Teachers' Concerns About Implementing Instructional Supervision Including Clinical Supervision: One School's Journey

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Abstract

This phenomenological case study explored three teachers' concerns about the implementation of instructional supervision/ clinical supervision at a secondary school in the Victoria Education District in Trinidad. Data were collected via semi-structured interviews and Concerns- Based Adoption Model (CBAM) open ended concerns statements. The findings revealed teachers had a conglomeration of concerns regarding self, task and impact with impact- collaboration concerns being the most predominant. Less intense or minimal concerns were noted in impact-consequence and refocusing, self-informational and task- management. All participants advanced that by understanding teachers' concerns more specific culturally and contextually relevant interventions pertinent to their actual needs can be provided in implementing a more collaborative instructional supervision approach for teaching and learning.

Keywords: change; Concerns-Based Adoption Model; clinical supervision; concern; fidelity of implementation; implementation; instructional supervision; mutual adaptation; perception; professional development; quality education; stages of concern; supervision

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Chapter One

Introduction

Background

The thrust of the government of Trinidad and Tobago (T & T) to provide quality education can be viewed within the context of international agreements and initiatives. These have included the Secondary Education Modernization Programme (SEMP), a major undertaking of T&T aimed at modernizing and comprehensively reforming the education system in the late 1990's, the education for all movement of the 1990's, the Educational for All (EFA) and the Dakar framework of Action (United Nations Educational, Scientific and Cultural Organization (UNESCO), 1990; UNESCO, 2000). As part of its expenditure, the government of T&T has invested significantly in implementing innovations which included training and continuous professional development for Heads of department (HoDs), teachers and administrators (UNESCO, 2004; Trinidad and Tobago. Ministry of Education (M.O.E.), 2005).

Effective supervision is a key activity towards quality education. The quality of student learning is directly influenced by the quality of classroom instruction. Quality education then has partly depended on how well teachers are trained and supervised (Zajda, Bacchus & Kach, 1995; Hackett, 2011). Therefore, providing the required climate to effective on-going instructional improvement via teachers' involvement in their staff development needs is imperative (Fischer, n.d.).

The literature has affirmed that supervision has several purposes for and a profound impact on the development of quality education (Nolan & Hoover, 2004) by equipping teachers with the necessary skills and competences to ensure effective delivery of education such as lesson planning and delivery (McQuarrie & Wood, 1991; Nakpodia, 2006 as cited in Panigrahi,

2012), creating a climate of trust and mutual respect, a willingness to work collaboratively to solve problems, maximizing educational experiences and learning of all students (Nolan & Hoover, 2004) and fostering professional growth of teachers (Fullan, 2006). According to Figueroa (2004 as cited in Panigrahi, 2012) instructional supervision (IS) has involved encouraging the teacher to try out new instructional strategies or improve methods of teaching and learning.

History of Instructional Supervision/ Clinical Supervision

Historical Models of Supervision. Five main models of supervision, the first four identified by Sergiovanni and Starrat (1979) and the fifth by Cogan (1973 as cited in Glickman, Gordon & Ross- Gordon, 2014) have been practiced in schools across the globe since the introduction of formal education. The traditional scientific management approach (SMM) introduced in the latter part of the nineteenth century is viewed as prescriptive, oppressive and autocratic in nature where the supervisor made the sole decision for the teacher to follow exactly what, how and when the curriculum should be taught. This resulted in low teacher efficacy or teacher demoralization.

Conversely, the human relations movement approach (HRM) reflected the notion of democratic administration in the 1930's, a direct response to SMM where precedence was given to satisfying the needs of individuals as human beings rather than as objects of administration. However, it is criticized for its permissiveness and catering to winning friends rather than improvement of instruction. By contrast, the Neo- Scientific approach has focused on teachers' competence, performance objectives and cost benefits analysis. Impersonal control mechanisms replaced face to face supervision which is seen as too scientific with a heavy reliance on externally imposed authority.

In the human resources supervision (HRSM) approach human beings are not motivated by material gains but by continuous improvement which resulted in actualization of their potential so they can meet the increasing demands of work. Teachers like learners are seen as unique with different cognitive abilities and levels of professional commitment to personal growth and change.

Proponents of Clinical Supervision (CS) Cogan and Goldhammer have centered on formative evaluation rather than on summative evaluation, which is intended to improve classroom instruction and pedagogic skills (Glickman et al., 2014). Initially developed for use of pre-service teacher education in the early 1960s to reflect upon their classroom practices while at the same time allowing them to control their professional growth (Gall & Acheson, 2011) it is now used in various ways for staff development. CS is seen as a relationship between teacher and supervisor which is structured between repeated cycles of a pre-conference (the teacher and supervisor met before to discuss in detail the lesson and the particular method used), followed by direct observation of the teachers' classroom instruction (the supervisor observed the lesson, discussed in the pre-conference stage and gathered data discussed with the teacher) and post conference (teacher and supervisor discussed how the CS process can be improved) (Abiddin, 2008; Gall & Acheson, 2011; Glickman et al., 2014).

With a view for self improvement, in teacher competence and encouraging professional growth, CS has identified deficiencies conducted via face- to- face interaction followed by coaching (including peer), mentoring in a professional, collaborative and collegial manner, conducted by a skilful supervisor. CS has also centered on teacher ownership in the supervisory process and a desire to maximize student learning (Nolan & Hoover, 2004; Ornstein & Hunkins, 2009). An effective CS structure has recognized that teachers are individuals with peculiar needs,

levels of expertise motivational levels, cognitive abilities, characteristics and lifestyles (Hall & Hord, 2006) which should be addressed in a non-threatening, democratic setting (Ornstein & Hunkins, 2009).

Pajak (1993) has reported different types of CS: humanistic-artistic (where the supervisor assisted teachers to develop the expressive, artistic facets of their teaching style), technical-didactic (where the supervisor helped teachers to improve their use of specific instructional tools) and developmental-reflective (where the supervisor encouraged teacher reflection and introspection on their own teaching to ascertain instructional practices that work based on the organizational context of teaching (Gall & Acheson, 2011; Glickman, et al., 2014).

Supervisory Approaches. Writers have categorized supervisory behaviours as non-directive, collaborative or directive (Glickman, 1980; Gebhard, 1984; Glickman et al., 2014). The non-directive approach advised that the supervisor be a listener, non-judgmental clarifier and encourager of teacher decisions. The teacher functioned at high developmental levels, with knowledge and expertise about the issue and full responsibility for carrying out the decision or solving the problem. The collaborative approach advocated that the supervisor is equal with the teacher presenting, interacting and counteracting on mutually planned changes. The teacher functioned at moderately high or mixed developmental levels and is also concerned about improving the learning environment for students. The directive approach proposed that the supervisor be the main determiner and enforcer of standards of teacher behaviours by modeling, directing and measuring proficiency levels. This approach is appropriate for teachers with a low developmental level of self- survival and when they did not possess the awareness and knowledge to act on an issue that is critical to themselves and students.

History of Instructional Supervision/ Clinical Supervision in the Local Context. The M.O.E in T & T has not mandated any form of IS/CS. However, it has delegated that supervision of teachers is a key responsibility of Heads of Department (HoDs).

Largely known as inspection or evaluation before the 1980's, several forms of school inspection drawn from the United Kingdom (UK) were experienced in T & T during the colonial era from its installation in 1850 to 1962. Accountability was its main objective to improve the general quality of education and the inspector's voice in inspection reports remained supreme and final (London, 2004, p. 483).

After political independence in 1962 supervision, mostly in theory, tended to shift towards a collegial and open approach placing greater confidence in classroom teachers as instructional leaders. Post-independent administrators believed that the colonial inspection model was insensitive to the needs of a newly created independent state with its human capital goals and too summative, fault- finding, punitive and judgmental. This led to an atmosphere of fear and stress with the sole voice of inspector being ineffective in promoting the development of teachers (London, 2004, pp. 480-481). A gap existed between theory (what was believed) and practice (what existed in reality) in supervision.

In 1902, the Balfour Act ushered in the team approach to inspection from the UK (Learmonth, 2000, p. 31 as cited in London, 2004). Around 1930s a three- phase inspectional model (comprising a pre-phase, the inspection itself and the post- inspection aspect in which a report is submitted to the "head teacher") never adopted a consultative process. These were superficial changes to supervision approaches because supervision remained largely inspection. The two main facets of evaluation were pedagogy (process) and results as evident in test scores (product). Therefore, most teachers have seen supervision as inspection- an intrusive invasion

into their professional lives, without any real form of consultation by inspectors in practice (London, 2004, p. 490).

Zadja et al., (1995) have reported that in developing countries one of the central points to consider in improving the efficiency of the instructional process and hence the quality of education was the improvement in the quality of supervision in schools. They have posited that trained educational supervisors would be better able to communicate some of the modern approaches attempted in similar conditions so that some schools can capitalize on good and tested ideas and encourage teachers to practice them in the system.

CS has been widely accepted from the 1980's (Glickman et al., 2014). In the local context, Beular Mitchell disclosed in an interview that in 1989 and 1990 respectively, two cohorts of teachers had formal training in a Masters of Teacher Education to conduct CS at the primary school level in T & T. She has also stated that an integrated supervision model which included the approaches of Goldhammer, Cogan and Sergiovanni was used. It stressed a face to face collegial relationship between teacher and supervisor and the teacher as a reflective practitioner. The "buzzword" became CS and this notion was infused in training teachers and HoDs from 2003 (when the first cohort of HoDs in the secondary schools were recruited and trained for a period of six months by MOE on how to manage their departments) in the secondary schools with the understanding of how to implement CS. T & T crafted its own hybrid via mutual adaptation which teachers became exposed to in the education system. In turn, each school has crafted its own version of IS/CS (B. Mitchell, personal communication, March 20, 2014).

History of Instructional Supervision/ Clinical Supervision in RSS Context. Rock Secondary School (RSS) (pseudonym) was established in August 2003 under SEMP. From 2003

to 2006 a traditional supervisory model was adopted with emphasis on the completion of paperwork such as Record and Forecast and schemes. Observation of lessons also focused on highlighting teachers' weaknesses and faults which can be described as inspection or summative evaluation. The HoDs have stated that the supervisory model employed is an integration of Goldhammer, Cogan and Sergiovanni's version of CS and the developmental-reflective supervision model of Glickman et al., (2014). This model was introduced in 2007 (IS is now in its seventh year of implementation) when many teachers appeared resistant to this practice. However, realizing administration's support for IS/CS, and that it was being monitored by HoDs, teachers decided to get on board.

I have been listening to informal discussions with unfavourable comments and observing how teachers respond to IS/CS which has led me to believe that there have been concerns about the way in which supervision of teaching is conducted that needs to be addressed. The literature declared that teacher's perceptions and concerns are crucial for effective implementation of an innovation such as IS/CS (Hall & Hord, 2006). Despite informal conversations, teachers at RSS have had little opportunities to voice or express their feelings and concerns about the implementation of IS/CS.

Sixty-one per cent of the teachers at RSS have not been professionally trained (e.g. they do not have a Post Graduate Diploma in Education). Additionally, as a previous teacher, past HoD and present administrator my interest was stimulated to find out more about teachers' concerns regarding this phenomenon. I am unaware of the extent of the level and intensity of concerns at RSS about IS/CS. Since teachers' feelings and concerns remained unclear therefore, an original study was imperative to address the issue.

Studies Using CBAM Theoretical Framework. Since the early 1980's, the Concerns Based Adoption Model (CBAM) has been used widely as a conceptual framework for different educational innovations, internationally and locally. Studies have included measuring the concerns of teachers about implementing curriculum innovations (e.g., McFarland,1998; Dass, 2001; Tunks & Weller, 2009 as cited in George, Hall & Steigelbauer, 2006), examining teachers' concerns regarding the implementation of new curriculum (e.g., Christou, Eliophotou-Menon, & Philippou, 2004 as cited in George et al., 2006) or school-based assessment scheme (Cheung & Yip, 2004 as cited in George et al., 2006), teacher concerns during initial implementation of a one- to- one laptop initiative at the middle school level (Donovan, Hartley & Strudler, 2007), assessing teachers' concerns in the process of technology integration (e.g., Roach, Kratochwill, & Frank. (2009), examining teachers' concerns about the CAPE Communication Studies innovation (Harry, 2007), evaluating some teachers' concerns and levels of use of the lower secondary SEMP science curriculum in Trinidad and Tobago (Barrow & Delisle, 2010), assessing teachers' concerns about reformed sixth grade mathematics curriculum in Turkey (Çetinkaya, 2012), evaluating the Implementation of 5E instructional model in teaching geography in Sri Lanka (Puteh & Nawastheen, 2013) and assessing teachers' stages of concern and levels of use of a curriculum innovation in China (Wang, 2014).

However, a search of the international literature specific to teachers concerns about implementing IS or analogous studies on teacher education or professional development that used CBAM have been somewhat scarce (e.g. Creasy, 2007, Greene, 1992 and Faucette, 1987) Some international studies which focus on teachers' concerns regarding the implementation of supervision were fairly available; however, I have applied CBAM (e.g. McCoombe 1984 as cited

in Nolan, Hawkes & Francis, 1993; Grimmet & Crehan, 1990, Sharma & Kannan, 2012) to these studies. They have also been deemed relevant directly to the focus of the current study.

As far as I am aware studies from the Caribbean that use CBAM are virtually non-existent except for a study on 'the conceptions, perceptions and attitudes of teachers and supervisors' conducted in secondary schools in Barbados (Braithwaite, 1995) in which I have also applied CBAM. Local Literature specific to implementing IS/CS that used the CBAM framework as far as I am aware is absent. However, one study highlighted a teacher's perspective using CBAM's theoretical framework to implement a professional development programme (Barrow, 2011). Another study focused on school-led improvement initiatives (James, 2008) but I had to apply the CBAM framework. These studies also pertain directly to the focus of the current study.

Statement of the Problem

In informal conversations with teachers, anxieties and even fears have been expressed about implementing IS/CS. Also, based on observations, many teachers have not submitted their IS/CS documents (e.g. lesson plans, Record and Forecast), as well as adhered to deadlines set (e.g. clinical observation). The literature claimed that identifying teachers' concerns are critical for the effective implementation of any innovation; however as far as I know there no local studies specific to teachers' concerns using CBAM regarding implementation of IS/CS have been found.

I have also deemed analogous studies from the international and local domain using or applying CBAM's framework in relation to research into professional development, quality education and school improvement relevant. Despite unfavourable attitudes and comments about IS/CS at RSS, the administration has been unaware of the real extent of teachers' concerns about

implementing IS/CS. As a past teacher, HoD and present administrator the issue was chosen to close the gap in the research that existed in the literature thereby, addressing the situation. It has been against this background that there has been a need for research to be conducted specifically in this area.

Purpose of the Study

The purpose of this qualitative, phenomenological case study was to explore in-depth three teachers' stages of concerns (SoCs) regarding the implementation of the IS/CS. This will allow me to garner perceptions and feelings to understand, clarify and gain deep insights into the issue. This can only be effectively done by describing and analyzing the teachers' lived experiences (Denzin & Lincoln, 1994).

Research Questions

The study was guided by one grand-tour question and two sub-questions listed below:

Grand tour question

1. What are teachers' concerns regarding the implementation of instructional supervision (IS) including clinical supervision (CS) in RSS.

Sub-questions

1. What are the stages of concerns (SoCs) of teachers regarding the implementation of instructional supervision (IS) including clinical supervision (CS) to improve the teaching and learning processes in their classrooms? (research question selected for operationalization)
2. What factors do teachers perceive as influencing their concerns in the change process?

Justification of Study

Although adequate research has been conducted globally, as far as I am aware no specific research on teachers' concerns regarding implementing IS/ CS has ever either been done regionally or locally. This research can therefore create new or local knowledge, about implementing IS/CS. Given the crucial role of teachers as one of the key stakeholders in the education system who have been experiencing IS/CS, they have been targeted for this study. Teachers' views are very important because they are the key targets of supervision who have been most affected by the implementation of supervisory practices and should be involved in decisions about supervision (Gall & Acheson, 2011; Glickman et al., 2014).

According to Pajak (1993) teachers' voices must be heard because it is viewed as the first step in effective supervision to understand the teacher's point of view. There is also a general lack of information about classroom life from an emic perspective (Cochran-Smith & Lytle, 1990 as cited in Kennedy, 1999, p. 5). Teachers must learn to examine their own contexts and practices more critically when their voices are included in educational innovations such as IS/CS. When teachers' points of view are not considered they are silenced and marginalized from the research process and from the official literature on educational practices. A gap between what researchers claim to know and the practices that appear in schools will develop. Involving teachers' voices has made it more likely for them to address their practical problems (Lytle & Cochran-Smith, 1994 as cited in Kennedy, 1999, p. 5).

