.47 which is a low mean according to the criteria scale. Item 4 received the highest mean as it received a mean of 3.05, which means that observers prepare a plan based on the collected data to be shared with the teacher. Item 3 received a mean of 2.85, which is a moderate use according to the criteria scale. This might indicate that observers don't always analyze the observation data before the observation discussion. Moreover, items 1 and 2 received means less than 2.5. This indicates a low use according to the criteria scale. This might mean that observers don't involve teachers in writing their self-analysis reflections or ticking in a self-analysis sheet.

**Table 8.** Means and Standard Deviations of the Teachers' Perceptions of the Analysis Stage Practices

No.	Statement	Mean	SD
1.	Asks me to write a self-analysis <u>text</u> before the post observation discussion.	1.99	1.14
2.	Asks me to fill in a self-analysis <u>form</u> before the post observation discussion.	1.93	1.05
Total		1.96	.99

It's clear from tables (7) and (8) that items 1 and 2 in both observers' and teachers' questionnaires received the lowest means, from 1.93-2.01. These items are concerned with encouraging teachers to reflect on their classroom performance by writing a self-analysis text or filling in a self-analysis form before the post-lesson discussion. This indicates that observers don't often ask teachers' to write or fill in a self-analysis sheet before the post-observation conference.

**Table 9.** Means and Standard Deviations of the Observers' Perceptions of the Post-Lesson Discussion Practices

No.	Statement	Mean	SD
6	I encourage the teacher to suggest alternative methods of teaching.	3.87	.36
11	I close my discussion with encouraging statements.	3.85	.37
5	I elicit the teachers' inferences, opinions and emotions.	3.83	.39
4	I ask the teacher if s/he thinks that s/he has achieved the learning outcomes.	3.83	.40
9	I collaborate with the teacher to develop a future improvement plan.	3.62	.55
12	I close my discussion with the agreed instructional behavior that the teacher needs to continue with.	3.59	.65
10	I collaborate with the teacher to draw a conclusion from the data discussed.	3.57	.58
1	I start by asking the teacher how s/he felt after the observation has finished.	3.49	.71
2	I start with the teachers' analysis of the lesson.	3.39	.88
7	I design an action plan with the teacher to be the focus of the next observation.	3.34	.66
8	I focus on what was agreed upon during the pre-observation discussion.	3.25	.76
13	I ask the teacher to give me feedback on the way I have conducted the observation discussions.	2.55	1.02
3	I show my written notes to the teacher.	2.30	1.06
Total		3.42	.29

**Table 10.** Means and Standard Deviations of the Teachers' Perceptions of the Post-Lesson Discussion Practices

No	Statement	Mean	SD
12	Closes our discussion with the agreed instructional behavior that the teacher needs to continue with.	4.36	20.84
4	Asks me if I think that I have achieved my learning outcomes.	3.71	.58
2	Starts with my analysis of the lesson.	3.55	.70
6	Encourages me to suggest alternative methods of teaching.	3.54	.62
5	Elicits my inferences, opinions and emotions.	3.48	.68
11	Closes our discussion with encouraging statements.	3.45	.72
1	Starts by asking me how I felt after the observation has finished.	3.43	.84
9	Collaborates with me to develop a future improvement plan.	3.26	.82
10	Collaborates with me to draw a conclusion from the data discussed.	3.00	.90
7	Designs an action plan with me to be the focus of the next observation.	2.91	.98
8	Focuses on what we agreed upon during the pre-observation discussion.	2.89	.99
13	Asks me to give feedback on the way he/she has conducted the observation discussions.	2.72	1.12
3	Shows me her/his written notes.	2.31	1.16
Total		3.28	1.61

Tables (9) and (10) show that the total mean of observers' and teachers' perceptions of the post lesson discussion practices are 3.42 and 3.28 respectively. These means indicate a moderate use according to the criteria scale. Items 7, 8, 13 and 3 received the least means in both questionnaires. This indicates an agreement between teachers and observers that designing an action plan, focusing only on what was agreed upon in the pre- lesson discussion, asking the teacher to give feedback on the way the observer conducted the observation and showing the teachers the observers' written notes are the least used post-lesson discussion techniques. This could be due to observers' focus

on filling the Ministry's observation sheet which is connected to evaluating teachers. Thus, observers feel reluctant to show their notes to the teachers which might indicate giving grades. Also, observers' focus on the form might mislead their feedback and let them forget about designing an action plan with the teacher, which is a professional development aim. This is in line with AL-Shizawi's (2009) findings. He investigated English language teachers' attitudes towards post- lesson discussions and found that teachers thought that many areas are covered in the post- lesson discussion without any specific focus.

