

Clinical Supervision Report

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Introduction

This was my first time observing another teacher from a supervisory position and I definitely learned a lot about what I can do better in the future. I was also surprised by how nervous I was to jump on a Zoom call just to be a fly on the wall of this teacher's classroom. Since the teacher and I have similar levels of teaching experience — both of us have spent over a decade in the classroom — I would use a collaborative or maybe even a non-directive approach, as he was teaching physics, a subject I am not strong in, although I did teach 8th grade physics during the 2023-2024 school year.

According to Glickman (2018, p157), supervisors should use a collaborative approach with teachers who have a moderately high or mixed developmental level, the teacher and supervisor have similar expertise, and both will be held accountable for carrying out the decision or results. For a teacher functioning at a very high developmental level, who possesses more knowledge and expertise on the subject than the supervisor, and has full responsibility for carrying out the decision, Glickman recommends using a non-directive approach (Glickman, 2018, pg 169).

The Pre-Observation

We met for the pre-observation and discussed his goals for the lesson, which included reinforcing the need to study before a test and introducing new content to a student who had never encountered the topic. The teacher wanted to be sure they were being constructive when

discussing problems on the test that most students got incorrect, and not just judgmental. The teacher also wanted to make sure their content on the new topic was understandable from a layperson's point of view. I felt this would be easy for me, as he was going to introduce a chemistry lesson on balancing equations, something I had not thought about since 1982, in a subject I needed a tutor to pass, and I did indeed learn some things during his lesson.

I was relieved to hear that he was going to use a lecture format, as I felt so much pressure when teaching physics to create engaging, hands-on lessons, which is definitely not my favorite way to learn or teach. I am actually getting my master's degree in teaching math and science because I would describe myself as "science phobic," someone who gets antsy anytime the students are out of their seats, mulling around with scissors, forget Bunsen burners, and chemicals. I seriously was a nervous wreck the day a visiting teacher came to my classroom to teach my students how to make solar ovens from pizza boxes and let them loose with scissors, knives and duct tape. I feel a teacher has a responsibility to help students see the best way to design a project, not just try first, fail, waste a bunch of materials, and then correct, unless it's absolutely necessary. I am definitely not a constructivist teacher, but I am all about direct instruction, which I was glad to see would be presented during the observation. When I asked the teacher about the mastery evaluation, he explained that students would fill out a worksheet.

Observation

Observation is a two part process, describing the events that happen and interpreting the events. (Fiegener, 2025) I think it is essential that the teacher and observer agree on what has

happened, which is why I am a big proponent of videotape. Glickman points out on page 216 that modern digital cameras can be unobtrusive and capture more of what is going on in the classroom for post-conference debriefing.

I originally expected to use the school-wide classroom observation form (Figures 12.13 and 12.14) found on pages 211-212 of our text (Glickman et al., 2018), but realized right away that an open-ended narrative observation model (Glickman et al., 2018, pg 206), where I took notes of events as they occurred, would be the best format, as I was not able to see students from the camera angle. It was also difficult to hear the students while on Zoom, but I was able to record the teacher's responses.

The teacher (Mr. Two Medicine) welcomed students into the room, warmly greeting them, answering any questions they had about past work or upcoming assignments. It was obvious that students felt comfortable in the classroom environment and interacting with their teacher. When students settled down, they were attentive as the teacher reviewed the test material. Mr. Two Medicine was well prepared, having a completed problem on the board that represented an example of what a thorough answer should look like. He also drew examples of what most students had handed in and explained why they were incomplete and how students could get partial credit with just a little more work, even if they weren't 100% sure how to solve the problem. I really liked the way Mr. Two Medicine stated, "This is work we can build upon," when pointing to the complete example. He then used a couple of examples to give students a concrete understanding of what was expected in the future. They were also given their papers back at the end of the lesson to allow them to earn partial credit for corrections.

The second part of my observation included a new lesson on balancing chemical equations. Mr. Two Medicine started out clearly explaining how an equation could be balanced on either side of the arrow, just like an equal sign, and walked the students through several examples. There were slides that explained what was happening, and students were engaged in answering questions about what procedures to take in order to balance both sides of the equation. Mr. Two Medicine repeated several times that they were not creating a new substance but just documenting nature on paper. This was a great way to prevent misunderstandings and misconceptions. He then explained the expectations for completing their classwork.

Using the narrative tool enabled me to review the lesson as I wrote my observation notes for Mr. Two Medicine. I think this is my preferred method for observation as I am a natural journalist who uses a diary on a daily basis for reflection. It allows me to digest what happened with factual anecdotes.

Post Observation

After summarizing these notes, I sent Mr. Two Medicine my thoughts before we discussed the lesson, which I think should have waited until we spoke, so I could get his feedback on how he thought the lesson went before I said anything. We were able to meet later that same day, which I really liked because I think it is important that feedback is given as quickly as possible, a goal I was working on my last year in the classroom. Mr. Two Medicine and I used a collaborative approach to discuss his observation, as we are peers with similar

classroom experience, and I had used a qualitative method with a detached role (Glickman et al., 2018, pg 214).