Expected Outcomes

I have anticipated that the results of this study can provide the school's administration with invaluable information to better understand the nature of teachers' experiences about IS/CS in order to develop strategies to reduce teachers' concerns and point the direction in which the

IS/CS should go. The study can also be useful in making future adjustments to improve IS/CS and enhance both teacher performance and student learning. Teachers' feelings and experiences have been crucial to the effective implementation of IS/CS; it is important to ascertain how teachers have perceived IS/CS for enhanced learning and teaching. Additionally, the findings can assist school administrators to make informed decisions on exactly what and how to provide support systems, training and professional development to individual teachers, particularly at RSS. More importantly, as a pioneering study in T & T on IS/ CS, this study can bridge the gap in the local research by initiating a local knowledge base on teachers' concerns about implementing IS/CS in the learning/ teaching process.

Definition of Key Terms

The concepts and their meanings used for the purpose of this study are as follows:

1. Change: a developmental process; not an event that takes time to occur (Hall & Hord, 2006)

2. Concerns-Based Adoption Model (CBAM): a theoretical model of change that is developed by Hall, Wallace and Dossett to identify, describe and explain concerns individuals experience when implementing an innovation (Hord et al., 1987; Hall & Hord, 2006).

3. Clinical Supervision (CS): instructional supervision that is a systematic, sequential and cyclic process with face- to face interaction between supervisors and teachers with the intent of professional development and improvement in instruction (Sergiovanni & Starrat, 1979, p. 305; Anderson & Krajewski, 1980; Gall & Acheson, 2011).

4. Concern: "the composite representation of the feelings, preoccupation, thoughts and considerations given to a particular issue or task" (Hall, George & Rutherford, 1979, p. 5).

5. Fidelity of implementation: the faithful implementation of an innovation that is, as it is intended to be used by the developer (Fullan, 2001, p. 40)

6. Implementation: the process of putting into practice an idea, programme or set of activities new to people who are attempting or expected to change (Fullan, 2001, p. 69).

7. Instructional supervision (IS): supervision that provides guidance, support, and continuous assessment to teachers for their professional development to decide on what works best and what needs to be improved in the teaching-learning process (Gall & Acheson, 2011; Glickman et al., 2014).

8. Mutual adaptation: on-site modifications during the implementation of an innovation to suit the specific circumstances faced by schools and teachers who enact them (Fullan & Prompet, 1977 as cited in Marsh, 2009).

9. Perception: "how we make sense of all the information we receive from the world via our senses" (Roth & Bruce, 1995 as cited in Hargie, 2006).

10. Professional development: relevant job embedded orientation, on- going training and resources to deliver services for schools and students by involving teachers in the planning, delivering and assessing of learning activities, and providing follow up for new learning for the classroom (M.O.E., 2005, p. 26; Gordon, 2004 as cited in Glickman, et al., 2014).

11. Quality education: empowering learners and teachers to recognize and actualize their capacity to assimilate and manipulate information, acquire specific knowledge, develop positive attributes, attitudes and values with a view of becoming a creative, productive and accomplished member in society (M.O.E., 2005, p. 77).

12. Stages of concern (SoC): the affective dimension of CBAM developed by Hall, George and Rutherford (1979) that uses seven distinct categories (awareness, informational,

personal, management, consequence, collaboration and refocusing) but not mutually exclusive, on four developmental levels (unrelated, self, task and impact) with varying emotional intensity of feelings towards an innovation (Hall & Hord, 2006, pp. 138-140).

13. Supervision*:* a set of activities and role specifications designed to influence instruction, professional development and the evaluation of teachers to improve the quality of education (Sergiovanni & Starrat, 1979; Glickman et al., 2014).

Paper Organization

The study comprised five chapters. The first chapter introduced and gave details of the background, the problem statement, the purpose of the study, the research questions, the rationale and expected outcomes of the study that resulted in this study and definition of some key terms. Chapter two presents a review and discussion of the current literature pertaining to the SoCs regarding the implementation of IS/CS. The third chapter details the research methodology including research design, sample and sampling procedure, data collection instruments and data analysis. Additionally, trustworthy strategies, ethical issues, delimitations and limitations were incorporated in this chapter. Data analysis and research findings are presented in chapter four. Finally, discussion and recommendations are the foci of chapter five.

Chapter Two

Literature Review

A review of related literature on CBAM and teachers' concerns about the implementation of IS/CS and related areas such as teacher education, professional development and school improvement to improve the teaching/learning processes in their classrooms is provided.

Concerns Based Adoption Model (CBAM) Theoretical Framework

This study employed CBAM as its theoretical framework which was developed at the University of Texas's Research Center for teacher education. Having its roots in Fuller's (1969) Concern Theory, it was proposed by Hall, Wallace and Dossett (1973 as cited in Hall & Hord, 2006) and Hall et al., (1979) and further developed by Hall and Hord (1987). It focused on the individual's reaction to the change process and provided a construct for measuring, describing and explaining the change process and stages of concern (SoC) that individuals have regarding an innovation (Anderson, 1997; Wu, 2002) to improve the learning and teaching processes.

CBAM is comprised of three diagnostic dimensions: (a) SoC- teachers' perceptions and feelings; (b) Levels of Use (LoU)- how teachers implement innovations; and (c) Innovation Configurations (IC)- the different ways an innovation is implemented (Hall et al., 1979). Although studies have been conducted either using three diagnostic dimensions in varying combinations (Anderson, 1997), the focus of this study is on teachers' SoC, the affective aspect of change which is related directly to teachers' readiness and how they feel towards an educational innovation at all stages of implementation. The SoC aspect suggested that teachers move through three main developmental levels and seven different stages: self (awareness, informational, personal), task (management), impact (consequence, collaboration, refocusing).

In Table 1 below, CBAM's SoC are explained:

Table 1

Paragraph Definitions of the Stages of Concern about the Innovation

Stages of Concern	**Paragraph Definitions**
Stage 0- *Awareness* **(Unrelated)**	Little concern about or involvement with the innovation is indicated
Stage 1- *Informational* **(Self)**	A general awareness of the innovation and interest in learning more about it is indicated. The person seems to be unworried about himself/ herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner, such as general characteristics, effects and requirements of use.
Stage 2- *Personal* **(Self)**	Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may be reflected.
Stage 3- *Management* **(Task)**	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

Stage 4- *Consequence* **(Impact)**	Attention focuses on impact of the innovation on clients in his or her immediate sphere of influence. The focus is on relevance of the innovation for clients, evaluation of outcome including performance and competencies, and changes needed to increase client outcomes.
Stage 5- *Collaboration* **(Impact)**	The focus is on coordination and cooperation with others regarding use of the innovation.
Stage 6- *Refocusing* **(Impact)**	The focus is on the exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Note. From Measuring stages of concern about the innovation: A manual for use of the SoC Questionnaire, p.7, by G. E. Hall, A.A. George, and W.L. Rutherford, 1979, Austin: University of Texas at Austin, Research and Development Center for Teacher Education (ERIC Document Reproduction Service No. ED 147 342).

It is unquestionable that teachers are the key to the success of educational innovations. Under idyllic conditions implementation of an innovation is managed effectively and teachers are guided appropriately, as the self concerns in the first years of use are resolved and the impact concerns after three to five years become more obvious. Teachers' concerns develop from initial awareness to refocusing as they progress in implementation (Hord et al., 1987; Sparks & Loucks-Horsley, 1989; Horsley & Loucks- Horsley, 1998; Hall & Hord, 2006). Each stage is distinguished from the other but is not mutually exclusive. However, if the change is not managed appropriately progression may not be linear and concerns may not be resolved; it can either stop at stage 3- task concerns or regress to self-concerns (Anderson, 1997; Hall & Hord, 2006).

The literature showed that typically teachers often exhibited a combination of concerns revealed in two or more stages that were somewhat more intense than their other concerns (Hall & Loucks, 1978; Hall et al., 1979; Hord et al., 1987; Hall & Hord, 2006). Individual teachers possessed several concerns concurrently, but these had varying degrees of intensity. The profile of the intensity of the concerns that an individual teacher possessed is most revealing about the teacher's commitment to the innovation in which he or she is involved (George et al., 2006, p. 31). Concerns can also be analyzed at the group level by aggregating the individual concerns, utilizing the same CBAM framework (Hall & Hord, 2006).

Based on different teacher concerns they needed varying support and guidance (Hall & Loucks, 1978; Hord, Rutherford, Huling-Austin & Hall 1987; Sparks & Loucks- Horsley, 1989); awareness of teachers' concerns permitted those in charge of implementation to aid individual teachers (Holloway, 2003). When an innovation was unfamiliar, teachers expressed intense levels of self concerns (personal and informational). As teachers struggled to establish basic

classroom management and instructional routines they required encouragement and support that would not immediately assess them on the use of the strategy. Hall and Hord (2006) suggested that the initial implementation of interventions generally resulted in heightened management concerns. Providing 'how-to' workshops and further information assisted teachers to feel more knowledgeable and efficacious in implementing innovations. While Hall and Hord (2006, p. 258), described CBAM as a humane approach which highlighted that without attending to the individual level, there would be a greater potential for the change effort to achieve limited success or even fail. They also outlined three specific tools for assessing and monitoring teachers' SoC: (a) one legged conferences (b) Open Ended Concerns Statement (OECS) and (c) Stages of Concern Questionnaire (SoCQ).

International Studies Using CBAM's Theoretical Framework

Creasy (2007) used CBAM to analyze teachers' self- reflective journals in a two-year qualitative study in the USA to provide professional development of teachers to improve student learning and educational practices via collaboration. Self reported reflective journals showed themes of 10 teachers in three time periods in a rural school. Consistent with CBAM, the study found a progression of concerns in the three submissions of teachers' concerns from self (awareness, informational and personal) concerns to higher task (management) and impact (consequence, collaboration and refocusing) concerns as they adopted a new practice. However, the most intense teacher concerns were impact- collaboration and refocusing.

The study revealed that during the Field Experience Placement teachers' journal writing the more intense themes centered on classroom management and planning that is self (awareness, informational, personal) and task (management) concerns. However, the task (management) concerns were predominant. The study also found that during the First Student Teaching

Placement themes of classroom management, planning, and effectiveness of instruction surfaced in their journals. The most intense concerns were impact- Stage 4, consequence, addressing the effectiveness of instruction where the teacher centered on the impact of instruction on students.

Additionally, during the Second Student Teaching Placement themes of planning, effectiveness of instruction, assessment and methodology emerged. However, impact-collaboration and refocusing were now most intense concerns. Collaboration and refocusing concerns were more intense than self and task concerns. On the one hand, collaboration concerns focused on how teachers needed to work with other colleagues to implement their plans. On the other hand, refocusing concerns considered the advantages of the innovation and other alternatives (e.g. teaching methods) that may work better for their students. Additionally, teachers experienced a high sense of professional efficacy with the three submissions.

In agreement with the CBAM literature, the three submissions progressed from novice to professional because teachers were now engaged in reflection and planning and were acclimated into the setting and were more experienced for the preparation of classroom teaching.

On the contrary, Greene (1992) investigated the concerns of 290 teachers in a three-year study (1985-1988) in Canada by initially eliciting their feelings concerning the implementation of IS/CS as a means of promoting professional development and empowerment (self concerns). As the study progressed, impact concerns of collegiality and collaboration became intense concerns. In contradiction with Creasy's (2007) study the methodology employed both quantitative and qualitative methods at different points in the study. A diverse set of strategies included data collected from 150 classrooms, more than 80 videotapes, 1,100 student surveys, including SoCQs, nearly 2000 typed pages of transcript, the analysis of respondents' journals and observation in the workshops.

Similar to Creasy's (2007) study, Greene's study (1992) found that during the early stages of implementation self concerns (awareness, informational, personal) surfaced revealing a lack of knowledge, commitment and involvement with the initiative. Initially, training was conducted by external consultants, and later by a group of teachers who experienced IS. Significant differences in teacher concerns after training were revealed; teachers became more involved and experienced with the innovation. Therefore, self concerns diminished and concerns shifted from self and task to intense impact concerns. In the second phase of expansion of IS more teachers became actively involved and worked together with the steering committee and the coaching team. However, the imposition of an innovation in a coercive top- down manner by administration on teachers contradict the results of most studies except James (2008) who agreed that "the top down approach to school improvement in Trinidad and Tobago is not working" (p. 8). Greene also highlighted that Central Office personnel and District commitment and support were equally crucial with the former providing the necessary training, resources and incentives.

Greene argued that teacher reflection via videotaped conferences and discussions were crucial to influencing teachers' behavior, such as questioning skills. He believed that teachers eventually became more reflective by making deeper self-analyses and addressing more complex behaviours. Supervisors needed to create a more trusting environment for more teacher participation in the supervisory process. Moreover, the initial stages of supervision were seen as more evaluative and fault-finding than collaborative and collegial in nature. However, there was a shift in this perception due to a gradual process which emphasized the need for peer coaching and team work. It was critical to allow teachers to see that IS/CS rested with colleagues who focused on classroom practice and peer coaching (Greene, 1992, p. 138).

A three- month qualitative and quantitative study was conducted by Faucette (1987) in San Diego where seven (six females and one male) elementary physical education teachers with a school population ranging from 150 to 900 students and class sizes between 35 and 90. A SoCQ was administered at the start (pre-training), middle (interim) and end (post-training) of the study. Similar to Greene's study, a SoCQ as a quantitative method was employed to determine the teachers' stages of concerns as they participated in four in-service sessions which involved a variety of methods such as participant observation, interviews, field notes and audiotapes, collecting relevant documents, and completing an open- ended statement of concerns to garner perceptions regarding implementing IS in an in-service education programme.

Overall, the study revealed that a conglomeration of concerns emanated from the data with varying degrees of intensity: self (awareness, informational), task (management) and impact (collaboration and refocusing). Similar claims were made by Hall and Hord (2006) and (Creasy, 2007). The intense self concerns (personal and informational) of two nonusers (resisters) meant that they did not understand what was expected of them and they did not have adequate information and personalized training about the innovation as users to be able to implement them. This revealed an early sign of resistance. In accord with CBAM, as the innovation progressed individuals also experienced management concerns.

The three conceptualizers (teachers willing to make the changes) had intense informational concerns on all occasions and intense management concerns during the interim inventory. Both the nonusers and conceptualizers felt insecure with their abilities to implement changes. Faucette (1986 as cited in Faucette, 1987) implied that teachers often feared and distrusted what they thought as a process of evaluation or accountability. This insecurity caused

teachers to respond defensively and avoid staff development, which can destroy implementation of an innovation once not addressed.

Initially the two actualizers, who had little teaching experience at the time of the pre-training inventory, were categorized as nonusers with intense informational concerns (personal following closely). However, they wanted and were able to take in the new information. As implementation progressed, intense impact-consequence concerns showed they were very motivated to create changes that would benefit their students. In the interim inventory teachers continued wanting information and more advice on how to manage (task concerns). The two actualizers' post training inventory showed a user's profile. Their initial self (personal and informational) concerns decreased, as well as their environmental problems were resolved. They felt well informed and supported through resources. As they used the innovation they had intense collaboration and refocusing concerns to work with other colleagues in a collegial relationship to improve the innovation. Additionally, principals contributed to their high sense of efficacy with the innovation by buying equipment, reducing class sizes and being available for consultations.

Applying CBAM's Theoretical Framework to International Studies

In McCoombe's case study on the clinical process (1984 as cited in Nolan et al., 1993), CBAM was not used as its theoretical framework. Nonetheless, I found concerns that were consistent with the stages of concerns in the CBAM model. McCoombe engaged in CS with his principal Laurie for an academic year, completing approximately two cycles per month. He was concerned that if he knew exactly what the supervisor's observation centered beforehand, he might put on a show. Consequently, McCoombe specified four areas of concern early in the supervision process and for each cycle, his supervisor selected one of the four areas to address.

The first few observations focused primarily on student learning. During the implementation of the CS process, McCoombe changed his teaching methods. The difficulty of assignments, the length of time he expected students to remain on task independently, the type of questions asked, his patterns of interaction with individual students, the way the room was organized, and the amount of pre-instructional planning addressed task (management) and impact (consequence) concerns. The study suggested that Laurie's concerns led to the refinement of his teaching style because he put much more thought into his teaching than he previously did. This is consistent with the final level of concerns in the CBAM model in which teachers examine the impact of instruction on students (consequence concern) and attempt to refocus, to consider additional alternatives that might work better for the students (refocusing concern).