**Table 11.** Means and Standard Deviations of the Observers' Perceptions of the Post-Lesson Discussion Analysis Practices

No.	Statement	Mean	SD
1	I reflect on the techniques I have used to conduct the observation stages after the classroom observation.	3.07	.84
3	I analyze the discussions for the percentage of direct and indirect supervisory talk.	2.31	1.00
4	I analyze the discussions to compare the percentage of the observers' talk and the observed teachers' talk.	2.26	1.00
2	I audio-record the pre- and post- lesson discussions for further analysis.	1.51	.82
Total		2.29	.73

Table (11) shows that the total mean of the observers' perceptions of the post-lesson discussion analysis practices is 2.29 which is a low use according to the criteria scale. Item 1 received a mean of 3.07. This indicates that observers moderately reflect on the way they have conducted the observation stages. Items 3, 4 and 2 received the lowest means ranging from 1.51-2.31. This indicates that observers may reflect on the way they conduct the observation stages generally and don't have a systematic analysis of the discussions for further analysis. This could be due to practical issues as observers are visiting too many teachers. Also, it may be because they aren't trained on post- lesson discussion analysis.

### Summary of Question One Findings

1. Clinical supervision is used moderately in Omani schools as perceived by observers and teachers.
2. The analysis stage, data collection techniques during the observation stage and the post- lesson discussion analysis stage are the least used stages of clinical supervision.
3. The pre- lesson discussion has received a moderate mean 3.06 which means that it's not used often.
4. In the pre-lesson discussion stage, observers give more attention to the observation context, like objectives, strategies, place and time rather than preparing teachers for self-analysis, involving teachers in designing the observation tool and in deciding the observation focus.

5. Observers use limited data collection techniques like, personal note taking and the official teachers' classroom visit sheet as they are the most used data collection techniques during the observation stage.
6. Observers rarely involve teachers in writing their self- analysis reflections or ticking in a self-analysis sheet before the post observation conference.
7. Designing an action plan, focusing only on what was agreed upon in the pre- lesson discussion, asking the teacher to give feedback on the way the observer conducted the observation and showing the teachers' the observers written notes are the least used post- lesson discussion techniques.
8. Observers reflect on the way they conduct the observation stages generally and don't have a systematic record of the discussions for further analysis.

### Question Two

1. Are there significant differences between the observers and teachers in their perceptions of the extent to which clinical supervision is practiced in Omani schools?

**Table 12.** Independent Sample t-test of Observers' and Teachers' Practices of Classroom Observation Stages

Stages	Group	Mean	SD	t-value	Sig.(2-tailed)
Pre- Lesson Discussion	Teachers	2.84	.71	3.24	.001
	observers	3.06	.50		
During Classroom Observation	Teachers	2.50	.72	1.13	.26
	observers	2.42	.56		
Analysis Stage	Teachers	1.96	.99	5.56	.001
	Observers	2.47	.71		
Post-Lesson Discussion	Teachers	3.28	1.61	1.03	.30
	Observers	3.42	.29		

According to table (12) there are significant differences between the observers and teachers in their perceptions of the extent clinical supervision is practiced in Omani schools in the pre-lesson discussion stage and in the analysis stage for the benefit of the observers. This indicates that teachers think that observers need to apply these two stages more. These findings agree with Al-Abrawi's (2009) findings. She investigated senior teachers' views on post-lesson discussions and she found that some senior teachers didn't conduct the pre-lesson discussion. Therefore, teachers weren't able to focus and reflect in the post- lesson discussion.

### Question 3

3. What are the supervisors', senior teachers' and trainers' suggestions to improve clinical supervisory practices in Oman?

