

# Clinical Supervisors' Observation Note Analysis during Student Teaching in Early Childhood Special Education\*

Sangsu Baek\*\*

Dept. of Early Childhood Special Education, Daegu University

---

---

《 Abstract 》

---

---

The purpose of this study was to examine the clinical supervisors' feedback of the observation notes and their relevancy to the summative student teaching evaluation rubric during clinical supervision student teaching in early childhood special education programs. The feedback data were analyzed with content-analysis method. The observation notes were from seven college supervisors of 16 senior early childhood special education major pre-service teachers. All 48 observation notes were used for analysis. The results of the study indicated that the supervisor notes contained a variety of feedback regarding instruction, classroom management, interaction, lesson plan, and individualization. The feedback was also relevant to the content of the summative evaluation rubric of the college. Based on the results, limitations of the current research and suggestions for the future study were suggested.

---

---

Key Words : Clinical supervision, Early childhood special education, Pre-service teacher preparation, Student teaching, Observation notes

## I . Introduction

Field experiences through student teaching can provide the opportunity to connect the theoretical knowledge from teacher preparation programs to

---

\* 본 연구는 2010학년도 대구대학교 학술연구비에 의하여 수행되었음.

\*\* 교신저자(sangsu@daegu.ac.kr)

the realities of early childhood classrooms and early intervention services. Quality of student teaching experience is key to the quality teacher preparation (O'Shea, Hammite, Mainzer, & Crutchfield, 2000). Research on student teaching supervision in early childhood special education pre-service teacher preparation programs is not nearly as prevalent as one may find in many other areas in the field. However, its importance and high quality of personnel is well studied (Miller & Stayton, 2000; Pajak, 2001; Stayton, Miller, & Dinnebeil, 2003). Other recent studies include studies examined perception of perceptions of field experiences in preschool settings (Hanline, 2010, Recchia & Puig, 2011), another topic was about effective utilization of technology in supervision such as bug-in-ear, earbud radio system to give feedback during the instruction (Goodman, Brady, Duffy, Scott, & Pollard, 2008) and one line wireless technology to give feedback (Rock, Gregg, Thead, Acker, Gable, & Zigmond, 2009), and videotaping (Summers, Funk, Twombly, Waddell, & Squires, 2007). There are several factors which affect student teaching success. Renzaglia, Hutchins, and Lee (1997) listed those factors as theoretical and conceptual framework of the teacher preparation program, the knowledge and skills of the cooperating teachers and the university supervisor, the ecology of the school, and the student teacher's educational experiences. Few examined the quality of the university supervisor's supervision (Conderman, Katsiyannis, & Frans, 2001). This warrants more careful examination of the supervision from various angles.

There are various supervision models including clinical supervision, cooperative professional development, self-directed development, and administrative monitoring. Among them, clinical supervision is very systematic and carefully planned program of supervising a teacher, assisting the teacher to grow professionally. The current clinical supervision model has evolved over last two decades. Typically, this model incorporated several cycles of pre-observation conference, observation, analysis of observational data, post-observation feedback conference, and evaluation of the cycle (Glattorn, 1984; Goldhammer, 1969). The role of supervisor is mentoring the pre-service teachers to learn their teaching style, their strengths and weakness and improve their overall competence. A few studies support this perspective. For example, observational study of Sears, Cavallaro, and Hall (2004) showed that the collaborating teachers and university supervisors'

feedback helped improve student teachers performance. Other research indicated that immediate, positive, and corrective feedback on student teachers performance positively influenced student teachers attitudes and classroom performance (Rock et al., Scheeler, McAfee, Ruhl, & Lee, 2006).

Although one of the university supervisors roles is mentoring the student teachers, another important role might be evaluating student teachers' performance (Borko & MayField, 1995). However, their role is not just to inspect errors that pre-service student teachers make but also to work collaboratively with them on problem solving to improve teaching and learning.

Despite some attention in research of student teaching and supervision, there have been very few studies of what supervisors do and how they do supervision. A part of the reason may be due to the culture of the teacher preparation program, such as lack of attention from university, supervisors' lowest university teaching rank, and lack of qualification and availability (Haberman, 1983; Warger & Aldinger, 1984).