Another case study done by Grimmet and Crehan's (1990) over a two- year period, described the work of Margaret, a principal, with Barry, a 6th grade teacher with 20 years of teaching experience. Generally, evidence of several stages of concerns emerged in the study. Similar to McCoombe's (1984) study, this included less intense task (management) concerns surrounding classroom management and planning additional classroom activities and less intense impact (consequence) concerns about student learning and teaching methods. In contrast, Grimmet and Crehan's (1990) study disclosed intense impact (collaboration) concerns about the need for equal supervisor-supervisee relationship and engagement in reflective discussion.

Two issues of classroom management surfaced: a pattern of unequal participation by students (in which one group of students was enthusiastic and involved while a second group was passive and quiet) and the use of non- instructional time. The teacher addressed the second issue by developing a new perspective on the need to have additional activities at the end of lessons. However, the principal insisted on rearranging student seats and classroom furniture.

This demonstrated that the teacher wanted to frame the issue based on different levels of mathematical ability within the class, however, the principal's failure to attend to the teacher's perspective did not result in collaborative reflection. Intense impact (collaboration) concerns came to the forefront as there was an unequal supervisor-supervisee relationship with both parties not engaging in reflective discussions. The study revealed that productive reflections with both a collegial and supportive relationship could allow the teacher to name the problems during conferences and then explore those problems collaboratively with the supervisor.

In Sharma and Kannan's (2012) qualitative study conducted in Malaysia with 100 teachers and 25 principals identified lack of involvement, empowerment and ownership in the CS process from planning to post conferencing. In support of this finding Grimmet and Crehan (1990) and Greene (1992), found that teachers identified lack of teacher involvement in the innovation as intense self and impact concerns. Applying CBAM as the theoretical framework to Sharma and Kannan's (2012) study, self (teacher involvement), task (where the teacher wants to be a part of the planning of IS and assess various resources on the internet) and impact (collaboration and involvement) concerns were identified.

Teachers felt that their role must be viewed as being involved from planning to post-observation issues for their professional development; otherwise it was merely inspection or evaluation and not CS. Also, CS did not appear to have a collegial and teacher-centered relationship and the majority of teachers believed that its purpose is to punish, demoralize, insult and find fault in classroom teaching rather than to improve teacher performance. It was recommended that CS be refined by blending various CS models as advocated by Glickman et al., (2014) and Gall and Acheson (2011).

Applying CBAM's Theoretical Framework to a Caribbean Study

Literature from the Caribbean on teachers' concerns regarding the implementation of IS/CS using CBAM as its theoretical framework as far as this researcher is aware is non-existent. However, I readily applied CBAM's SoC to Brathwaite's (1995) study on "Clinical supervision: Conceptions, perceptions, and attitudes of teachers and supervisors in secondary schools in Barbados" toward teacher supervision. Contrary to other studies, he evaluated the responses of participants to use a modified three-phase model of clinically-oriented supervision (COS) as a feasible alternative to traditionally-oriented supervision (TOS). Similar to studies conducted (e.g. Faucette, 1987; Greene, 1992; James, 2008) Brathwaite utilized a triangulation approach to data collection and analysis. A sample survey of 150 teachers and supervisors in 10 secondary schools and pre- and post-assessment interviews of 24 participants in four pilot schools were conducted. There were also individual case studies from pairing a teacher and a supervisor, in relation to the subject taught, in four schools. While an experimental group comprising six paired teachers and supervisors piloted COS in two of the four schools, a control group of the same numbers employed TOS in the two remaining schools.

The results revealed that most respondents' perceived supervision and evaluation as a continuous process for enhancing teacher performance. Applying the CBAM lens I found task (management) concerns about the need for scheduling training for both teachers and supervisors to successfully implement COS. The individual case studies also indicated that paired COS participants were inclined to address most intense concerns at the impact-Stage 5, collaboration stage. COS was seen as more collegial, communicative, and collaborative in classroom observation and provided more feedback than paired TOS participants. Whereas COS pairs regarded each other as equal partners; TOS pairs did not. Their less intense impact- Stage 6

refocusing concerns centered on their discontent with the nature and approach to IS using TOS. All COS participants recommended that the implementation of COS was an effective alternative or refinement to TOS.

An Analogous Local Study Using CBAM's Theoretical Framework

Barrow's (2011) study on seven secondary school teachers' concerns about professional education development in Tobago, collected and analyzed data about an innovation using CBAM framework and a SoCQ. Overall, the study showed that teachers' concerns were developmental in nature with self (personal) Stage 2, and task (management) Stage 3. Similar to non-users in Faucette's (1987) study, Barrow's (2011) study revealed that teachers had intense personal Stage 2 concerns. This suggested that the bulk of teachers were non users who participated in the professional development innovation did not use what they had learned in their classrooms once the period of training had ended. One key recommendation was that teachers' personal concerns should not be down played as to ensure an objective approach catering for the individual needs in professional development innovations. Another recommendation was that creative ways needed to be found to reduce the personal SoCs.

There were less intense task (management) concerns. Teachers were unsure about the requirements of in-service teacher education programmes and/or their capability to meet those demands of time and planning. They felt that the course delivery was not interactive and that timely access and availability to resources (material and financial) in Tobago needed to be addressed such as library books and the cost to travel to Trinidad. Task (management) concerns centered on little choice in deciding which electives to pursue in the teacher education programme, as well as the imbalance associated with the number of field days and their organization only in Tobago.

Applying CBAM's Theoretical Framework to an Analogous Local Study

An exploratory case study which was conducted by James (2008) on the school improvement theory and practice in secondary schools in Trinidad and Tobago used 10 teachers (among other stakeholders) from 14 schools that were purposefully sampled. Multiple research methods for triangulation of data were used such as interviews, questionnaires and document analysis. I also applied CBAM's theoretical framework and found that generally several themes emerged from the study: self (informational), task (management), impact (collaboration and consequence).

The findings suggested intense task (management) concerns; support was required to manage and maintain the change process. Resources to implement policy changes were insufficient, not delivered on time, and the training of teachers to deliver the new curriculum was unsuccessful and often carried out subsequent to policy changes. Also, supervision and monitoring of the implementation process were inadequate. Moreover, it was concluded that there were too many changes occurring simultaneously which made the implementation process of innovations challenging (James, 2008, p. 8) and full implementation may not take place (Hall & Hord, 2006). Further, the top-down approach to school improvement in T & T was viewed as ineffective. Schools like greater independence to devise and implement their own improvement initiatives.

The findings also disclosed minimal self (informational) concerns that both principals and teachers were asked to implement changes to the curriculum without having a clear understanding of what the changes entailed. The need to ultimately improve the teaching and learning processes, resulting in an improvement in students' performance (James, 2008, p. 8) is

an impact (consequence) concern. Teachers, principals and school supervisors were displeased that innovations were not resulting in improvement of student outcomes.

Further, the need to revisit and involve greater stakeholder participation in the decision making process from the start of the improvement effort were expressed. School-led improvement had largely minimal impact and significant consultations with other stakeholders including teachers who have to experience and implement the changes do not occur (James, 2008, pp. 7-8).

Summary

According to expert findings and opinions using or applying CBAM's conceptual framework to describe and explain teachers' concerns about implementing IS/CS is both complex and undisputable. I felt that a conglomeration of concerns with varying degrees of intensity within CBAM's framework was the most fascinating aspect of the expert opinions. These findings not only facilitated the focus of my study, but also informed my interview protocol and strengthened my data analysis. The literature review served to deepen my curiosity as to whether my findings would match with the experts, and if not, I was keen to find out what that would mean specifically about teachers in RSS who use IS/CS, then exhibited signs of dissatisfaction.

Chapter Three

Methodology

Introduction

This chapter described the methodology employed in conducting the research. It presented the type and research design of the study, sampling procedure, participants' profiles, data collection and instruments, ethical considerations, delimitations and limitations, the methods of data analysis and relevant justifications to answer the first research sub-question: What are the stages of concerns (SoCs) of teachers regarding the implementation of instructional supervision (IS) including clinical supervision (CS) to improve the teaching and learning processes in their classrooms?

Type and Research Design of Study

Justification for using a Qualitative Paradigm. A qualitative paradigm was employed because it was most suitable in the generation of rich, narrative data from teachers about their concerns regarding the implementation of IS/CS, and to focus on meaning in context (Merriam, 1998). Selecting a qualitative paradigm is also justified in that it allowed intimate conversations to occur among teachers to garner individual perspectives and encourage personal concerns and capture insights on the issue at hand. As the instrument of the research and continuously interacting investigator, I have collected and analyzed data as well as clarified, elaborated and reflected on issues as they have arisen (Merriam, 1998). Moreover, qualitative research minimizes the researcher's manipulation of the natural setting and places no limitations on the outcome of the research (Patton, 1990; Denzin & Lincoln, 1994).

Justification for using a phenomenological case study design. The study has adopted a qualitative phenomenological case study design to enquire into the perceptions, feelings and lived experiences of participants to understand teachers' concerns about implementing IS/CS.

According to Creswell (2013, p. 76) the need to describe the essence of a lived phenomenon or common experiences of individuals is best suited for a phenomenological case study. Creswell (2013) and Ritchie and Lewis (2003, p. 19) support the use of a qualitative design when the main purpose is to gain clear, in-depth insights and learn about a problem from the participants themselves. Phenomenology positioned within the constructivist paradigm was employed as a process to gain deep insights and to actively construct meaning via dialogue with participants of their lived experiences about the phenomenon.

Bracketing is an essential methodological principle in phenomenological research where I had to be neutral and suspend any prior knowledge or personal beliefs about the phenomenon under investigation to prevent information from interfering with the recovery of pure description of the phenomenon (van Manen, 1990, p.175). Rossman and Rallis (2003), have also concurred that "those engaged in phenomenological research focus in- depth on the meaning of a particular aspect of experience assuming that through dialogue and reflection the quintessential meaning of the experience will be revealed" (p. 97). Phenomenology as a method has sought to describe the experiences of individuals and therefore has served to shed light on the meaning of a phenomenon by ensuring more intimate conversations and direct contact with the world (van Manen, 1990, p. 9; Miller and Salkind, 2002). The approach in this study is to capture the essence of the experience which entails "what they experienced and how they experienced it" (transcendental or psychological phenomenology) (Moustakas, 1994 as cited in Creswell, 2013, p. 76), and the interpretive process of textural descriptions of life (hermeneutics) as approved by van Manen (1990, p. 4).

A case study is defined as a qualitative approach for exploration of a real- life, contemporary bounded system (a case) over time through detailed, in-depth data collection

involving a variety of sources of information (Stake, 1995 as cited in Creswell, 2013, p. 97; Yin, 2009) to gain a thorough understanding of the case. Additionally, the study has reconstructed the participants' understanding of the social world (Denzin & Lincoln, 1994) and described and explained participants' concerns and feelings- the three elements of a qualitative case study (Merriam, 1998, p. 20). As a result, a case study design was suitable to provide a rich, thick narrative account of the phenomenon in context and is useful when evaluating educational innovations (Merriam, 1998).

Sample and Sampling Procedure with relevant justifications

Target Population. Data gathered from the Educational Planning Division and School Supervision Division, MOE in 2011 (as cited in Government of Trinidad and Tobago, 2012, January) has disclosed that there are 163 secondary schools in the eight educational districts in T & T. Of these secondary schools 91 are government-run, 43 are government assisted, and 29 are private.

The Accessible Population. It was also revealed that of the 21 secondary schools in the Victoria Education District, 11 are government- run, eight are government assisted and two are private schools (Government of Trinidad and Tobago, 2012, January). Having employed a phenomenological case study design, accordingly the accessible population for this study was one secondary school out of 21 secondary schools from the Victoria Educational District. The teachers chosen for this sample teach all levels of the school (Forms one to five).

School in the Sample. The study was conducted in RSS (pseudonym) in the Victoria Education District. It is a five year SEMP government secondary co-educational school located in a sub-urban area. The school, managed by a principal and a Vice- Principal, has a student population of 427 (196 boys and 231 girls) grouped into 20 classes, and 36 members of teaching

staff (12 males and 24 females). There are eight teaching periods a day, each lasting 40 minutes. While 14 teachers are trained and possess either a Diploma in Education or Teachers' Diploma (TVTIV), 22 are untrained. Their ages and years of teaching experience range from 29 years to 57 years and 6 months to 38 years respectively. There are eight, 17 and 11 teachers in the in the Language, Science and Modern Studies departments respectively, who are responsible for the delivery of the curriculum to forms one to five. Three HoDs who have had HoD training organized by the MOE from 2003 to 2013, conduct IS/CS to teachers at least once per term. However, the school has had a fairly short history of adopting IS/ CS since 2007. To achieve a vision of high degree of fidelity of implementation, administration has mandated that each HoD schedules and monitors IS/CS as well as collects IS/CS documents from each teacher.

Sampling Type and Selection of Participants

I used purposive sampling to select three participants and one school- RSS from one educational district for this study. This sampling type is highly recommended because it has purposefully informed an understanding of the problem (Creswell, 2013, p. 156) and satisfied my needs especially where there are limited resources (Anderson & Burns, 1989). However, it has not represented all schools; it is deliberately selective (Cohen, Manion & Morrison, 2005). Purposive sampling also allowed me to select information-rich participants and sites that manifest the characteristics of most interest in order to develop a comprehensive understanding of the phenomenon (Best & Kahn, 2006; Patton, 1990 as cited in Creswell, 2012). Moreover, Fraenkel and Wallen (2009) postulated that "researchers … use their judgment to select a sample that they believe, based on prior information, will provide data they need" (p. 99). The chosen participants therefore had adequate knowledge and experiences of the topic under study.

I used a typical sampling strategy. Creswell (2012) found "Purposive sampling allows sample elements judged to be typical or representative to be chosen from the population" (p. 174). I selected a typical case by collecting personal or demographic data about the participants. Participants have been described as "typical" teachers at R.S.S. because they have academic qualifications (e.g. B. A. or B. Sc. degree), professional qualification (e.g. Post Graduate Diploma) and five or more years experience in the field of education altogether or at the particular school, as well as they have consistent experience with IS/CS (in this case for at least 5 years). A typical sampling strategy also endorsed that participants who have worked at the school for a length of time embody the cultural norms of the school and the context related to IS/CS (Creswell, 2012). The three participants satisfied these criteria.

Criteria for Selection of Sample and why RSS is a Special Case. Only three participants from one school comprised the sample because Patton (1990) endorsed that rich data or the quality of the knowledge take precedence over sample size. Using a large number of cases can limit the depth of individual cases (Creswell, 2013). Participants were also intimately involved with IS/CS for five or more years, that is, they have had first- hand experience regarding implementing IS/CS. This meant that while they can identify and vividly describe their concerns about IS/CS, other teachers in the three departments have not consistently experienced IS/CS. The criteria for inclusion in the sample were more than five years experience with IS/CS, at least five years teaching experience and possessing a bachelor degree and a Diploma in Education. The length of stay in school is supported by Patton (2002) who argued that in phenomenological case studies it is important to acquire concerns from participants who have lived through the particular experience for a long time.

There are several reasons why RSS is considered a special case. The school is under "Academic Watch" because of the steady decline in academic performance of students since 2010 in both the National Council for Secondary Education (NCSE) and the Caribbean Secondary Examination Certificate (CSEC) in most subject areas. Also, despite other factors that may impact on student learning, the impact of IS/ CS on student learning is questionable. Additionally, lack of parental involvement in their children's school work (e.g. based on attendance at PTA meetings, Parents' Days, lack of parental visits especially to collect report cards and non- completion of students' homework) are also identified. The majority of student intake came from neighbouring communities and from the lower socio-economic background. Further, the majority of teachers are untrained (22 out of 36 teachers do not possess a Diploma in Education).

Profiles of Participants

The three teachers purposefully chosen from all levels (lower, middle and upper to participate in the study hold a Post-graduate Diploma in Education and Bachelor's degree. While two are females, one is male. Angela (pseudonym) in age range 30 to 40 is a Language teacher with five years teaching experience. Kandace (pseudonym) also in age range 30 to 40, is an Agricultural Science teacher with seven years teaching experience. Jerry (pseudonym) in age range 41 to 50 is a Geography teacher with 11 years teaching experience.

Data Collection and Instruments with relevant justifications

Semi – Structured Interviews. The study used semi-structured interviews with field notes taken during the interview and OECS, adopted from CBAM's original tools on SoC as data collection instruments. Prior to data collection the bracketing process was established by

following van Manen (1990) view of "suspending one's various beliefs in the reality of the natural world in order to explore the essential structures of the world" (p. 175).