Teachers' and supervisors' questionnaires included an open- ended question about their suggestions to improve classroom observation stages. These suggestions were analyzed according to their frequency. The most frequent suggestions were summarized in the following two sections.

### **Teachers' Suggestions**

1. Observers should conduct pre-lesson discussions to allow teachers to choose the time and focus of the observation according to their needs.
2. Courses should be conducted for newly- assigned senior teachers on observations and how to conduct them.
3. There should be a positive relationship between the teachers and the observers before they enter the class.
4. Teachers should have the right to see their reports and discuss with the observers.
5. Designing a sheet for pre- and post-observation may help observers to conduct the stages successfully.
6. Teachers should be allowed to reflect and analyze their teaching and their classroom performance by themselves.
7. Observation should focus on teachers' professional development rather than evaluation.

### **Observers' Suggestions**

1. Observers should be well trained before they start observing teachers.
2. There should be more workshops on coaching and mentoring.
3. Teachers should be asked to think of a focus of the classroom observation based on their needs.
4. Observers should vary their data collection techniques.
5. Teachers should be trained on how to benefit from classroom observation.
6. Senior teachers should be exempted from teaching to do their job in a less stressful environment.
7. Fewer schools should be allocated for each supervisor not more than four or five schools.
8. Observers shouldn't criticize teachers and should try to avoid the directive tone during discussions.

### **CONCLUSION**

This study aims at identifying clinical supervisory practices. It also aims at investigating if there are any significant differences between observers and teachers regarding their perceptions of clinical supervisory practices.

The study revealed that clinical supervision is used moderately in Omani schools. The pre- lesson discussion and the post-lesson discussion techniques are used moderately. However, during classroom observation stage, analysis stage and post- lesson analysis stage are the least used stages. Moreover, during the pre-lesson discussion, observers

focus more on the observation context, like the lesson objectives, strategies, observation place and time. The results show that observers don't focus highly on preparing teachers for self-analysis, involving teachers in designing the observation tool and in deciding the observation focus. They also use limited data collection techniques like personal note taking and the Official Teachers' Classroom Visit Sheet. They don't often involve teachers in the analysis stage before the post- lesson discussion by asking teachers to write a self- analysis sheet or to tick in a self-analysis checklist.

The results indicate that observers don't focus on some post- lesson discussion techniques like designing an action plan, focusing only on what was agreed upon during the pre-lesson conference, asking the teacher to give feedback on the way the observer conducted the observation cycle and showing the teachers the observers' written notes. Observers need also to have a systematic analysis of the discussions for further improvement.

Findings also revealed that there are significant differences among the observers and teachers in their perceptions of the extent clinical supervision is practiced in Omani schools in the pre-lesson discussion stage and in the analysis stage for the benefit of the observers.

The study concludes that clinical supervision is moderately used in Omani schools. The participants believed that school context factors, teachers' perceptions factors, implementation factors and training factors are highly influencing the implementation of clinical supervision. Based on the study findings the researcher recommends that supervisors and senior teachers need to focus on:

- Conducting the pre- lesson discussion and involving teachers in deciding the observation focus and instrument.
- Involving teachers in analyzing their classroom performance before the post lesson discussion by asking them to write their reflection or to tick in a self-analysis sheet.
- Involving teachers in assessing the effectiveness of the way the classroom stages were conducted by eliciting their opinion about the classroom observation cycle.
- Using various data collection techniques and sheets.
- Avoiding the directive tone in the post lesson discussion and focusing on enhancing teachers' self-analysis.
- Writing an action plan with the teacher at the end of the classroom observation.
- Analyzing some recorded samples of their discussions to make sure of the percentage of their supervisory talk.

## RECOMMENDATIONS FOR FURTHER STUDIES

- This study focused on one supervisory tool which is classroom observation; other supervisory techniques like coaching and mentoring techniques could also be investigated.
- This study is a descriptive study about clinical supervision. Empirical studies are needed to compare various clinical supervision models' effectiveness.
- Clinical supervision is one of the foundational issues in supervision. Other supervision types such as blended coaching and e-coaching as well as walk-through could be investigated.
- This study revealed using limited data collection techniques .Other studies are recommended to investigate the effectiveness of using different data collection techniques.