Further a review of Korean literature found a modest number of articles addressing student teaching in early childhood special education. Although the majority of this literature addressed the perceptions of student teaching experience and competence, and suggestions for improvement (박현옥, 2008; 백상수, 2011; 안도연, 2012; 허계형, 양미자, 2001). Other studies examined the mentoring or coaching model for practicum (박계신, 백유순, 박현주, 2006; 박계신, 2008). Few examined the supervision of pre-service teachers during student teaching in early childhood special education in Korea. Particularly in the clinical model, there might be useful implications to the student teaching in Korean early childhood special education. In clinical model, students receive feedback from their peers, cooperating professionals, and supervisors. However, the roles and responsibilities of a supervisor during student teaching is almost missing in Korea. Typically Korean university supervisors play little role except making a brief visit to the classroom and provide one time feedback after their observation. Therefore, this model does have a great deal of implications to Korean student teaching. Supervisors observe the student teachers on a regular basis and complete the observation report notes and provide them with written and verbal feedback based on the observation notes. During these meetings, they address multiple dimensions in their feedback, including lesson plan,

activity management, their instructional behavior, and interaction with children and adults in the classroom. Thus, this study attempted to draw out the implications for Korean student teaching supervision in early childhood programs by investigating what supervisors do through examining their observation notes.

### *Research Questions*

The purpose of this research was to understand what university supervisors do during clinical supervision by examining the feedback to student teachers during post observation meetings. Particularly, this study investigated the content of the feedback on the observation notes and communication between supervisors and pre-service early childhood special educators.

Specific research questions to be addressed in this study are:

1. What are the content of supervisors' feedback to the student teachers on their observation notes?
2. To what extent are the content of the notes relevant to the summative student teaching evaluation rubric?

## **II. Methods**

The current study examined college clinical supervisors' observation notes during student teaching. The purpose of this study was to understand what content area supervisors' feedback covers. Another purpose of this study was to compare the content of the feedback on the observation notes with the summative student teaching evaluation rubric to see how supervision observation is closely related to evaluation.

### *Participants and Notes*

The criteria for the data selection of this study includes the following: (a) early childhood special education student teachers, (b) inclusive early

childhood special education programs, (c) at least one children with an IEP, and (d) clinical supervision post observation meeting feedback notes. With these criteria, the data would be more homogeneous to examine the similar issues across different participants. The data analyzed in this research were from a liberal arts college in the upstate East Coast area.

The college supervisors are required to have at least three observation meetings with student teachers and complete observation notes and file them into the students' records. The college provides all supervisors with student teacher observation record forms for the post observation meetings, which contains basic information on student teachers, his/her student teaching site information, observation dates, New York Standard achieved, and summary comments. In the summary comments the college supervisor records areas of reinforcement, areas of growth, and closing comments. College supervisors discuss the observation and give feedback to the student teachers based on the notes.

The data in this research included recent four years (2008–2011) of feedback notes from seven college supervisors of 16 senior early childhood special education major pre-service teachers. The supervisors included two supervisors with doctoral degree in early childhood special education, one female and another female. Other five supervisors were female who hold master degree in early childhood or special education. Their teaching experiences as teacher ranged from 3 years to 27 years. Their supervision experiences also varied from 3 years to 12 years. All 48 observation notes were used for analysis. Three students did student teaching in inclusive kindergarten sites, eleven did theirs in first grade classrooms and nine did their student teaching in second grade classrooms. All student teaching sites had students with special needs for full day. Seven schools were in the city school district and other 14 schools were in either suburban or rural areas.

### Procedures

After IRB approval, the copies of observation notes were obtained from coordinator of student teaching staff. All the personal identity information was erased. However, researcher provided the staff with a cover

information sheet to collect some basic demographic information such as the student's major, degree sought, school settings, grade level and the college supervisor's information such as their degree and teaching certificates, gender and so on. Then all handwritten observation note were typed with word processing program for legibility and used for analysis. Each set of original observation notes was about one or two pages of letter sized paper. The length of typed notes ranged around one page in A4 sized paper.