Individual, face to face, semi-structured interviews (see Appendix A) with three teachers provided primary data on the perceptions and feelings of participants to be collected. It was the "best way to get the best data that addresses the research questions" (Merriam 2009, p. 95). The time frame given to conduct interviews and to collect OESC was from April 7th to April 22nd 2014. Kvale (1996) supported the use of qualitative research interviews because it "attempts to understand the world from the subjects' point of view, to unfold their lived world prior to scientific explanations" (pp. 1-2). Semi- structured interviews provided a rich and detailed set of information about perceptions and feelings of participants in their own words, in the context of lived experiences (Cohen et al., 2005). Participants were thus encouraged to share their experiences as they engaged in IS/CS and the meanings they ascribed to these experiences.

I utilized a semi- structured interview instead of the SoCQ which is the quantitative instrument used to collect data in CBAM to evaluate change. A semi- structured interview with open-ended questions was therefore more appropriate to collect qualitative data about the SoC, the affective side of change. Qualitative results also made it more difficult to disagree with the participants' actual words which represent their emotions and strong beliefs compared to quantitative results (Patton, 2002).

Although formulated in advance based on the SoC, flexible questions in semi-structured interviews can be re- ordered or even rephrased (Guba & Lincoln, 1989). I had the opportunity to shed light on misunderstandings by probing for more details and ensuring participants were interpreting questions the way they were intended. An interview guide not only facilitated the efficient use of time, but also helped the interviewer to become more focused (Lofland &

Lofland, 1984 as cited in Hoepfl, 1997). Finally, face to face interviews were suitable for those who did not want to fill out a questionnaire.

Each participant was interviewed once for about 30 minutes. A mutually agreed upon time and a comfortable and quiet place free from distractions were arranged well in advance of the interviews (Creswell, 2013, p. 65). The open-ended questions were asked in a way that promoted discussions in a non- threatening manner. With the participants' permission, the entire conversation was audio- taped and information recorded on the interview protocol as field notes to complement the recorded data. The interview closed with the distribution of an OECS sheet for each participant to write any other concerns on the blank form.

Interview Protocol. A self- designed semi- structured interview protocol to answer the first research sub-question comprised of the grand tour question, the first research sub-question and 16 open-ended questions. This corresponded with CBAM's SoC theoretical framework and the literature review. Although the SoCQ has been specifically devised by the authors of CBAM to use for innovations in order to collect data on stages of concerns, a semi- structured interview has been used in research studies (Harry, 2007) because it permitted in-depth probes which resulted in rich, thick, narrative data about teachers' concerns. However, the SoCQ and technical manual (Hall et al., 1979) were closely studied to design the interview questions which correspond to the CBAM framework of seven stages (awareness, informational, personal, management, consequence, collaboration and refocusing) and four developmental levels (unrelated, self, task and impact concerns). The questions were also designed to encourage for participants to describe and give detailed information on their lived experiences regarding implementing IS/CS.

Open- Ended Concerns Statement (OECS). OECS was adopted to collect data on SoC about IS (see Appendix B) between April 7th and April 11th 2014. This took participants approximately 15 minutes to complete. Individual teachers were asked "What further concerns do you have that may have arisen out of you experience with IS/CS? Please be frank and answer in complete sentences" and to write a description of concerns (Hall & Hord, 2006) which was then content analyzed for variability of concerns.

The OECS adopted in its original form is one of CBAM's diagnostic tools. This was appropriate to elicit additional, rich data about the teachers' lived experiences in further exploration of SoC. An OECS is justified because concerns are written in the participants' own words which gave them another opportunity to point out something they may think was being missed and to participate in the conversation about the change initiative without feeling singled out in a threatening way (Hall & Hord, 2006, p. 147). Moreover, OECS validated other research findings, for example from the literature review and corroborated data collected via interviews.

Personal background data form. A personal background data form was distributed on April 3rd and collected on the April 4th 2014 a few days prior to the interview (see Appendix C). Data pertaining to participants' age, sex, length of teaching experience altogether and in the school under study, academic and professional qualifications, as well as programmes they were pursuing were collected. This data assisted in providing the criteria for the sampling strategy.

Ethical Safeguards

Trustworthiness Strategies. Guba and Lincoln (1989) proposed four criteria for establishing the trustworthiness of data in a qualitative study. The credibility criterion is used to describe and understand the phenomenon from the participants' view (Patton, 2002) and the congruence of the findings with reality (Merriam, 1998). To corroborate data collected in the

interviews member checks were used to allow the participants to review their transcribed interviews for accuracy and palatability (Stake, 1995, p.115). Participants were allowed to exercise their right to delete any part they wanted. Field notes taken during and immediately after each interview were also triangulated with audio-tapes to show the interviewer's observations of the participants' non-verbal signals and emotion which increased the credibility of results (see Appendix D). Additionally, peer review permitted bracketing and the refinement of significant statements or themes.

Transferability is the extent to which the results of the qualitative research can be "transferred" to other contexts (Merriam, 1998; Patton, 2002). Although this study is specific to a particular context, environment and individuals, rich, thick descriptions of the context (Guba & Lincoln, 1989, pp. 241- 242) permit other practitioners who have similar situations to that described by the study, to relate the findings to their own environment (Bassey, 1999).

To address dependability, I described in detail the processes and changes that occurred in the setting and how those changes affected the way the study was approached (Patton, 2002). Details of data collection and analysis strategies were explained to provide an accurate and clear representation of the overlapping methods used such as individual interview with field notes and the OECS. Triangulation of data collection and analysis also served to strengthen dependability and credibility (Merriam, 1998) thereby enabling a repeat of the study but not necessarily obtaining the same results.

Confirmability ensured that the findings of the study resulted from the participants' experiences and views. The participants' quotes from the interviews and OECS were integrated into the discussion of the findings and an audit trail of the data was done to validate the data analysis process from transcriptions to findings. An audit trail of the data analysis process was

conducted to confirm that the findings were as a consequence of the participants' views (Patton, 1990; Bassey, 1999, p.84). Accounting for each step of data collection and analysis contributed to the validity and accuracy of the audit trail and as such enhanced the credibility of findings (see Appendix E).

Ethical Considerations and Ethical Procedures. I sought and obtained approval from M.O.E via the School Supervisor of the Victoria Educational District (see Appendix F) and principal of the school to conduct the study (see Appendix G). All participants were informed about the purpose and method of the study in a letter (see Appendix H). Participants were informed that there were no physical or psychological risks involved and that their participation in this study was not only voluntary, but also that they were given the right to withdraw at anytime they wanted without any consequences. Moreover, the participants were assured that the information gathered would be only used for its stated purpose. Participants were guaranteed anonymity and confidentiality of their responses and that their identities would not be revealed in research reports and publications of the study. Pseudonyms were also used in an attempt to hide participants' identity and the location of the study. Participants were informed that there would be interview sessions and an OECS, the former of which would be audio-taped. The audio taped interviews permitted me to focus on the words of the participants. With permission, the interviews were then transcribed verbatim. All the data were reviewed to gain a general sense of the information and reflect the overall meaning (Creswell 2009, p. 185). Finally, the participants who agreed to participate in the study were asked to sign a written consent form (see Appendix I). Both the principal and M.O.E. gave permission to conduct the study (see Appendices J and K respectively).

Timeline's Narration

The study commenced with the process of conceptualizing the research ideas in October, 2013 and ended in January, 2014. At first I submitted the topic "the role of the principal in instilling total quality management practices" on October 30th 2013, however by November 2nd 2013, I decided to change the topic to 'Teachers' Concerns About implementing Instructional Supervision (IS) including Clinical supervision (CS): One School's Journey." I phrased and rephrased my words until I was fairly satisfied with the topic I eventually selected. Subsequently, my supervisor assisted me to further refine the topic.

When I started the background of the study in November 2013, I had problems focusing the study. However, with the support of my supervisor I was able to successfully complete the exercise in February, 2014. The literature review which began in November, 2013 and ended in early May, 2014 was extremely iterative, time consuming and tiresome. I reviewed numerous journal articles, textbooks and Internet sources to obtain related and ample literature for my study. From January, 2014, I began to prepare for the presentation of my research proposal scheduled on March 25th 2014. I thought of rescheduling my presentation because I did not feel that I was ready. However, I eventually decided to work incessantly by sending emails back and forth to my supervisor.

In January 2013, I also invited three teachers from RSS (pseudonym) who met the criteria to participate in the study. They orally consented and this was pursued with written letters of consent. Permission to conduct the study was also sought from the school and the M.O.E in February and the end of March. Data collection started on 4th April, 2014 and ended at the 22nd April, 2014. The interview sessions and OECS with each of the three participants lasted

approximately forty minutes altogether. I also took field notes during and after the interviews. The interviews were audio- taped and the OECS were collected.

Data analysis also began on 22nd April, 2014 and ended in May, 2014. This process was also extremely tedious, however, the interview transcriptions needed to be repeatedly read to reduce the data to manageable size. Extracts of interview transcripts and OECS were then colour coded and themes emerged from the data.

The write up for the study which began in March, 2014 proved to be an equally tedious process. I guaranteed that I strictly adhered to the rubric. I sent three chapters to my supervisor for review. This resulted in the constant review and editing of the various chapters until it reached the required standard of work. On 30th May, 2014 the research paper was due, however, I asked for an extension. I miscalculated the time required to transcribe the interviews, analyze the OECS, and to proof read and edit my work. Chapters four and five were sent via email for review on 31st May 2014. I then made final adjustments and completed it on June 14, 2014. After eight months of hard work I was now ready for the final submission of the research project on 30th June, 2014.

Methods of Data Analysis

Creswell (2013) defined data analysis as the preparation and organization of data, in the form of transcripts for analysis, then reducing the data into themes via the process of coding, condensing the codes and then finally representing the data in figures, tables or discussion. A three stage process of qualitative data analysis is data reduction, data display and conclusion drawing or verification (Miles & Huberman, 1994, p. 10).

The on-going process of data analysis which centered on interviews and OECS began simultaneously with data collection as I listened to each audio-recording of interviews in its

entirety followed by repeated replays and manual transcription. Sticking directly to participants' own words I assisted readers via open coding to experience the participants' own world and avoid misinterpretations (Patton, 1990). The listing of significant statements (horizontalization of data) and transcribing of data were followed by categorizing and hand coding the audio-taped responses from interviews and OECS into larger units called "meaning units" clustered into themes as well as textural and structural descriptions of what and how the participants experienced the phenomenon to describe the essences of the experience (see Appendices L) (van Manen, 1990; Moustakas, 1994 as cited in Creswell 2013, pp. 193-195).

This inductive analysis (Patton, 1990) of first identifying and then tentatively naming the categories into which the phenomenon were grouped was based on the recurring patterns in the data. Each transcription was assigned SoC categories utilizing varying font colour identifiers for participants. This process continued until data that was seen as relevant to answer the first research sub- question were amassed into the SoCs: unrelated- concerns, self-concerns, task-concerns and impact- concerns (Creswell, 2013, pp. 139-145).

To also guarantee credibility, peer review allowed simultaneous decoding of the same transcript word by word and sentence by sentence. Repeated words and sentences were highlighted and side notes and a summary of each paragraph were done. The horizontalization of data, a list of significant statements, sentences or quotes from the interviews and other data sources were done to understand how participants were experiencing IS/ CS (Walcott, 1994 as cited in Creswell, 2013). Themes that were developed were subsequently modified and refined using axial coding. All categorized data was organized texturally. The final stage in the coding process was evident in selective coding and the clustering of themes from significant statements. Finally, I compared and integrated the results of the peers' analyses which were narrated into a

composite, written description of what the participants experienced in the process of interpretation using verbatim quotes of the participants.

After the OECS sheets of paper were collected with the written responses, they were content analyzed to assess the concerns of participants, using the CBAM's SoC guidelines provided in a manual by Newlove and Hall (1976 as cited in Creswell, 2013, p.147). Initially, each statement was read line by line to determine under which of four developmental levels of SoC the overall theme was located: unrelated, self, task or impact concerns. The statement was then re-read and a SoC (using codes 0 through 6 corresponding to the stages as previously discussed) assigned to each sentence to make holistic evaluations. When coding the evaluator must use the best judgment when determining which SoC should be classified. The individual sentences are neither totaled nor averaged; the entire statement is evaluated (Hall & Hord, 2006) using categories of codes or emerging themes (see Appendices L). Data from the two main instruments were analyzed together.

Delimitations and Limitations of the Study

Delimitations. The study is restricted to one five-year government sub-urban secondary school, in one educational district- Victoria Education District. Also, the sample is confined to three teachers' concerns about IS/CS from one school in three departments. Therefore, the results of the study are not generalizable to all secondary schools in T & T and in all educational districts. As a snapshot of the participants' experiences at a given point in time, the findings will be suitable to the context of RSS and may be used by other schools with a similar context or as a springboard to do more comprehensive studies in the area.

Limitations. One limitation is the possibility that participants may not be honest in their responses; teachers may not be open to share details of their concerns about IS/CS and as such

the results may be influenced by whether the teachers' responses are true reflections of their own concerns. Additionally, I have not had any extensive training in conducting interviews using the CBAM model, as well as in the bracketing of personal experiences which may be challenging when interpreting the "texts".

Chapter Four

Data Analysis and Presentation of Findings

This chapter reported the data analysis and major findings of the study in accordance with the first research sub question "**What are the stages of concerns (SoCs) of teachers regarding the implementation of instructional supervision (IS) including clinical supervision (CS) to improve the teaching and learning processes in their classrooms**?" which was operationalized in this study. The data analysis and findings were derived from the qualitative analysis of participants' responses from a semi- structured interview and OECS (see Appendix L) and field notes taken during and after the interview (see Appendix D of three teachers: Angela, Kandace and Jerry (pseudonyms).

Overall, the findings of this study revealed that five themes emanated from several levels (self, task, impact) and stages of concerns (Stage 1, informational, Stage 3, management, Stage 4, consequence, Stage 5, collaboration and Stage 6, refocusing) experienced progressively among three teachers during the implementation of IS/CS. Teachers had several concerns occurring concurrently but with varying degrees of intensity (see Appendices L).

Data Analysis and Presentation of Interview and OECS Data

As shown in Table 2 below five main themes emerged from the interviews and OECS based on the first research sub-question:

Table 2

A Summary of Major Themes from Coded Interview and OECS Data

Major Category	Emergent Themes
Intense impact Stage 5 collaboration concerns	**Need for collaboration at all levels to coordinate and share with colleagues in four aspects:** • **Lack of formal meetings with teams to share IS/CS** - Little opportunities for sharing best practices in formal meetings - Little opportunities to share new strategies in staff/ department meetings • **Lack of mutual and reflective dialogue/ discussions** - Lack of self examination and reflective discussions - Need to video tape lessons to reflect on strengths and weaknesses - Teachers are uncomfortable talking candidly - Need for feedback from students on teaching strategies - Need for feedback, support and follow up from HoDs • **Lack of a collegial, face to face, and an open, trusting relationship between teachers and HoDs** - Lack of collegial relationship - Lack of face to face interaction/ communication - Lack of open, trusting relationship - Lack of a professional relationship - Lack of mutual respect - Impersonal and intimidating relationship • **Lack team teaching, peer tutoring, coaching and/ or mentoring** - Need for more co-supervision/team teaching/ peer tutoring/ peer coaching and mentoring

***Less intense Stage 6, Impact- Refocusing concerns**	- Need for IS to be teacher- centered - Collaboration at all levels - School ethos to be reshaped for CS - Teacher reflection/ self examination - Team teaching, coaching, mentoring, tutoring - Sharing best practices/ new ideas - Feedback and follow up from and HoDs - Build a culture of collegiality, face to face interaction, trust and respect - Need to train HoDs - Stick to three step CS developmental process
Less intense Stage 4, Impact- Consequence concerns	- Need to improve student learning/ performance - Need for different teaching strategies - Need to check students' notebooks - Focus on lesson planning - Improve delivery of the lesson - Need to have constructivist/ interactive classrooms - Improve teachers' skills
Minimal Stage 3, Task- Management concerns	- Irregular and inadequate scheduling of training and workshops on instructional practices - Need to organize and schedule practical workshops and training - Irregular planning and scheduling of IS/CS
Minimal Stage 1, Self- Informational concerns	- HoD lacks knowledge, skills and competencies for CS - IS/CS is too traditional and supervisor-centered - IS/CS is too punitive/ critical - Too much emphasis on inspection/evaluation/assessment

**Note*. Concerns are not mutually exclusive, however, impact- Stage 6, refocusing concerns overlap tremendously with impact- Stage 5, collaboration concerns

Finding 1: Intense Stage 5, Impact-Collaboration concerns. Among the several themes that emerged, the most intense or predominant was in the category of impact-collaboration. Stage 5, collaboration concerns were more intense than other impact concerns-Stage 4, consequence and Stage 6, refocusing. Therefore, teachers had little opportunities to meet and share ideas about improving instructional practices and coordinating with colleagues in using IS. However, four aspects of collaboration concerns were described by the three teachers:

***Lack of formal meetings with teams (e.g. staff and departments)*.** All three teachers found that teams did not take the time to meet formally to discuss instructional strategies and to gain insights into what is working and what is not with regard to instructional strategies or practices. Teachers mainly worked in isolation and only had few informal discussions. Angela reported that, "…few opportunities, except it is done informally in the staffroom with discussions among teachers whenever… It was not done formally in department meetings or staff meeting…" She also stated, "there should be greater collaboration taking place at all levels between colleagues, teachers, supervisors and other schools."