Mr. Two Medicine and I talked about students' comfort in his class and how great it was that he was so approachable. He appreciated my notes on his use of the phrases “good math and bad math,” as he had not realized he had used those terms and would find better ways to describe incorrect answers, such as “this is what a complete, correct answer should look like.” Mr. Two Medicine wanted his sophomores to understand the importance of studying before an exam, and how this would be required if they were going to succeed in the program. His honesty and authenticity as an authority of his content were felt during the lesson, and I believe the students related to this. I did question him about the opportunities for students to correct their papers, asking whether this was something he did consistently or if it were a study technique students would develop by correcting their papers, so it was not needed by the end of the year. This was something he had not previously considered, as this is only his second year teaching the course.

When we discussed his ideas for improving the lesson in the future, he mentioned his desire to move around the classroom as much as possible to keep their attention and to use different colored markers with more examples on the board to build engagement. Mr. Two Medicine is a thoughtful, reflective instructor who genuinely seeks feedback to improve his performance, and I believe he will search for other opportunities to refine his teaching and fulfill his objectives by working with colleagues in his building. We discussed his role in this class, if he was working towards a master's in Leadership so he could eventually become a principal, but he said at this time he was not interested in pursuing a full-time degree, but had just taken this class because it was offered with scholarship money and recommended by administrators.

Mr. Two Medicine truly appreciated my feedback and observation techniques, as he said that, in the past, most observations had been superficial and had not provided him with any constructive comments or tools to use. They were mostly just formalities with feedback that included phrases such as “good job” and “keep up the good work.” If I were to observe Mr. Two Medicine again, I would use a visual diagram to map his movement in the classroom, so he could see whether it was helping keep students engaged, at least for part of the observation. I would also make sure I had visual access to students, as I was unable to observe engagement and understanding. Listening to responses, it seemed like the majority of the class was engaged, but I really have no idea. It was not an objective of the observation, so it might have distracted me from focusing on his instruction. I was also curious if the students had their own access to the slides, and in the future, I think I would find out what materials the students use for a textbook or instructional materials.

After the observation, Mr. Two Medicine shared his instructional framework assignment with me, which was based on sharing the principles of SkillsUSA and Project Lead the Way. I did see Mr. Two Medicine focus on teaching the students personal skills, taking responsibility for studying before a test or quiz, and working on skill development, which are shared core principles. I might now suggest that, when students are correcting their papers, they work in teams or collaborate more, and that lessons incorporate real-world applications of chemical equations. This would create more instructional coherence in his lesson planning and implementation.

Reflection

I learned a lot about my strengths as an observer and what I could do differently in the future. I take good notes, providing concrete evidence of what I perceived in the classroom. I definitely shy away from offering criticism, though Mr. Two Medicine and I had a bit of a disagreement over the use of the word “crap” when he made a mistake pointed out by a student. He explained that he generally used that term, which I considered unprofessional. We did discuss that I work with lower elementary students, and it might be more acceptable in high school.

Our textbook and class slides offer multiple tools for observation as well as purposes to use different forms and I enjoyed learning about these different choices. I definitely have a lot more respect for the people who have observed me over the years. Did I mention that my last year on the reservation, I had over 28 observations before Halloween by a variety of people, including coaches, administrators, and consultants, when we were rolling out a new reading curriculum? Until this class, the word “framework” gave me extreme anxiety, as they would come in and say, “We reworked the framework this morning, and vocabulary is now five minutes at the top of the lesson, not ten at the end. Did you not read the email?” To me, a framework meant you were following the schedule: grammar at 9:10, spelling at 9:15, whole-group reading from 9:20-9:40, phonics interventions from 9:40-10:00, and incorporating the curriculum with absolute fidelity.

I did have one coach when I taught second grade who used a classroom visit form (see Appendix A) during walkthroughs, which I really appreciated and that gave me concrete feedback to implement. I looked forward to her visits as I felt like they really made me a better

teacher. Glickman offers a variety of forms to use for different purposes for everything from using high cognitive demand questions to improving classroom management and incorporating new skills that work with a variety of teaching styles, experiences, and levels of commitment, depending on who is responsible for solving the problem and the urgency of the situation. Getting to try these different formats, even if I am just videotaping my own classroom, will improve my instruction drastically.

Appendix A

Classroom Visit

TEACHER: _____

DATE/TIME: _____

SUBJECT AREA: _____

WHAT I SAW...

WHAT I ENJOYED:

WHAT I MIGHT SUGGEST:

References

Feigener, A. (2025). *Supervision of instruction: Observation Week 3: Chapters 6-14* [PowerPoint Slides]. Canvas: https://canvas.okstate.edu/courses/208296/discussion_topics/1417829

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *Supervision and instructional leadership: A developmental approach* (10th ed). New York, NY. Pearson.