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**APPENDIX A**

Dear English Language supervisors and senior teachers:

I am conducting research about the implementation of classroom observation stages (pre-lesson discussion-observation and post lesson discussion) in Omani schools .The questionnaire is divided into four sections. Please respond to the questionnaire items ***carefully*** from your own experience. All of your responses will be kept ***strictly confidential***. All participants will NOT be identified as you are not required to write your names or your schools’ name. Data collected will be used for research purposes only.

Please don’t answer the questionnaire again if you have already answered the online version.

**Section One: Participant’s information:**

Please fill in the participant’s information:

1. Present position:

senior teacher  supervisor

2-Gender:

Male  Female

3- Age:

4-Years of experience in present position:

0-5  6-10  11-15  16-20  more than 20

5-Governorate:

6-School cycle:

1-4  5-10  11-12

7-Training programs received about conducting classroom observation: (please specify title)

8-Educational Qualification:

Bachelor degree  Masters Degree  PhD

**Section Two: Classroom Observation Stages:**

This section is about senior teachers’ and supervisors’ practices of classroom observation stages. Rate the following statements according to their frequency of occurrences.

During the pre-lesson discussion with the observed teacher:					
No	Statement	Always	Sometimes	Rarely	Never
1	I conduct pre lesson discussion				
2	I discuss with the teacher her/his feelings about being observed.				
3	I decide with the teacher the focus of the observation according to his or her concerns.				

4	I discuss the purpose of the classroom observation with the teacher before the classroom visit.				
5	I discuss the lesson learning outcomes with the teacher.				
6	I discuss with the teacher his/her teaching plan and strategies.				
7	I decide the time for conducting the post lesson discussion with the teacher.				
8	I decide the place for conducting the post lesson discussion with the teacher.				
9	I decide the observation instrument that will be used for collecting data with the teacher.				
10	I provide the teacher with a self analysis sheet to be filled by the teacher before the post observation discussion.				
11	I remind the teacher that we will share our analysis in the post lesson discussion.				

**During the classroom observation I collect data by using:**

No	Statement	Always	Sometimes	Rarely	Never
1	An observation sheet designed with the observed teacher before the classroom visit.				
2	Personal note taking.(using a note book)				
3	Checklists.(ticking on a list of items)				
4	Graphs and tallies.(using diagrams and marks for counting)				
5	The Official Teachers' Classroom Visit Sheet.				
6	Audio tapes.(audio records the lesson)				
7	Video tapes.(video records the lesson.				

**During the analysis stage (before the post lesson Discussion):**

No	Statement	Always	Sometimes	Rarely	Never
1	I ask the teacher to write a self-analysis <u>text</u> before the post observation discussion.				
2	I ask the teacher to fill in a self-analysis <u>form</u> before the post observation discussion.				
3	I analyze the observation data before the observation discussion.				
4	I prepare a plan based on the collected data to be shared with the teacher.				

**During the post lesson discussion with the observed teacher:**

No	Statement	Always	Sometimes	Rarely	Never
1	I start by asking the teacher how s/he felt after the observation has finished.				
2	I start with the teachers' analysis of the lesson.				

3	I show my written notes to the teacher.				
4	I ask the teacher if s/he thinks that s/he has achieved the learning outcomes.				
5	I elicit the teachers' inferences, opinions and emotions.				
6	I encourage the teacher to suggest alternative methods of teaching.				
7	I design an action plan with the teacher to be the focus of the next observation.				
8	I focus on what was agreed upon during the pre observation discussion.				
9	I collaborate with the teacher to develop a future improvement plan.				
10	I collaborate with the teacher to draw a conclusion from the data discussed.				
11	I close my discussion with encouraging statements.				
12	I close my discussion with the agreed instructional behavior that the teacher needs to continue with.				
13	I ask the teacher to give me feedback on the way I have conducted the observation discussions.				