### Data Analysis

Content analysis method was adopted to analyze the observation notes. Unlike other qualitative research data such as interviews or observations, documents are unique as it involves a post-hoc account of previously generated social data(Hakim, 1987, p. 41). One qualitative research analytic strategy is content analysis method focused on data source as independent containers of fixed evidence about the social phenomenon(Atkinson, Coffey, Delamont, Lofland, & Lofland, 2001). This method is key form of inductive analysis for qualitative research and it is equally applicable to the qualitative content analysis of documents(Altheide, 1996). Thus, content analysis is used to "identify core consistencies and meanings" in qualitative data of observation notes(Patton, 2002, p. 453). Particularly the observation notes were analyzed by thematic units using six step procedures outlined by Johnson and LaMontagne(1993). The researcher prepared the data for analysis by typing the original handwritten observation notes and read all responses, and became familiar with them. Then researcher defined categories for coding the notes and refined categories. A naive early childhood special education faculty with expertise in this topic verified the themes and categories in order to assess intercoder agreement. She independently read and coded approximately 20% of the data (i.e., 7 observation notes). Agreements were divided by the sum of agreements and disagreements and multiplied by 100 to yield a percentage agreement. The overall interrater agreement was 100% between the researcher and the reader.

### III. Results

The current research examined the feedback and communication on the post-observation notes during student teaching. Specifically this study examine the content of the observation notes and further examined how the content are related to the summative student teaching evaluation rubric.

#### 1. Feedback on the Observation notes

The results of this study indicated that the supervisor notes contained variety of feedback. Five themes and twelve categories under the themes were emerged as shown in <Table 1>.

<Table 1> Feedback on the Observation notes

Theme	<i>n</i>	%	Category	<i>n</i>	%
Instruction	48	100	Instructional Strategies	48	100
			Instructional Materials/Environments	17	35.4
			Instructional Content Knowledge	14	29.1
Interactions	42	87.5	Professional Demeanor	34	70.8
			Interaction with Children(students)	18	37.5
			Interaction with Adults(teaming)	4	8.3
Classroom Management	43	89.5	Classroom Management	32	66.6
			Transition Management	12	25
Lesson Plan	41	85.4	General feedback on Lesson	34	70.8
			Objectives	17	35.4
Individualization	22	45.8	Individualization	18	37.5
			Special Education Students	10	20.8

Note) Total number of observation notes = 48

### *Instruction*

Most of supervisors' feedback was about instruction. In all 48 observation notes, supervisors left students with various feedback on instruction issues. The following three categories emerged under the instruction theme -- instructional strategies, content, and materials. First, all 48 observation notes had feedback on instructional strategies. These included general compliments on the student teachers' instructional strategies; however, some comments were on more specific instructional strategy use such as questioning, giving directions, prompt, modeling, reinforcement. Some examples are as follow: *"Your directions were clear enough that they were able to work independently!"*, *"Giving him positive attention, rather than negative reinforcement allowed him to save face and get back to academics(kind) you are choosing your battles most effectively, and recognizing differing needs"*. and *"you MODELEDED how to put in a little water then let it seep in"*. Another category was instruction materials, which was not frequently mentioned compared to other instructional categories. Seventeen observation notes had feedback on the instructional materials or environments. Supervisors complimented on utilization of the instructional materials as the following: *"Related to previous skill practice materials routine"*, *"Good idea to have concrete materials"*. Student teachers utilized variety of materials including from cards, pictures, chart paper, technology, to digital and analog [clock], and more. Supervisor complimented on effective utilization of those materials as follows: *"Good picture use"*, *"Good. Use of manipulative – so helpful to use concrete paired with more abstract idea"*, *"Great use of technology"*, and *"So wise of you to use both digital and analog"*.

The last category was instructional content knowledge. Only fourteen observation notes had feedback on instructional content knowledge. The comments on this category were specifically related to the content of lessons or activities the student teacher conducted. Supervisors mentioned specific areas of the curriculum content. For example, one supervisor left feedback, *"Really, this was also a language lesson and a social skills lesson – standards could reflect all domain"*, Another supervisor did not specify the area of the content but the lesson was about math as it was noted on

the observation note. The comment was *"it appears you are more comfortable and knowledgeable about this age level and these specific students' needs"*.