Sharing the same perspective Jerry worried that:

> … we do not have many opportunities to share and learn new strategies from colleagues No not formally but more informally, more on a friend to friend basis but as a department we really do not share best practices with regard to what happens in clinical or in our classroom teaching in department meetings. We share with others in other departments informally but the culture of sharing is not there… we have not come to the place where we are comfortable talking…

Kandace echoed similar sentiments as Angela and Jerry that, "we have had little opportunities to share and learn new strategies from colleagues. … we are just given a list of

mandates top- down of the things we have to do. … although we meet for forty minutes once a week."

Lack of Mutual, Reflective Dialogue. There was also an absence of an environment for open, reflective dialogue on lesson content, teaching style, methodology and teaching goals among colleagues. Department meetings have centered discussions on errors teachers make in their teaching practices rather than communicating best practices and getting constructive feedback. Angela stressed the need to "videotape lessons" to reflect on the "strengths and weaknesses" of teachers. In elaborating her concerns she explained:

> Instructional supervision needs to be more teacher-centered and reflective to address the individual needs of teachers in our school. We can also get feedback from the students as to whether the teaching strategies are effective… and teachers can ask their students questions about their teaching.

Jerry also lamented that, "…teachers should do some self examination… clinical process … its fault- finding rather than an aid for … improvement of teaching and learning processes." He added that, "… the environment that exists does not allow a lot of freedom to be creative and innovative with their teaching style" and that, "…we have not come to the place where we are comfortable talking… candid discussion". Moreover, Kandace wanted discussions "…on how to improve lesson plans and so on…"

Lack of a collegial, face to face, and an open, trusting relationship. The findings suggested that HoDs did not promote collegiality and open, trusting relationships among teachers to learn from each other about CS via face to face interaction. Angela commented:

> I think our relationship is not so open. It is basically impersonal and intimidating. It is just as if to say we have completed a clinical. I would say it is more supervisor- centered

> … most times intimidating and impersonal on the part of the supervisor…instead of also developing a relationship with us or looking at our teaching practices to mentor us and allow teachers to grow and become better teachers...

Kandace affirmed "My supervisor's relationship when supervising instruction is impersonal and unprofessional. … I feel like just another statistic…. our relationship can be described as unprofessional and lacking trust. .. mutual respect…" Jerry also expressed that his relationship with his supervisor "is unprofessional and lacks trust and collegiality. There is little face to face interaction, collaboration and communication." He also postulated that, "… teachers do not speak freely if they don't have a good collegial relationship with the person … they would not feel to trust him or her." Teachers indicated that they were concerned about the lack of a trusting relationship based on mutual respect currently being experienced. While Angela declared "… a lack of mutual trust among teachers and HoDs", Kandace agreed with Angela that, "…There is the absence of mutual respect and trust". Similarly, Jerry concluded that, "…it comes down to trust…"

Lack of Encouragement for team teaching, peer teaching, coaching, mentoring.

Teachers were also concerned that they were not given opportunities to observe other teachers' classrooms and programmes to share ideas about improving instructional strategies and practices via team teaching, coaching or mentoring. Angela articulated that, "… there are few opportunities for feedbacks, follow-ups and collaboration with the HoD... Face to face interaction, coaching and/or mentoring are absent…" Kandace corroborated that there are "little mentoring, coaching, collegiality and collaboration taking place…"

The responses of the three teachers on team teaching, peer tutoring, coaching and mentoring as instructional practices permeated the data. Angela posited that:

> **…** more than one person can be there observing, maybe another teacher in the department or have like a team observing the person… They wouldn't feel as if it's just the supervisor's point of view but the teachers are also there too... Each teacher should be part of that collaboration.

Moreover, Kandace communicated her concern that: "Team teaching and peer coaching are important for effective instructional supervision or clinical." Further, Jerry explained that:

> …peer coaching and peer tutoring … where friends will talk to friends much more readily the platform is already laid for a friend to point out things to a friend… they can see through the teachers eyes as well as the supervisor's eyes and then in some cases each teacher … group or peers will have different things to look at like ahmm a team … everyone is involved in the department meeting discussions can surround peer tutoring.

Further, Jerry expressed his desire to be:

> …a co- supervisor, a mentor or part of a team … I could be part of a team that goes with the supervisor … I understand what the process entails. I have some skills I would like to share and I think that … could help in building colleagues … competencies…

Finding 2: Less intense Stage 6, Impact- Refocusing concerns. Although impact-refocusing concerns were less intense, collaboration was seen as the main avenue to refine IS. Teachers offered ways to refine IS by collaboration among colleagues and sharing a collegial relationship. Angela argued that using team teaching it would be "a good idea to also videotape the sessions and get feedback **...** .and … we can get feedback from the students as well. …" Kandace also expressed that "Face to face, honest interaction based on mutual trust and respect which is lacking between supervisor and teacher … where collegiality and collaboration will be at the forefront. …" would serve to improve IS. Moreover, Jerry conveyed that "… supervisors need to

be well trained because they are going to be mentoring … one who is knowledgeable who has the skills and competences…"

Angela and Kandace had similar opinions regarding the three step process of CS: however they again expressed collaboration as the key ingredient for effective CS:

> …the three step process with the pre- conferencing, the actual delivery of the lesson and the post conferencing …in a fair and unbiased way … Videotaping lessons will help so teachers as a team can point out their strengths and weaknesses...a collegial relationship and collaboration among teachers and supervisors must be practiced… (Angela).

"… a three part process- a pre-conference, the actual observation session and a post conference… we could work on your questioning skills." (Kandace)

Jerry expressed his disgust by stating that although teachers must cooperate, CS should not center on teachers' mistakes in a vacuum. He articulated that:

> …It should be developmental not fault- finding... it comes down to a genuine concern for learning on both sides … we both focus on the same thing which is learning – teachers and students then I think ahmm....we would work together … have the same purpose in mind.

Jerry also posited impact- refocusing concerns via his OECS. Unlike the other two teachers he was worried about the lack of the principal's support as instructional leader in setting the correct tone for IS at RSS (see Appendix L). However, like Jerry Kandace suggested "The school's ethos will have to be reshaped to be ready for clinical supervision not assessment or evaluation…inspection but clinical."

Finding 3: Less intense Stage 4, Impact- Consequence concerns. Overall, the findings showed that teachers have less intense impact-consequence and refocusing concerns. Less intense stage

4- impact consequence concerns emphasized the positive and negative impact on students' learning styles and performance. For example, Angela declared that:

> I need to improve myself in many ways such as our teaching strategies and classroom management. I don't think it is done regularly or consistently, and if it is done there is little or no the feedback to me, there is no follow up.

From a slightly different angle, Kandace lamented that not only should the teaching methods be improved but also, the approach to IS/CS:

> We need to conduct more interactive lessons and look at our children's notebooks in a rich environment for students … The approach to instructional supervision is all wrong. It is more about compiling paper work than ensuring improvement in teachers' skills and competencies as well as teaching strategies.

Examining the impact on student learning, Jerry communicated that:

> We need to make sure that students see the need for learning and for them to develop their abilities in my classroom. A lot of students are so used to passive learning … uhmmm they just follow teacher lectures, taking notes and doing drills. They are virtually unaware that they can shape their own learning and be independent learners. …

Finding 4: Minimal Stage 3, Task- Management concerns. Findings suggested that teachers had minimal concerns in the categories of self and task. All three teachers had minimal task-management concerns about the irregular and inadequate scheduling of internal and external training and workshops on instructional practices or IS/CS to improve instruction and learning and develop staff. Angela articulated that "…no real training and workshops on clinical supervision … during in-house department meetings or in staff meetings... We need to do more

workshops and training to make us perform better in the classrooms." She also highlighted that she does not think that IS/CS "is done regularly and consistently."

Jerry conveyed the anxieties he experienced with inadequate training and workshops and lack of HoD competence which:

> …only gave general guidelines in a theoretical way. We need to organize and schedule practical workshops and training with specifics about its impact in classrooms in our teaching practice. I know what the HoD does with clinical supervision is insufficient …

He further emphasized that IS/CS is not conducted as "regularly as it ought to." Kandace was also worried about the infrequency of IS/CS, training and workshops; however, she emphasized the need for the three way clinical process involving collegiality and building trust with "… more training and workshops for both teachers and HoDs to be knowledgeable about what the processes of instructional supervision entails for better or improved practices."

Finding 5: Minimal Stage 1, Self- Informational concerns. Teachers had self-informational concerns about how IS is being conducted in practice as a traditional supervisor- centered approach. For the first few years of implementation awareness and self concerns would have been very strong. However, seven years have passed and other concerns have surfaced as implementation advanced and teachers' confidence to use IS/CS improved. Awareness concerns diminished and self concerns have become less intense. However, there still seems to be unresolved, less intense informational concerns articulated by all three teachers who questioned the nature of IS/CS as being too punitive and supervisor- centered.

Angela commented that IS was "…mainly punitive and done through the eyes of the supervisor alone." Kandace opined that it was: "… not conducted in a teacher- centered manner and in reality the supervisor makes most of the decisions in all the stages…" and Jerry affirmed

that, "…It's just done to facilitate mainly assessment, evaluation or inspection rather than developmental in approach." Informational concerns are identified when Angela stated "I am concerned about the capability of HoDs to conduct clinical supervision in disciplines they are not familiar with." She is worried about her HoD's skills and competencies and the manner in which IS is conducted.

Summary of Findings

The three teachers in the study who had intense collaboration concerns over the implementation of IS/CS were able to candidly and vicariously articulate them. Several aspects of collaboration concerns included lack of formal meetings with teams and lack of reflective discussions, lack of a collegial, open face to face, trusting relationship and lack of team teaching, mentoring and coaching to share new strategies, ideas and best practices to improve instructional practices. There were less intense consequence concerns which showed demands on students' learning styles and performance. Less intense Impact-Refocusing concerns also emerged on how IS should be reformatted and conducted in a collegial nurturing environment. Stress was placed on exchanging ideas and practices of IS/CS with other colleagues within and external to RSS.

Data revealed that the teachers had no concerns regarding stage 0-awareness and Stage 2-personal- self concerns, meaning that the teachers were interested in IS/CS and open to change. However, teachers had minimal self – informational concerns about the punitive way IS were conducted. The stage 1, self- Informational concerns had not diminished although seven years has passed since implementation. While teachers were not worried about many aspects of task-management concerns such as the time to plan lessons and time to get resources and materials, training and workshop demands were minimal Stage 3 task-management concerns. All three teachers vocally complained about the poor scheduling of training and workshops on

instructional practices. Essentially, all teachers stressed that IS needed to be more teacher-centered, reflective, collegial, and collaborative with mutual respect and trust.

Chapter Five

Discussion and Recommendations

This chapter focused on the discussion of findings from the first research sub-question presented in chapter four and recommendations for teachers' concerns about implementing CS. Utilizing insights from CBAM's theoretical framework, the literature review and my experience in the field of education for the past 34 years informed this discussion and recommendations.

Reprise of the Findings and Discussion

The findings with regard to the first research sub question are largely consistent with the extant literature. Five underlying themes developmental in nature (Hall & Hord, 2006) emerge from the findings: (a) Intense Stage 5, Impact-Collaboration concerns; (b) Less intense Stage 6, Impact-Refocusing concerns; (c) Less intense Stage 4, Impact- Consequence concerns; (d) Minimal Stage 3, Task- Management concerns; and (e) Minimal Stage 1, Self- Informational concerns.

In tandem with the CBAM literature, teachers exhibit a range of concerns which run concurrently, but with varying degrees of intensity (Hall & Loucks, 1978; Hall et al., 1979; Hord et al., 1987; Hall & Hord, 2006). Initially, teachers would have articulated intense self (awareness, informational and personal) concerns. The results support the fact that as teachers become more experienced, knowledgeable and efficacious in implementing the innovation, task (management) and impact (consequence, collaboration and refocusing) concerns emerge (Hall et al., 1979; Hall & Hord, 2006).

Finding 1: Intense Stage 5, Impact-Collaboration concerns. Based on the conceptual framework, the literature view and my 34 years in secondary school education, I support the finding that the most intense concerns are Stage 5, impact- collaboration. In congruence with

CBAM (George et al., 2006; Hall & Hord, 2006) teachers under study emphasize that there are intensely concerned about the few opportunities to cooperate, coordinate, share and exchange ideas with colleagues about using IS/CS.

There are no formal meetings with teams to collaborate about the implementation of IS. This result is consistent with Grimmet and Grehan's (1990) study where the principal avoids having a conference with the teacher Barry to discuss the problems collaboratively. James (2008) also agrees that consultations with stakeholders, including teachers who have to implement and experience the changes did not occur. Moreover, Greene (1992) corroborates that initially IS is imposed on teachers in a top down manner by administration, implying that there are no formal meetings to discuss IS/CS.

A lack of mutual reflective dialogue about IS/CS for the improvement in teacher performance and promotion of student achievement via supervision in the current study is in keeping with the finding of Creasy (2007). She suggests that initially teachers are not engaged in instructional dialogue, reflection and planning as a vehicle for teacher professionalism and student achievement. Grimmet and Grehan (1990), Greene (1992) and Brathwaite (1995) substantiate this finding. Grimmet and Grehan (1990) show how the principal fails to attend to the teacher's perspective by not engaging in reflective discussions. Support is also found in Brathwaite's (1995) study who contends that a traditional supervision approach provides less feedback for teachers than a clinical supervision approach. Moreover, Greene's (1992) claim that teacher reflection via video conferences and discussions influence deeper self-analyses and addressed more complex behaviours, finds support in the current study.

In sync with the findings of the current study, Greene (1992) and Brathwaite (1995) agree that there are collaboration concerns stemming from the need to practice team teaching, peer

coaching and mentoring as effective supervisory processes. Greene (1992) believes that it is necessary for teachers to see that IS/CS is about colleagues who focus on classroom practice and peer coaching. Similarly, Brathwaite (1995) highlights COS pairs as being more collaborative in classroom observation with equal partnership than TOS pairs.

Intense collaboration concerns pertaining to a collaborative, face to face collegial interaction imply from teachers' responses that there is a great desire for them to learn new ideas from others and to have supervision completely different from inspection. This is consistent with the research studies of Greene (1992), Grimmet and Grehan (1990) and Faucette (1987). Greene (1992) confirms that the collaborative/ collegial approach rather than inspection and judgment is critical for the effective implementation of IS/CS. Similarly, Grimmet and Grehan (1990) postulate that the supervisee-supervisor relationship should not be autocratic but equal, open, collegial and supportive. The two actualizers who use the innovation in Faucette's (1987) study have intense collaboration concerns with regards to working with other colleagues to improve the innovation. This is in line with the teachers under study who are users of IS/CS and have intense concerns to working collaboratively with other teachers. Moreover, this finding further corroborates with Sharma and Kannan (2012) who assert that IS does not encourage a collegial and teacher- centered relationship, with the majority of teachers believing that its purpose is to punish, demoralize, insult and find faults in classroom teaching. On the contrary, Brathwaite (1995) claims that a particular type of IS- COS was more collegial and collaborative in practice rather than the traditional TOS. Together these findings suggest that teacher centered models of supervision such as collaborative supervision should be implemented with mutual adaptation based on teachers' stages of concerns and needs.

Teachers express their desire that a collaborative practice is for HoDs to treat them with trust and respect. In agreement with the present study Greene (1992) elaborates that the feeling of trust among the teachers and supervisors created an environment where teachers are more actively involved in every step of the supervisory process. Faucette (1986 as cited in Faucette, 1987) also reports that teachers' mistrust could destroy the successful implementation of an innovation. It would appear then that HoDs need to create and sustain an environment in which teachers feel safe to admit mistakes and, can be creative and try out new instructional strategies.