**During the post lesson discussion with the observed teacher:**

No	Statement	Always	Sometimes	Rarely	Never
1	I reflect on the techniques I have used to conduct the observation stages after the classroom observation.				
2	I audio-record the pre and post lesson discussions for further analysis.				
3	I analyze the discussions for the percentage of direct and indirect supervisory talk.				
4	I analyze the discussions to compare the percentage of the observers' talk and the observed teachers' talk.				

**APPENDIX B**

**Implementation of clinical supervision in Omani schools**

**Teachers' questionnaire**

**Dear English Teachers:**

I am conducting research about the implementation of classroom observation stages (pre-lesson discussion-observation and post lesson discussion) in Omani schools .The questionnaire is divided into four sections. Please respond to the questionnaire items ***carefully*** from your own experience. All of your responses will be kept ***strictly confidential***. All participants will **NOT** be identified as you are not required to write your names or your schools' name. Data collected will be used for research purposes only.

Please don't answer the questionnaire again if you have already answered the online version.

**Section One: Participant's information:**

Please fill in the participant's information:

**1-Gender:**

Male  Female

**2- Age:**

3-Years of experience in teaching:

0-5  6-10  11-15  16-20  more than 20

**4-Educational Qualification:**

Diploma  Bachelor degree  Masters Degree  PhD

**5-Governorate:**

**6-School cycle**

1-4  5-10  11-12

**Section Two: Classroom Observation Stages:**

This section will discuss how classroom observation is conducted by your observers (senior teachers or supervisors). Rate the following statements according to their frequency of occurrences.

<b>During the pre lesson discussion the observer:</b>					
No	Statement	Always	Sometimes	Rarely	Never
1	Conducts pre lesson discussion.				
2	Discusses my feelings about being observed.				
3	Decides with me the focus of the observation according to my concerns.				
4	Discusses the purpose of the classroom observation with me before the classroom visit.				
5	Discusses the lesson learning outcomes with me.				
6	Discusses with me my lesson plan and strategies.				
7	Decides the time for conducting the post lesson discussion with me.				
8	Decides the place for conducting the post lesson discussion with me.				

No	Statement	Always	Sometimes	Rarely	Never
9	Decides the observation instrument that will be used for collecting data with me.				
10	Provides me with a self analysis sheet to be filled before the post observation discussion.				
11	Reminds me that we will share our analysis in the post lesson discussion				

**During the classroom observation the observer collects data by using :**

No	Statement	Always	Sometimes	Rarely	Never
1	An observation sheet designed with me before the classroom visit.				
2	Personal note taking.(using a note book)				

No	Statement	Always	Sometimes	Rarely	Never
3	Checklists.(ticking on a list of items)				
4	Graphs and tallies.(using diagrams and marks for counting)				
5	The Official Teachers' Classroom Visit Sheet.				
6	Audio tapes.(audio records the lesson)				
7	Video tapes.(video records the lesson)				

**During the analysis stage (before the post lesson Discussion) the observer:**

No	Statement	Always	Sometimes	Rarely	Never
1	Asks me to write a self-analysis <u>text</u> before the post observation discussion.				
2	Asks me to fill in a self-analysis <u>form</u> before the post observation discussion.				

**During the post lesson discussion the observer:**

No	Statement	Always	Sometimes	Rarely	Never
1	Starts by asking me how I felt after the observation has finished.				
2	Starts with my analysis of the lesson.				
3	Shows me her/his written notes.				
4	Asks me if I think that I have achieved my learning outcomes.				
5	Elicits my inferences, opinions and emotions.				
6	Encourages me to suggest alternative methods of teaching.				
7	Designs an action plan with me to be the focus of the next observation.				
8	Focuses on what we agreed upon during the pre observation discussion.				
9	Collaborates with me to develop a future improvement plan.				
10	Collaborates with me to draw a conclusion from the data discussed.				
11	Closes our discussion with encouraging statements.				
12	Closes our discussion with the agreed instructional behavior that the teacher needs to continue with.				
13	Asks me to give feedback on the way he/she has conducted the observation discussions.				

**Section Four: Observers suggestions to improve classroom observation practices:**

<p>Do you have any suggestions to improve the practices of classroom observation stages? Please specify?</p> <p>.....</p> <p>.....</p> <p>.....</p>
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