### *Interactions*

In forty two observation notes, supervisors noted feedback on interaction. Under the interaction theme, three categories emerged, professional demeanor, interaction with children(students), and interaction with adults(teaming). First, thirty four notes had feedback on professional demeanor. Professional demeanor is not specific interaction but more of the ways of behaving with reference to polite standards or manner. Most supervisors who left these comments complimented student teachers' good demeanor. One feedback was *"You have a nice nurturing demeanor. Good voice control"*, and another supervisor noted that *"Your manner is so 'teacher' now. You are doing very well and Mrs. R[cooperating teacher's name] speaks highly of you"*. Another feedback was *"good control and appropriate enthusiasm"*. However a few supervisors asked student teachers to change their demeanor in certain ways. For example, one supervisor noted feedback as *"A good teacher is also a performer, and you are very flat now, I am not concerned – you are still learning and this isn't your class, but you will need to ham it up some later"*, and another supervisor also pointed the same as *"Good – you are nurturing and comfortable with the students – but I think I may make you nervous, your affect and voice are very flat – I want you to show more enjoyment. More tone changes in your voice, This will come with experience"*.

Another category is interaction with children(students), which supervisors left their as part of their feedback on the eighteen observation notes. There was feedback on interaction with small groups like *"you've established a nice rapport with this small group – your voice pacing, eye contact are excellent"*, and another noted *"you've established a nice rapport with this small group"* and there were specific comments on interacting with specific students, such as *"The conversation you had 1:1 was very quiet and private – good!!!"* and *"Be careful about raising your voice to D[student's name]"*.

Four supervisors mentioned about interaction with adults(teaming) on the observation notes. Most of the feedback was about working with teaching assistants in classrooms. One comment was *“your response to the TA was excellent, They are an integral part of the program and their opinions are important”*. Another was *“Good prompt to TA for time to leave. Tactful and concise”*. Although the exact circumstance was not apparent in the observation notes, supervisors noticed the interaction with other adults in the classroom and seized the moment for a teaching moment for their student teachers. Another supervisor even commented on the role assignment planning for the all adults in the classroom as following, *“Every adult has a specific job and follows through—that reflects excellent planning and is a critical aspect of SPED!! Delegating responsibility and maintaining positive relationships can be tough!!”*. Working with many adults is the nature of special education, and the supervisor was emphasizing the topic.

### *Classroom management*

Forty three observation notes had feedback on classroom management, thirty two notes had classroom management feedback, and twelve notes contained activity transition management. Supervisors noticed that student teachers had difficulties daling with general classroom management and discipline. One supervisor noted as *“Say I need everyone quiet’ only once + then wait them out a silent pause can be effective but this will come with time.. for young kids you can clasp, they follow or stomp snap whatever allows them to move + then respond to your direction. Discipline is difficult but I am not concerned; you will learn and practice successful strategies when you have your own classroom they are an actual bunch of challenge for an experienced veteran”*. However, supervisors also encouraged student teachers and complimented on improvement as well as shown in the following examples; *“your management has improved significantly you are a fine teacher”*. and *“you are making significant strides relative to management and this lesson certainly reflects that!!”*, and *“The demands of this placement are clear – teaming requires much planning. They need you to give them example”*. Managing activity transition seemed to be another category that supervisors noted in their feedback.

These were early childhood classroom settings, where more frequent activity transitions occur. Supervisors complimented on good transition management and made it a learning opportunity as well. As shown in a note, *"I enjoyed observing your transition with larger group after lunch, Glad that when you gave them the choice of just looking at pictures – you still counted and pushed some learning"*.