The fact that teachers are keen to cooperate with others indicate their need to reduce the concerns in other stages, and a lack of resistance toward implementing IS. They are looking for a two way process of supervision, in which both teachers and supervisors work together to attain better results. Clearly, teachers are willing to work with HoDs if the supervisory practice is collaborative, supportive and non judgmental. This is congruent with the corpus of literature which suggests that if supervision is a collaborative process it would result in the professional growth of teachers (Faucette, 1987; Grimmet & Grehan, 1990; Greene, 1992; Brathwaite, 1995; Creasy, 2007; Sharma & Kannan, 2012; George et al., 2006; Gall & Acheson, 2011; Glickman et al., 2014).

Finding 2: Less intense Stage 6, Impact- Refocusing concerns. Teachers under study reported that they need to have some ideas about ways IS should be refined to experience more advantages than the proposed innovation (George et al., 2006) by using collaboration and collegiality. This is congruent with Faucette's (1987) study in San Diego of an in service education programme in which she emphasizes the need to refocus and work with other colleagues in a collegial relationship. Greene also supports team teaching or peer coaching as instructional practices that would work better. Additionally, there is support from the studies of

Sharma and Kannan (2012) and Brathwaite (1995). While Sharma and Kannan (2012) advocate that CS be refined by blending the various CS models of Glickman et al., (2014) and Gall and Acheson (2011), Brathwaite (1995) supports a viable alternative to TOS as COS in which he focuses on the dissatisfaction with the nature and approach of TOS for IS. Moreover, refocusing concerns in the current study overlap with collaboration concerns. This means that HoDs have to work like staff developers rather than as evaluators which would serve to meet the teacher's needs for less stress on evaluation and more emphasis on collaboration or collegiality.

Finding 3: Less intense Stage 4, Impact- Consequence concerns. Less intense impact-consequence concerns corroborates with studies from Creasy (2007) Grimmet and Grehan (1990). The results suggest that the teacher is concerned about the impact the instruction was having on student learning. This is in tandem with the CBAM literature as espoused by George et al., (2006). Grimmet and Grehan (1990) emphasizes less intense consequence concerns about student learning and teaching methods with the teacher giving additional activities at the end of the lesson. In accord with James's (2008) study there are less intense consequence concerns because teachers, principals and school supervisors are dissatisfied that innovations did not lead to improvement of student outcomes. By contrast, McCoombe's (1984 as cited in Nolan et al., 1993) study shows intense- consequence concerns in which the teacher alters the difficulty of assignments and type of questioning techniques.

Finding 4: Minimal Stage 3, Task- Management concerns. Teachers cite one aspect of task-management concern- inadequate and irregular internal and external training and workshops on instructional practices and IS/CS. Among others, George et al., (2006) and Hall and Hord (2006) highlight that continuous training and workshops would assist teachers to move toward other stages of concerns. Anderson (1997) and Hall and Hord (2006) also concur that

management concerns of an innovation increases in intensity after teachers self concerns reduce and they have an opportunity to implement the innovation.

The current study finds congruence in Barrow's (2011) study which show that teachers are uncertain about the logistics and management issues surrounding the requirements of an in service teacher education programme and the failure to meet the demands of scheduling training and workshops for them. Similarly, Brathwaite (1995) confirms the need for training both teachers and supervisors for the successful implementation of IS in the form of COS. However, in contradiction with the findings of the teachers under study, Barrow (2011) reveals that timely access and availability to material and financial resources need to be addressed. Moreover, counter to the findings under study, James's (2008) study shows intense task-management concerns. Not only are there inadequate resources to implement policy, but also training of teachers to deliver the new curriculum is often conducted in an untimely fashion after policy changes.

Finding 5: Minimal Stage 1, Self- Informational concerns. The finding suggests minimal self- informational concerns about how IS is being conducted in practice as punitive, evaluative and fault finding, and the HoDs lack of skills and competencies to supervise teachers in unfamiliar disciplines. As James (2008) suggests teachers, principals and school supervisors had minimal informational concerns because they did not clearly comprehend what the school improvement (innovations) entailed. Greene (1992) and Sharma and Kannan (2012) also believe that IS/ CS is evaluative in order to find mistakes in teaching. Conversely, Faucette (1987) discloses intense informational concerns with two conceptualizers who feel incompetent due to large classes and little or no equipment. Unlike the users (that is all three participants) in the current study they need more information and advice on implementing the programme.

Conclusion of Discussion. The difficulty of implementing IS/CS to allow for collaboration is undeniable. Teachers under study know the concept but the influence of traditional supervisor-centered approach to IS/CS seems to persist. However, the fact that collaboration concerns predominate reveal teachers' commitment to the innovation- IS/CS in which they are involved. Collaboration and refocusing concerns seem to have a symbiotic relationship. Teachers have highlighted a collaborative approach to refocus or refine IS/CS. I support teachers' view that it would lead to a positive supervisor- teacher relationship. It is therefore imperative that there is a radical shift from the old paradigm of traditional approaches to IS/CS to adopt more viable alternative approaches that would work.

Recommendations

In light of the findings of this study and the discussion presented in this chapter the following recommendations are submitted for consideration.

1. Teachers under study experienced intense- Stage 5, Collaboration concerns. Since teachers are the key targets for the implementation of educational innovations it is recommended that they use the CBAM framework to inform their decisions about the kinds of supports and interventions required by individuals at each stage of the implementation process. As such, teachers should be educated about CBAM in teacher education programmes (e.g. Post graduate Diploma in Education Programme and Bachelor's Degree in Education) in order to comprehend the developmental progression of concerns. The information garnered from the CBAM framework by teachers can provide different kinds and levels of support at various stages (e.g. planning training, critical feedback) which will in turn assist them to plan contextually and culturally relevant interventions to improve innovations like IS/CS. Therefore, these interventions can be mutually adapted to cater to the various needs of the teachers.

Collaboration concerns can also be addressed through in- house interventions to find different ways of promoting involvement by allowing more collaborative partnerships for school administrators, HoDs and teachers. The school administration should engage with HoDs to comprehensively review and reconsider the current approach or approaches to IS. The HoDs can also engage teachers at different stages of developing and implementing supervisory practices. The teachers' point of view must be present for HoDs to understand the teachers' needs and expectations. Perhaps, more collaborative, collegial teacher- centered supervisory models can be practiced to encourage the sharing of best practices and cater to the contextual relevance and needs of teachers and HoDs at RSS.

Additionally, collaboration concerns must be dealt with by improving the HoDs weak communication skills, which influences job satisfaction and productivity. HoDs must possess good interpersonal skills and establish a good rapport with teachers. The school administration can organize communication skills programmes and workshops with the MOE or external consultants for HoDs to become more effective.

Moreover, school administrators and school supervisors should promote and sustain collegial relationships by providing opportunities within the school and education district respectively for a collaborative environment that promotes trust among all those engaged in the supervisory processes. In particular the principal can develop a collegial culture by advocating for team teaching, peer coaching and collaborative clinical supervision which are ways teachers can use to support each other within the change process. Aspects of contemporary IS for example collaborative supervision and team teaching like CBAM can be incorporated into the teacher training programmes at the University of the West Indies (U.W.I.) at both the Post Graduate diploma and Bachelor degree levels to equip them with contemporary instructional strategies.

Moreover, periodic in-service training programmes about IS could be provided to HoDs to keep them abreast with current trends, developments and practices.

2. Teachers' dissatisfaction with the current supervisory practice indicates that they are looking for a more refined supervisory practice. To attend to refocusing concerns, I recommend that both teachers and HoDs develop their knowledge and skills regarding the different models of IS/CS to be enable them to choose approaches that improve student learning. The recommendation for refocusing the supervisory model directly speaks to collaboration concerns. As previously stated, the M.O.E. can also engage school supervisors, HoDs and teachers to revisit and review their existing approaches as to devise new ones that are not only teacher-centered, but also, collaborative, collegial and can be mutually adapted to suit the various needs of teachers.

3. Moreover, to tackle the less intense consequence concerns, it is recommended that HoDs monitor, give feedback about teaching practices and support teachers to create constructivist classrooms with interactive lessons. They must also allow teachers to experiment with varying teaching strategies tailored to meet the needs of their students. Teachers can create an environment where students are active participants who are aware that they can shape their own learning and be independent learners who are creative and critical thinkers.

4. Teachers perceived that the current staff development activities about instructional practices occur less than what they ideally desire. For this to be addressed, building capacity in schools to have internal and external continuous, long term, ongoing staff and administrative development programmes on the contemporary models of supervision based on the stages of concern theory is important. The M.O.E and school administrators should ensure that teachers and HoDs are provided with professional staff development programmes to develop the

necessary skills and competencies for implementing an innovation. Effective training promotes not only the learning of new skills and knowledge, but also the use of these skills in classroom practice. However, the training design must be done to motivate participants to become effective learners.

5. Finally, to deal with the minimal self- informational concerns of IS being practiced as evaluation and HoDs lacking essential skills and competencies to supervise teachers, it is further recommended that periodic mandatory staff development training programmes be developed and conducted school administration and the MOE and for teachers and HoDs. These programmes can entail (a) competencies described in the supervision literature as being required for effective supervision; (b) the methods of peer coaching; and (c) areas of weaknesses of teachers and HoDs and ways to improve. The method of recruiting and selecting HoDs should also be reconsidered. HoDs as supervisors need to be prepared in advance before being appointed; they should have expertise in IS to be better prepared for introducing the required educational changes.

Conclusion

This phenomenological case study required an examination of the of teachers' concerns about implementing IS/CS. These concerns led me to conclude that despite the need to refine IS, the negative impact of IS on student learning, the logistics of training and workshops and informational issues, collaboration between teachers and supervisors were predominant. I noted that teachers' perceptions of the actual supervisory practices were more negative than the perceptions of the preferred practices. They wanted to move beyond the traditional scope of evaluation and needed HoDs to provide feedback on classroom instruction. This suggested that teachers were dissatisfied and frustrated with the present supervisory practice and believed it should be refined using a more collaborative approach. This also confirmed that the preferred supervisory methods of clinical model of supervision, peer coaching and team teaching focused on student performance would be influential supervisory methods for teacher development.

Effective supervision by HoDs enhances teaching and learning which in the long term improves student performance. Teacher performance can positively impact student learning when appropriate approaches to IS are effectively implemented (with mutual adaptation) in the context of RSS. Further research studies will have to delve into the three stage process of the clinical process, include the HoD's perspective, and exposure to the various models of supervision, including teacher centered models to inform the relevance of models to be used.

16, 164 words.

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Appendix A

Semi- structured Interview Protocol/ Schedule

Grand tour question:

1. *What are teachers' concerns regarding the implementation of instructional supervision (IS) including clinical supervision (CS) in RSS.*

First Sub-question:

1. *What are the stages of concerns (SoCs) of teachers regarding the implementation of instructional supervision including clinical supervision (CS) to improve the teaching and learning processes in their classrooms?*

UNRELATED: AWARENESS CONCERNS:

1. In your own words what do you think supervision of instruction is about? (Probe: Can you explain what IS involves in your own words?)
2. In your view, which categories of teachers need supervision and why?

SELF: INFORMATIONAL:

3. In your opinion how is supervision of instruction carried out or conducted in your school? (Probe: I mean the practices).
4. Would you like to know more about IS (Probe: Why)?

SELF: PERSONAL:

5. Do you believe you have benefited in any way from the implementation of IS (Probe: I mean have you professionally grown?).
6. What do you think is your role as a teacher in IS?

TASK: MANAGEMENT CONCERNS:

7. Can you describe the processes and actions you go through in preparing for IS? (Probe time for lesson planning, time getting materials ready, training workshops).

IMPACT: CONSEQUENCE CONCERNS:

8. How can IS contribute to student learning/ performance?

9. Do you believe IS is impacting positively or negatively on students' learning/ performance? (Probe: In what way?)

IMPACT: COLLABORATION:

10. How do you compare what you are doing in IS to what your colleagues are doing? (Probe: in your department at school, other departments at school and other schools)?

11. What opportunities exist for teachers to share and learn new strategies from colleagues?

12. How would you describe your relationship with your supervisor when supervising instruction? (Probe: Do you have opportunities to collaborate in a collegial and face to face manner with your supervisor? Further probe: In what way? How do you feel about this relationship?)

IMPACT: REFOCUSING CONCERNS:

13. Do you think IS should be refined or changed? (Probe: Why? Further Probe: How?)

14. What new ideas or changes in instructional practices do you feel would work even better?

15. How do you feel instructional supervision can be improved?

16. In your own opinion how should IS be conducted?

Appendix B

Sample of Open- Ended Concerns Statement

PLEASE COMPLETE THE FOLLOWING:

What further concerns do you have that may have arisen out of you experience with IS/CS?

Please be frank and answer in complete sentences.

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Note. From Implementing Change: Patterns, principles and potholes p.146, by Gene E. Hall and Shirley M. Hord, 2006, Boston: Allyn and Bacon

Appendix C

Sample of Personal and Background Data Form

Instruction: *Please tick (√) the answers in the appropriate box or write in the blank spaces that have been provided for you.*

1. Age Range: 30 years and under ☐ 31- 40 ☐ 41 – 50 ☐ 51- 60 ☐
2. Gender: Male ☐ Female ☐
3. How many years of teaching experience altogether do you have? ……
4. How many years of teaching experience do you have in this particular school? …….
5. What academic qualifications (BA degree etc.) do you have in the field of education?

i.……

ii.……

iii.……

6. What professional qualifications or training (Dip. Ed., Cert. of Ed., etc.) do you have in the field of education?

i. ……

ii.……

iii.……

iv.……

7. What courses/ programmes are you pursuing?

i. ……

ii……

iii……

iv……

Appendix D

Sample Field Notes from Jerry's Interview

Interview Questions

Eagerly and readily answers Questions 1 and 2

UNRELATED: AWARENESS CONCERNS:

1. In your own words what do you think supervision of instruction is about? (Probe: Can you explain what IS involves in your own words?)
2. In your view, which categories of teachers need supervision and why?

SELF: INFORMATIONAL:

3. In your opinion how is supervision of instruction carried out or conducted in your school? (Probe: I mean the practices).

Frowns and holds his head as if very concerned and disappointed in what is passing for CS.

4. Would you like to know more about IS (Probe: Why)?

SELF: PERSONAL:

Responds with a high degree of confidence in his voice. His posture: sits upright and makes eye contact

5. Do you believe you have benefited in any way from the implementation of IS (Probe: I mean have you professionally grown?).
6. What do you think is your role as a teacher in IS?

Very serious

TASK: MANAGEMENT CONCERNS:

His tone shows annoyance and disappointment for lack of training and workshops

7. Can you describe the processes and actions you go through in preparing for IS? (Probe time for lesson planning, time getting materials ready, training and workshops).

IMPACT: CONSEQUENCE CONCERNS:

He pauses for a moment before he responds to question 8, as if really thinking hard.

8. How can IS contribute to student learning/ performance?
9. Do you believe IS is impacting positively or negatively on students' learning/ performance? (Probe: In what way?)

In a passionate voice he appears bothered that IS/ CS is not having a positive impact on students' performance in RSS.

IMPACT: COLLABORATION:

10. How do you compare what you are doing in IS to what your colleagues are doing? (Probe: in your department at school, other departments at school and other schools)?
11. What opportunities exist for teachers to share and learn new strategies from colleagues?
12. How would you describe your relationship with your supervisor when supervising instruction? (Probe: Do you have opportunities to collaborate in a collegial and face to face manner with your supervisor? Further probe: In what way? How do you feel about this relationship?)

Holds his head and then makes a sound - a sign of frustration that all is lost if there is no colloboration . His tone is serious.

IMPACT: REFOCUSING CONCERNS:

13. Do you think IS should be refined or changed? (Probe: Why? Further Probe: How?)
14. What new ideas or changes in instructional practices do you feel would work even better?
15. How do you feel instructional supervision can be improved?
16. In your own opinion how should IS be conducted?

Seems like he is in a different world locked off. Then he itemizes with great confidence what he thinks are new ideas on how IS can be improved or should be conducted. He reiterates some points about refocusing on collaboration and collegial relationship

Appendix E

Audit Trail

Preparation and Planning to conduct the study:

1. I designed the interview questions based on CBAM's Stages of Concern (SoC) Framework. CBAM's theoretical framework was thoroughly studied with emphasis on SoC tool to formulate questions
2. Interview questions are sent to supervisor to be discussed and refined until they are approved
3. Permission to conduct the study: (a) Three teachers selected by purposeful sampling (one teacher from each of the three departments- English/ VAPA and Mathematics/ Science, that is one male and two females) and verbal permission is initially sought from each teacher followed by written letters asking for his or her permission to conduct an individual face to face interview and retrieve an open ended concerns statement.
4. Teachers state their desire to be part / not be part of the research project
5. Letter sent to Principal and MOE to conduct the study
6. I obtain permission from the principal to conduct the research
7. I obtain permission from the MOE to conduct the study.