### *Lesson Plan*

Forty one observation notes had feedback on the lesson plan. Most of them were general comments on the lesson plan such as complimentary comments on the lesson and encouragement such as *"Plans look good"*, *"Lesson plans were well written"*, *'it is so important and always one of my favorite lesson!!'*, *"Plans are excellent – very well thought out and executed"*. However, supervisors paid more attention to the objectives of the lesson plans and gave student teachers feedback to make them more "measurable" and set the criteria for evaluation. Among forty eight observation notes, seventeen notes had specific feedback on the objectives of the lesson. One of supervisors noted *"Objectives good – but we'll discuss making them even more measurable"* and another supervisor noted *"we are going to make your objectives more measurable and then your evaluation will fall into place based on more special criteria"*.

### *Individualization*

Since student teachers were placed in inclusive classrooms, supervisors gave various feedback on the individualization and students with special needs. Twenty two observation notes contained such feedback. Supervisors were interested in how student teachers adopted lessons for the specific individual students. Eighteen notes had feedback on individualization as shown in one supervisor's note, *"Individualized instruction students appear to be on differently levels. It may help to vary lesson for them to meet students' needs"*. However there were ten observation notes which had feedback on students' special needs. Supervisors specifically asked student teachers to make their lessons more individualized for students with special needs. One supervisor noted, *"we are going to play with your objectives a*

*little to make them more measurable for SPED. They needed more time to think and you were teaching them to delay their need for immediate clarification = great”.*

## 2. Relevancy to the Summative Student Teaching Evaluation Rubric

The second research question was to examine how the content of observation notes was relevant to the summative student teaching evaluation rubric of the college. As discussed earlier, the roles of university supervisors are mentoring and evaluating student teachers' performance (Borko & MayField, 1995). However, their role as an evaluator is not just rate pre-service student teachers' performance but scaffolding student teachers' learning and guide them to reach the goals. Therefore, their feedback should be relevant to the summative evaluation. The researcher utilized the college summative student teaching evaluation rubric for evaluation, which consists of seven categories as shown in <Table 2>. Those seven categories in the rubric had slightly different names from the themes and categories emerged from this study. The researcher used the themes in the rubric and analyzed the data with the same analysis procedure. The results are shown in the <Table 2>.

<Table 2> *Relevancy to the Summative Student Teaching Evaluation Rubric*

Rubric Theme	<i>n</i>	%	Research Categories	<i>n</i>	%
Professional Attitude	34	70.8	Professional Demeanor	34	70.8
Communication Expectation	20	41.6	Interaction with Children(students)	18	37.5
			Interaction with Adults(teaming)	4	8.3
Curriculum Knowledge	21	43.7	Objectives	17	35.4
			Instructional Content Knowledge	14	29.1
Focus on Learners	22	45.8	Individualization	18	37.5
			Special Education Students	10	20.8

Rubric Theme	<i>n</i>	%	Research Categories	<i>n</i>	%
Instructional Competence	48	100	Instructional Strategies	48	100
			Instructional Materials/Environments	17	35.4
Classroom Environment	43	89.5	Classroom Management	32	66.6
			Transition Management	12	25
Reflective Practice	34	70.8	General Feedback on Lesson	34	70.8

Note) Total number of notes = 48

The researcher had to reorganize to match the analyzed categories into the rubric. Each category of the summative student teaching evaluation rubric contained multiple descriptors; Thus, the best matched categories to the descriptors were put together. A few examples of the results include followings: (a) under professional attitude in the evaluation rubric, its descriptors are 'maintains a professional appearance' and 'models and generates enthusiasm for learning'. These descriptors were matched to the research categories of professional demeanor, as noted in the observation notes, *"Your manner is so 'teacher' now. You are doing very well and Mrs. Rossi speaks highly of you", "good control and appropriate enthusiasm", and "Again, your demeanor is calm and professional, nurturing"*. For another example, the communication expectation theme in the rubric was matched the research themes of interactions with children and interaction with adults. its descriptors were 'gives clear, concise directions' and 'explanations Works effectively in team situations', which were similar to the research themes as noted by supervisors, *"Your big voice has mellowed to fit these little people. And your facial expressions and warmth have increased!!", and another noted as "your response to the TA was excellent, They are an integral part of the program and they opinions are important"*.