Data Collection and Analysis:

8. Sections one, two and three are submitted to the supervisor for review. Upon return adjustments/ changes are made
9. Reflection before each interview and field notes
10. Field notes are taken during each interview.
11. Reflection done after each interview

12. Interviews are re-played and more reflections are done
13. Each interview session is transcribed
14. Transcriptions are completed
15. Coding is completed for both interviews and OECS
16. Excerpts of transcripts are emailed to Supervisor with requests for any alterations.

Member Checking:

17. Each teacher is given his or her transcript to review and to return it with comments.
18. The coded transcripts are given to other colleagues in education for peer review
19. Colleagues return the transcripts with additional remarks
20. Categories are done in accordance with selective coding and the clustering of themes from significant statements. I compared and integrated the results of the peers' analyses which were narrated into a composite, written description of what the participants experienced in the process of interpretation using verbatim quotes of participants (from interviews and OECS)

Review and Editing:

21. Initial Data Analysis and findings are completed and given for the supervisor to review.
22. Findings are refined based on the comments of the supervisor
23. Discussion and recommendations based on the study are completed and given to the supervisor for review
24. Based on the comments made by the supervisor, the discussions and recommendations may be altered and refined
25. Final review and editing to be completed

Appendix F

Letter to Ministry of Education seeking Permission to Conduct the Study

MRS. EARTHA THOMAS- HUNTE
#10 Pond Road,
Avicennia Avenue,
Aripero.
Email: ehunte90@gmail.com and ehunte60@hotmail.com

28th March, 2014

The Permanent Secretary
Ministry of Education,
Alexandra Street,
St Clair, Port of Spain

u.f.s. The School Supervisor III.
Mrs. S. Rahaman
Victoria Education District
Sutton Street, San Fernando.

u.f.s. The Principal,
[redacted]

Dear Sir/ Madam,

My name is Eartha Thomas- Hunte and I am the Vice Principal (Secondary) attached to La Romaine Secondary School. Correspondence was sent previously informing your department (see attached letters dated 25th September, 2012 and 5th April, 2013) that I am currently pursuing a Master's degree in Education (concentration in Curriculum) with School of Education at the University of the West Indies, St. Augustine, Trinidad and Tobago. In an attempt to fulfill the requirements of this programme I am required to conduct a study within my school setting which is estimated to be completed in three months.

My research topic is entitled "Teachers' Concerns about Implementing Instructional Supervision (IS), including Clinical Supervision (CS): One School's Journey" which I am certain you will agree is an issue which requires attention. It will provide the school's administration

with invaluable information to better understand the nature of teachers' experiences which may serve to inform future adjustments to IS/CS. Teachers' feelings, attitudes, experiences and perceptions are crucial for the effective implementation of any innovation; it is important to weigh how teachers perceive this innovation for enhanced learning and teaching of the curriculum. School administration can develop strategies to reduce teachers' concerns for quality teaching and a positive learning environment.

In light of the nature of this study I will be mainly gathering qualitative data from teachers and its results can be made available to you upon request. I will be interviewing three teachers regarding their stages of concerns about the implementation of IS/CS.

I am hereby requesting permission to undertake research and analysis of the aforementioned issue at La Romaine Secondary School. I am aware of the confidentiality of all information collected and as such the participants' name and the school's name will not be used in the final report.

Please feel free to contact me via e-mail at: ehunte90@gmail.com and ehunte60@hotmail.com or via telephone at: 758-3640 if you have any queries or questions.

Thanks in advance for your kind co-operation and support.

Yours in education,

……

Eartha Thomas- Hunte (Mrs.).

Appendix G

Letter to the Principal Requesting Permission to Conduct the Study at the School:

[redacted] Secondary School,
[redacted] **Street,**
[redacted].
11th February, 2014

The Principal
[redacted] Secondary School,
[redacted] Street,
[redacted].

Dear Sir,

I am currently working towards the completion of my Masters in Education (M.Ed.) Programme with concentration in Curriculum at the University of the West Indies. As part fulfillment of this programme, I am required to conduct an original study into a matter of concern and to write a report. To this end, I have chosen an area of great interest and will be reporting on teachers' concerns about implementing instructional supervision (IS) at the school.

I am therefore seeking permission to conduct this study with three teachers from the Modern Studies / VAPA, Language Arts and Science departments. They will be interviewed once for approximately thirty minutes. Please be assured that the information collected will be kept in strictest confidence and used for the stated purpose. The identity of the school and the teachers will not be disclosed.

I hope my request would meet your favourable consideration.

Yours in education,

…….

Eartha Thomas Hunte (Mrs.)

Appendix H

Letter to Participants

[redacted] Secondary
[redacted] Street,
[redacted].
11th February, 2014

[redacted] Secondary School,
[redacted] Street,
[redacted].

Dear Participant,

I am currently working to complete my Masters in Education (M.Ed.) Programme with concentration in Curriculum at the University of the West Indies. As part fulfillment of this programme, I am required to conduct an original study. To this end, I have selected an area of great interest and will be examining teachers' concerns about implementing instructional supervision (IS) at RSS.

I am kindly seeking your permission to conduct an interview with you. You will be interviewed once for about forty minutes. Please be guaranteed that there are no risks involved and the information you provide will be kept in strictest confidence and used for the stated purpose of this study. Anonymity is ensured of your responses; no personal data about you is necessary. Your participation in this study is totally voluntary and as such you are free to withdraw from participating at any point in time.

Thank you for your support and kind consideration.

Yours in education,

…….

Eartha Thomas Hunte (Mrs.)

Appendix I

Interview / Open Ended Concerns Statement Consent Form

Teachers' concerns about implementing Instructional Supervision (IS) including Clinical supervision (CS): One School's Journey

Participant

I have read the letter for participants, which give details of the study and the potential risks. The information has been clarified and all my questions have been adequately answered. I have been provided with a copy of the participant's letter and this interview/ open ended statement consent form. I am pleased to be invited for an interview to be audio- taped as part of this research as well as to submit an open ended concerns statement. I am aware that I do not have to answer questions or write an open ended statement concerns statement if I do not want to, and that I can withdraw at any time without any consequences to myself. I agree that data collected may be used for the stated purpose of this study. My name or any identifying data is not to be used. I appreciate that all information supplied by me is to be treated as confidential and will not be released to a third party.

---------- ……..

Signature of Participant Date

Researcher

I have clarified to …… the purpose of the research and the potential risks involved. I have supplied the participant with a copy of the Information Sheet.

…… ……..

Signature of Researcher Date

Name……

Appendix J

Permission from Principal to Conduct Study

Principal II
La Romaine Secondary School,
Church Street,
La Romaine.

Eartha Thomas- Hunte
Pond Road,
Aripero

17th February, 2014

Subject: Permission to Conduct Study at the School

I am pleased to grant permission for you to conduct your study entitled "Tea A/chers' Concerns About Implementing Instructional Supervision Including Clinical Supervision: One School's Journey" and collect the necessary data in partial fulfillment of your requirements for your Masters in Education (M. Ed.) degree programme with concentration in Curriculum.

……..

Principal II (Secondary)

La Romaine Secondary School

Appendix K

Permission from Ministry of Education to Conduct Study

MINISTRY OF EDUCATION
Office of the Chief Education Officer
ALEXANDRA STREET, ST. CLAIR
PORT-OF-SPAIN

TELEPHONE: 628-7350 FAX: 628 -9165

14th April 2014

Mrs. Eartha Thomas-Hunte
#10 Pond Road
Avicennia Avenue
Aripero

Dear Mrs. Thomas-Hunte

Your letter dated 28th March 2014 refers.

The Ministry of Education is pleased to convey approval to conduct research at the La Romaine Secondary School entitled "Teachers' Concerns about implementing Instructional Supervision (IS), including Clinical Supervision (CS): One School's Journey".

Regards.

Mr. Harrilal Seecharan
Chief Education Officer
Ministry of Education

c.c. *SSIII, Victoria Education District*
The Principal, La Romaine Secondary School

Appendix L

Excerpts of Hand Coded Interview and OESC Data

Colour Coded Key with CBAM concerns

Impact- Collaboration Concerns

Impact- Refocusing Concerns

Impact- Consequence Concerns

Task- Management Concerns

Self: Informational Concerns

Researcher: Question 3: ***In your opinion how is supervision of instruction carried out in your school? (Probe: I mean what are the instructional practices?)***

Angela: …That's how it is normally done here. So we do the pre-conferencing, the actual observation of the lesson and post-conferencing are done. However to me it is mainly punitive and done through the eyes of the supervisor alone. Many times it is not done in an open and friendly manner.

Minimal Stage 1 self – informational concerns

- Punitive
- Supervisor centered

- Collaboration concern- not open and friendly

Kandace: … Here, the process is not conducted in a teacher-centered manner and in reality the supervisor makes most of the decisions in all of the stages.

- Not teacher centered
- Supervisor centered

Jerry: … the practice is not carried out the way it is ought to be ahmm… and as regularly as ought it to and a lot of teachers are not comfortable with the approach the HoD takes to clinical supervision. She does not have the knowledge and skills. So it is almost like something you want to get over with rather than something that you embrace and look forward too because you feel that it

- IS/CS – irregular

- HoD has no skills and competencies to conduct CS

genuinely going to help you … its more being done to say it was done rather than to really bring about improvement in teaching skills and practices and learning for students to benefit from it. So that ahmm… it's just being done to facilitate mainly assessment, evaluation or inspection right rather than developmental in approach.

- IS/CS is assessment
- Evaluation
- inspection

Researcher: Question 4: ***Would you like to know more about IS? (Probe: Why)***

Jerry: … far removed from what the literature or practice is saying. Our HoD does not have the knowledge, skills and competencies….

- Lack skills and competencies by HoD to conduct CS as it is to be practiced

Researcher: Question 5: ***Do you believe you have benefited in any way from the implementation of instructional supervision? (Probe: I mean have you professionally grown?)***

Angela: After my first instructional supervision experience I realized that I had a lot more to learn about teaching. I wanted to make sure that I got the skills and competencies I needed to be able to excel in the classroom and to, you know, to cause my students learning to improve. When I did Dip. Ed. I started doing research on classroom management and different classroom practices.

I always try to re-invent different ways to teach your lessons … I needed more coaching and mentoring from my HoD to reach to this point faster

Less intense impact- Stage 4 consequence concerns

- Need to improve student learning
- Different teaching strategies

Intense impact- Stage 5 collaboration concerns

- Coaching
- Mentoring by HoD

Researcher: Question 6: ***What do you think is your role as a teacher in IS?***

Angela: my role is to plan and prepare for it. To ask for feedback and follow-up so that clinicals can serve to make me continuously grow as a teacher. Ultimately, I think my role is to develop my teaching practices so that I can enhance or improve student learning and performance. I think instructional supervision would show me that my role is not so much a lecturer, but an active participant. You have to be able to use activities, ask probing questions and so on.

Less intense impact- Stage 4 concerns

- Improve student learning and performance

Kandace: Well I think my role is that of a continuous learner, because I think I'll be the one being supervised on different techniques on what I'll know to try, I guess as a continuous learner. If I continuously enhance my performance as a teacher it will impact positively on student learning.

J**erry**: besides being a learner from the teacher's perspective, I would love my role to be ahh… a co-supervisor, a mentor or part of a team ahmm… I have had experiences doing it because I did Ed. Admin. for Dip. Ed. I got excellent ahmm…. feedback. I could be part of a team that goes with the supervisor yes yes… because I feel that I understand what the process entails. I have some skills I would like to share and I think that ahmm… could help in building colleagues ahmm… competencies ahmm… confidence ahmm… skills based you know helping them and us to bring the school to a level of ahmm… academic soundness.

Intense Stage 5 impact- collaboration concerns

Need to team teach/ mentor

- Co-supervisor
- Mentor
- Team building
- sharing

Researcher: *Question 7:* ***Can you describe the processes and actions you go through in preparing for IS? (Probe: time for lesson planning, time getting materials ready, adequate training and workshops)***

Angela: There has been no real training and workshops on clinical supervision to improve instruction whether it is during in-house department meetings or in staff meetings. Recently, we have had two half day lecture and workshop on teaching remedial students and literacy across the curriculum in early 2014. We need to do more workshops and training to make us perform better in the classrooms. The HoDs and peers should let the teacher teach or deliver a lesson and then afterwards constructively criticize with the help of videotaping to point out our weak or strong areas in teaching.

Kandace: We need more training and workshops for both teachers and HoDs to be knowledgeable about what the processes of instructional supervision entails for better or improved practices. Also, they would ensure collegial and trusting relationship between supervisor and teacher and how to coach and mentor including peer coaching as an option.

Jerry: The one lecture and workshop I know about only gave general guidelines in a theoretical way. We need to organize and schedule practical workshops and training with specifics about its impact in classrooms in our teaching practice. I know what the HoD does with IS is insufficient and I feel some teachers may be lost. In house training can be done because the HoD should know the needs of the

Less intense task – management Stage 3 concerns

- inadequate scheduling for training and workshops
- No in- house training in department meetings
- No- in house training in staff meetings

Intense collaboration concerns:

- HoDs and peers constructively criticize lesson
- Videotape and point out weak and strong areas

Less intense task – management Stage 3 concerns in inadequate scheduling for training and workshops

- HoDs to be knowledgeable about IS

Intense Stage 5 impact-collaboration concerns

- collegial and trusting relationship
-peer coaching
- mentoring

Less intense task – management Stage 3 concerns in inadequate scheduling for training and workshops

- Practical workshops
- To impact on teaching practice

teachers in our department. There is a long arm approach to it its ahmmm… the whole approach to it the whole attitude towards it is wrong … some kind of ahmm… training can be done there too because now you are trying to mentor the teacher...

Intense impact- collaboration Stage 5 concern

- Impersonal
- Need to mentor teacher

Researcher: Question 8: ***How can IS contribute to student learning/ performance?***

Angela: … When teachers' performance improves because of instructional supervision, so too does student learning and performance. Teachers need on-going support, guidance, feedbacks and follow-up in terms of the delivery of lessons or checking students' notebooks. I assess my teaching style and try to do hands- on activities for every lesson as well as team teach. However, I find we don't really get face to face support, guidance, feedback and follow-up that we need in terms of the delivery of the curriculum via clinical.

Less intense impact- Stage 4 Consequence concern

- To improve student learning
- Interactive, hands on teaching style
- Need on- going support, guidance, follow up

Intense impact- collaboration Stage 5 concern

- Lack of face to face support, guidance
- Lack of feedback and follow up

Kandace: effective supervision can allow teachers to work cooperatively in a non-threatening environment to improve teaching practices such as lesson planning, delivery of a lesson and the student learning process because teachers can give of their best in the classrooms. However, the process should be also democratic, flexible and supportive. Teachers can, in turn can learn to take a more constructivist approach to teaching. I also learn to assess my students in different ways. Right now clinicals are done in an autocratic manner. There is no collegiality which I believe stifles my creativity at times. I really feel I do not have the support of my supervisor to improve my teaching practices. I feel I am on

Less intense impact- Stage 4 Consequence concern

- Improve teaching practices
- lesson planning
- improve delivery of lesson
- constructivist classrooms

Intense impact- Collaboration Stage 5 concerns

- autocratic manner with no collegiality
- lack of supervisor support

my own here… but I have a lot of intrinsic motivation to fall back on…. Other times it really gets to me though.

Jerry: It does not have to be always pre-planned; it can involve walk-throughs and must also include checking on students' notebooks. If teachers always know when you are coming to observe them they may put on a show. Observing a lesson is not the only way. At the same time teachers need freedom to be creative and innovative in their teaching styles. They can work with colleagues. There must be support and a certain amount of ownership and democracy to play with. From instructional supervision I learn that I can ask for assistance and be flexible. I grew as a teacher because I became fully aware of what I was teaching, whether my teaching methods work or do not work to get the information across. This helps me to see how the content can be taught differently. But the environment that exists does not allow teachers a lot of freedom to creative and innovative with their teaching practices and styles. Something has to be done… we need to be more flexible…

Researcher: Question 9: ***Do you believe that instructional supervision is impacting positively or negatively on students learning/ performance? Probe: In what way?***
Angela: Instructional supervision is very demanding. I need to improve myself in many ways such as our teaching strategies and classroom management. I don't think it is done regularly or consistently, and if it is done there is little or no the feedback to me, there is no follow up. How are we charting if this teacher is making progress. … this…poor planning and execution of clinicals which will and are filtering down to contribute to the poor student performance.

- Check students' notebooks

Intense impact-Collaboration Stage 5 concern

- Working with colleagues
- Support

Less intense impact- Stage 4 Consequence concern

- Improve teaching methods
- Improve teaching practices and teaching styles
- Improve teaching strategies
- Improve classroom management for student learning

Collaboration concerns

- Little or no feedback
- No follow up

Task- management concerns

- Irregular and inconsistent IS/CS
- Poor planning and execution

Consequence concerns

- Poor student performance due to lack of feedback on CS
- Poor student performance due poor planning and irregular CS

Kandace: We need to conduct more interactive lessons and look at our children's notebooks in a rich environment for students to have both inside and outside the classroom. Instructional supervision is not impacting on the students' performance as it should because teachers are not given feedback or regular clinical. … It is more about compiling paper work than ensuring improvement in teachers' skills and competencies as well as teaching strategies...

Jerry: …Students are not benefiting from passive learning … uhmmm they just follow teacher lectures, taking notes and doing drills. … tomorrow they revert back to the same teaching practice which frustrates the process. So instructional supervision is not impacting on what happens after because the whole approach to it is wrong … it's like I said it is something that is done just to show on the records or for paper work to be completed that it was done but the real essence behind it is not there, its superficial and students are not benefiting! …

- More interactive lessons
- Look at children's notebooks

No collaboration/ feedback

IS is more about compiling paperwork than:

- improving teaching skills

Teaching strategies

Students not benefiting from:

- Passive learning
- Lectures
- Note taking and
- Drills
- Revert to the same teaching practice after clinicals

Researcher: Question 10: ***How can you compare what you are doing in instructional supervision to what your colleagues are doing? (Probe: In your department, other departments at school and other schools?)***

Angela: although the Pre, the observation and Post conferencing are not always done, there are few opportunities for feedbacks, follow-ups and collaboration with the HoD. All departments in this school lack collegiality and collaboration. IS approach is also too punitive. I think from what I hear it is the same in other schools. Face to face interaction, coaching and/or mentoring are absent. HoDs adopt an impersonal, big stick approach.

Intense impact collaboration Stage 5 concerns:

- Lack of collegiality
- Lack of feedbacks
- Lack of follow-ups
- Lack of collaboration with HoDs
- Absence of face to face interaction
- Absence of coaching and/ or mentoring
- Impersonal approach by HoD

Kandace: All the departments in this school and other schools I communicate with have little mentoring, coaching, collegiality and collaboration taking place. There seems to be lack of mutual trust among teachers and HoDs. We need to work together at all levels as a team so that we can improve the approach to instructional supervision or clinicals in practice.

- Little mentoring
- Little coaching
- Lack of collegiality
- Little collaboration
- Lack of mutual trust among teachers and HoDs
- Need to work together at all levels as a team

Jerry: I know that some clinical supervision occurs in my department as well as others but there is not much face to face communication or collaboration among teachers about clinical supervision.

- Little face to face communication
- Little collaboration among teachers about CS

Researcher: Question 11: ***What opportunities exist for teachers to share and learn new strategies from colleagues? (Probe: Do they share best practices)***

- Lack of formal meetings I department meetings or staff meetings
- Lack of mutual dialogue/ discussions
- Not part of the school culture to collaborate/share and learn new strategies with colleagues

Angela: At this school there are few opportunities, except it is done informally in the staffroom with discussions among teachers whenever . . . even though we've had two workshops for the entire staff conducted that dealt with remedial education and how to teach remedial students. It is not done formally in department meetings or at staff meetings. It must become embedded as part of our school's culture to do so… to collaborate and share and learn new strategies from colleagues.

- Little opportunities to share and learn new strategies from colleagues

Kandace: we have had little opportunities to share and learn new strategies from colleagues. We had one or two whole school workshops. We had the remedial workshop and then we had a little workshop on…But nothing has really been done for the teachers, in the department. I really can't think once for the last few years for example, when best practices

- Best practices not shared
- Impersonal
- Lack face to face interaction
- Lack of collaboration

have been shared. So when we have department meetings, we are just given a list of mandates top- down of the things we have to do. It's always done in an impersonal way without face to face interaction and collaboration although we meet for 40 minutes once a week.

- Lack face to face interaction
- Lack of collaboration

Jerry: Huh huh huh huh… we do not have many opportunities to share and learn new strategies from colleagues No not formally but more informally, more on a friend to friend basis but as a department we really do not share best practices with regard to what happens in clinical or in our classroom teaching in department meetings. We share with others in other departments informally but the culture of sharing is not there. Publicly… as a large group…nah we have not come to the place where we are comfortable talking. We have not come to the place where professional respect is a buy product of candid discussion so that it ahmm colleagues now feel like they could share ….

- Not many opportunities to share and learn new strategies from colleagues
- No formal meeting
- More informal meetings
- Do not share best practices in CS etc.
- No open discussions
- Unprofessional

Researcher: Question 12: **How would you d*escribe your relationship with your supervisor when supervising instruction? (Probe: I mean do you feel it is cordial, collaborative, trusting? Further probe: Does your supervisor communicate and interact with you face to face? How do you feel about this relationship?)***

Angela: I think our relationship is not so open. It is basically impersonal and intimidating. It is just as if to say we have completed a clinical. I would say it is more supervisor- centered than teacher centered so it is most times intimidating and impersonal on the part of the supervisor. I think the supervisor is caught up in collecting lesson plans and Record and Forecast instead of also developing a

- Not so open relationship
- Impersonal
- Intimidating
- Supervisor-centered
- Relationship between HoD and teacher not developed by HoD

relationship with us or looking at our teaching practices to mentor us and allow teachers to grow and become better teachers to address the needs of her clients – the students. I believe when supervisors address teachers' needs and there is a greater possibility for teachers to address the students' needs.

- Lack of mentoring by HoD

Kandace: My supervisor's relationship when supervising instruction is impersonal and unprofessional. It is just done to say it was being done and I did not get the feeling that the HoD was looking to improve my practices. I feel like just another statistic… part of all the paper work and reports that said I completed X clinical with a particular teacher. I also feel our relationship can be described as unprofessional and lacking trust. Indeed mutual respect is the main element in IS. Once this is set, the atmosphere and relationship is cordial, collegial, welcoming and focused on learning.

The HoD/supervisor's relationship when supervising instruction:

- Impersonal
- Unprofessional
- Lack trust
- Lack mutual respect

Jerry: oh gosh! Huh…Well I think my relationship with my supervisor is unprofessional and lacks trust and collegiality. I don't think it's something that helps the school …it doesn't help the school, the department and it doesn't help us move forward as a body of professionals. There is little face to face interaction, collaboration and communication.

- Relationship with HoD/supervisor is unprofessional
- Lacks trust
- Lacks collegiality
- Little face to face interaction
- Little collaboration and communication

Researcher: Question 13: ***Do you think IS should be refined or changed? (Probes: why? and How?)***

Angela: Instructional supervision needs to be more teacher-centered and reflective to address the individual needs of teachers in our school. We can also get feedback from the students as to whether the teaching strategies are effective. The supervisor can check the children's notebooks, and teachers can ask their students questions about their …

Reformat IS to be:

- Teacher -centered
- Reflective
- Feedback from students on effectiveness of teaching strategies
- Examine children's notebooks

Instructional supervision or clinical need to be changed to be more teacher- centered… the teacher-supervisor relationship need to be more collegial and cordial in this school… there should be greater collaboration taking place at all levels between colleagues, teacher supervisor and other schools.

Reformat IS to have/be:

- More teacher- centered
- Collegial relationships
- Greater collaboration at all levels within and between schools

Kandace: The approach in practice should be cordial, collegial, collaborative, with mutual respect and trust. The school ethos will have to be reshaped to be ready for clinical supervision not assessment or evaluation…inspection but clinicals. Therefore clinical in practice must resemble closely what is described in theory. The wide gap between theory and practice must be narrowed.

Refine IS to be:

- Collegial
- Collaborative
- Mutual respect
- Trust

Jerry: Well I think ahmm…changing the whole culture of the place … So I feel that school's culture needs to refocus on learning …teachers should do some self examination … I find the clinical process comes across as ahmm… as a weapon, its fault- finding rather than an aid for ahmm…. improvement of teaching and learning processes. … teacher performance is directly related to students' performance.

Refine by reshaping school ethos for CS

- Not assessment/ evaluation/inspection

Refine by having a school culture that:

- Focus on learning

Refine IS to include:

- Self examination/ reflection
- Less fault- finding but an aid to teaching

Researcher: Question 14: **What *new ideas or changes in instructional practices do you feel would work better?***

Angela: Well I know at some point, more than one person can be there observing, maybe another teacher in the department or have like a team observing the person. They can observe, assist their peers or give feedback…that way it would be more collaborative and collegial to me. They wouldn't feel as if it's just the supervisor's point of view but the teachers are also there too, to share and that

Refine IS to include:

- Peer/ team observation
- Feedback from peers
- Collaboration
- Collegial relationship
- Refine IS to be more teacher centered

will take care of the whole fact that they can look at different aspects of the lesson when they come as a team. Yeah… because as an observer and an independent observer you're not going to observe everything, there are some things you are going to miss, sitting there by yourself and then they can probably collaborate and then get back to you. Each teacher should be part of that collaboration because he or she would see certain things others may not. That is how you get to share your best practices at the same time.

- To share and work as a team

Refine IS by:

- Collaboration
- Share best practices

Kandace: Team teaching and peer coaching are important for effective instructional supervision or clinicals.

- Team teaching
- Peer coaching

Jerry: Well… I think that peer coaching and peer tutoring are what we could look at ahmm… because we take it to that level where in our context that given the environment we operate in where friends will talk to friends much more readily the platform is already laid for a friend to point out things to a friend… so what we can do is let's start with what we already have working for us we have our little groups … group or peers will have different things to look at like ahmm a team I might be looking at questioning I might write down questions some may look at pacing and other aspects of the where they observing … and am even among friends or colleagues ahmm… I may go to a class and do something that I would have done so I could say boy you know what I did today I did so and so and why you don't try it. … everyone is involved in the department meeting discussions can surround peer tutoring. But nothing is being done by individual teachers and therefore no meeting takes place on instructional supervision and rarely best practices

- Peer coaching
- Peer tutoring
- Colleagues talking/sharing with colleagues about IS/CS

- Peers
- Team

Refine IS by

- Peer teaching observing different aspects of a lesson in CS
- The need for everyone to be involved in the department
- meeting discussions
- Peer tutoring
- No meeting takes place on IS
- Rarely best practices are shared among teachers

are shared among us. I think we spend too much time complaining about what is going wrong… fault finding rather than working on solutions or finding ways of getting it fix.

Refine or refocus:
- To stop fault- finding

Researcher: Question 15: **H*ow do you feel instructional supervision can be improved?***

Angela: I believe instructional supervision can be improved using team teaching. I think that's a good idea to also videotape the sessions and get feedback from teachers themselves about their strengths and weaknesses they observe. Discussions can be on how to improve the lessons and so on… we can get feedback from the students as well. … if there is improvement in their teaching practices. These are ways I see instructional supervision can be improved.

IS can be refined by:
- Team teaching.
- Videotape sessions for feedback/ reflection
- Discussions can be on how to improve the lessons

Kandace: Face to face, honest interaction based on mutual trust and respect which is lacking between supervisor and teacher needs to be improved if we are to benefit from instructional supervision. As such, we need to build a culture where collegiality and collaboration will be at the forefront. In a sense I am saying supervisors need to be trained in these skills and competences for improvement in the clinical process.

IS is refined to include:
- Face to face, honest interaction
- Mutual trust
- Respect
- Build a culture of collegiality and collaboration
- Training of supervisors

Jerry: well ahmm… everybody should know the basics, the purpose behind IS. Ahmm… secondly supervisors need to be well trained because they are going to be mentoring and pointing the way forward to help colleagues move in a particular direction… ahmm… if your colleagues do not respect you as one who is knowledgeable who has the skills

Refocus IS by:
- Everyone has basic skills and knowledge of IS/CS
- Training of supervisors
- Collaboration/Mentoring
- Collaboration/Colleagues
- need to respect HoD/supervisor

and competences…one who has integrity, one who has the best interest at heart there will always be a problem. We must genuinely believe that the HoD is here to assist us. We must have a certain level of confidence in the HoD. Listen the HoD is here to assist me and if you have my professional growth at heart you have the children's interest at hand because ahmm I have my own interest at heart and I also have the children's interest at heart so where on the same page… what you are doing is out of a genuine concern for my growth and development and to ensure that a proper service is given to the clients then I think we can move forward from here because part of the process will entail at times saying this area needs improving. A certain amount of professional respect must exist between the supervisor and the teacher. It is very important and the teacher must believe that this is somebody I can trust.

- Need to have confidence in HoD
- Assistance of HoD for teacher's professional growth and development

Researcher: Question 16: ***In your opinion, how should IS be conducted?***

Angela: I think that the three step process with the pre-conferencing, the actual delivery of the lesson and the post conferencing is how instructional supervision should be conducted in reality. It needs be done in a fair and unbiased way … it should not be...this is my opinion and mine alone. Videotaping lessons will help so teachers as a team can point out their strengths and weaknesses...a collegial relationship and collaboration among teachers and supervisors must be practiced… it must not remain as mere talk.

Refocus by collaboration:

- Need for professional respect between supervisor and teacher
- Trust between supervisor and teacher

Refocus by:

- Sticking to 3 step CS process
- Videotaping lessons for reflection
- Team work
- Collegial relationship
- Collaboration among teachers and supervisors

Kandace: Ahmm… basically I think it's a three part process- a pre-conference, the actual observation session and a post conference. In the preconference you would have where the HoD and the teacher would meet through discussions they would decide okay, what the teacher needs help with. The HoD will, know okay last time we looked at classroom management and maybe this time we could work on your questioning skills that kind of thing...right ahmm… the teacher will have his or her work there for their HoD to see. Then they have the actual observation of the lesson that carried out and then there will be the post mortem or post session. In reality, it is not conducted in a collaborative way as it should though. There is an absence of mutual respect and trust.

- Use three part CS process
- HoD and the teacher would meet through discussions
- HoD and teacher work together on different things e.g. classroom management
- IS/CS is not conducted in a collaborative way
- Absence of mutual respect
- Absence of trust

Jerry: from my experience am..... generally speaking people have a negative view towards supervision and ahmm..... that being said I think the first thing that needs to be done is the need to have a clear understanding especially of the person who is going to be supervised what is the clinical about, the purpose behind it ahmm once that is out of the way then I think ahmm what needs to happen is some sort of assessment in terms of where the critical areas that the teacher I think this is where the needs of the teacher come in... this is where the teacher needs to speak out and the relationship that the teacher has with the person who is going to do the supervision is very important because teachers will not speak freely if they don't have a good collegial relationship with the person if they don't genuinely feel that the persons really here to help ahmm they would not feel to trust him or her. It should be developmental not

HoD Must have a clear understanding:

- Teachers needs
- What is CS about
- The purpose of the CS

Refocus IS by collaboration:

- Need for collegial relationship
- Need for trust

fault- finding... so that ahmm… it comes down to trust it comes down to a collegial relationship and it comes down to a genuine concern for learning on both sides because if we really want the same thing to happen if we both focus on the same thing which is learning – teachers and students then I think ahmm....we would work together to ensure that that you have the same purpose in mind.

Refine by being:

- Developmental, not fault-finding
- Need for trust
- Need for collegial relationship
- HoD and teacher need to work together for common purpose

OECS: What further concerns do you have that may have arisen out of you experience with IS/CS?

Angela: … I am concerned about the capability of HODs to conduct clinical supervision and workshops in disciplines they are not familiar with. I believe that HODs should also be able to allow teachers in their department to see how they conduct a lesson so that teachers in their department can learn from sharing best practices**.** HODs should train teachers on how to construct lesson plans, improve classroom management and students' performance.

- Lack of capability of HoDs to conduct CS and workshops in unfamiliar disciplines
- Need to sharing best practices on how to conduct a lesson
- HoD skills and competencies are questioned in training teachers in lesson planning etc.

Finally I am concerned about the manner in which clinical supervision is conducted. It should not be done in a critical, punitive manner, but instead in a collaborative, collegial nurturing environment.

Reformat IS/CS

- Not to be punitive
- For collaboration
- To have a collegial nurturing environment

Kandace: I am concerned that supervision is mostly conducted as a punitive measure rather than one that allows for the growth and development of the teacher.

IS is conducted:

- As too punitive

Jerry: Leadership is of paramount importance … If the instructional leader sets the tone, climate and ethos of the school, he is also responsible for influencing the school's future with respect to instructional supervision.

Stage 6: less intense refocusing concerns. IS can be improved by the instructional leader:

-effective leadership sets the school ethos for CS