However, some of the descriptors were not apparent in the observation notes. Further, a few other descriptors were too abstract to observe. There

was no feedback on those descriptors. For example, one of descriptors in Reflective Practice was *'accepts criticism and is able to use it constructively'* or another one is *'is aware of resources available for the teachers'*. Feedback on such a rubric was not apparent in the observation notes. Perhaps, supervisors might have opportunities to talk about these but they were not on the observation notes.

#### IV. Conclusion and Discussion

This current study examined the college supervisors' observation notes to understand the content of the feedback, and further examined how the content are relevant to the summative student teaching evaluation rubric. The results of this study indicated that the supervisor notes contained variety of feedback, which covered various topics from instruction, interactions, classroom management, lesson plan, and individualization. These variety of topics noted in the observation notes might imply that student teachers have great opportunities to experience and practice what they have learned from the teacher preparation program. Brown, Collins, and Duguid(1989) argued that knowledge and skills should be gained in "authentic activity". This result might imply that student teaching offered great opportunities for student teachers to learn and practice a wide range of topics learned from the university. Furthermore, it is evident that the college supervisors noticed these strengths and needs of student teachers during their observation and scaffolded their learning by giving constructive feedback on various curriculum content. The results of the Maheady, Jabot, Rey, and Michielli-pendl(2007) indicated that students implemented evidence-based practices more accurately and improved their achievement when structured course combined with a field experience. Another study of Leko and Brownell(2011) also proved that preservice special education teachers could improve their reading instruction when they had opportunities to apply knowledge they learned from the teacher preparation programs. It is highly plausible these observation notes and feedback of clinical supervision

meetings offered student teachers a bridge between college learning and classroom practices. The lack of university supervisor's involvement during student teaching in Korea might be related to the concerns found in the studies examined. The findings of the studies indicated that students perceived the gaps between college teaching and the practices in the classrooms(박현옥, 2008; 백상수, 2011; 안도연, 2012; 허계형, 양미자, 2001). The findings of this study have a great deal of implications to student teaching supervision practices in Korean, given the importance of supervised practice for development of high-quality early childhood special education personnel. As the results of this study showed, university supervisors observe the student and provide variety feedback on regular basis. They addressed a number of dimensions in their observation notes and provided suggestions based on identified the students' strengths and abilities. This clinical supervision model might be a good approach to adopt to the current student teaching.

Another result of this study indicated considerable matches between the topics appeared on the observation notes and student teaching evaluation rubric. It can be interpreted that supervisor scaffolded well student teachers' learning in a wide range of topics that they learned from a university and help make the student teachers capable of applying them into the classroom. The topics in the evaluation rubric were developed to incorporate all the key competencies of the teacher preparation curriculum by a college committee in the teacher education program. Glickman and his colleagues(1989) suggested a causal relationship between supervision and teachers' efficacy is plausible. A result of a survey study of teachers efficacy and supervision also indicated a similar finding. The result of the survey study indicated that teachers who perceived the supervision was helpful reported higher teacher efficacy than other respondents who rated less-positive their supervision(Coladarci & Brenton, 2001). Given the fact that Korean university supervisors do not involve with student teaching evaluation. Current Korean supervision model might widened the gap between college teaching and the practices in the classrooms. The results of this study indicated that supervision might helped the student teachers to gain evidence of their ongoing learning and to reach their goals listed in the evaluation rubric. This clinical supervision model might be a good alternative

to the current Korean student teaching evaluation.

Student teaching experiences are invaluable in that teacher preparation programs offer students an essential bridge between the theories and conceptual ideas learned from university and the practices in the real world of classrooms and schools. A clinical supervision model might be one of essential and effective ways to connect the two worlds by preparing pre-service teachers more capable and competent. Another point is that college supervisors assumed their role as evaluator(Borko & MayField, 1995). As these similarities indicated the college supervisors were not just there to guide the student teachers to learn the standards in the rubric but prepare them for the evaluation throughout the such an experience.

*Limitations of the current study and suggestions for the future study*

College supervisors are required to complete the observation record forms provided from the college; they were very flexible in observation and feedback style. Their written notes varied in terms of sentence completion and length. Some were neatly written in completed sentence but others' notes were written in either incomplete or laconic sentences or with key words. Thus, a few notes were analyzed only with the few words and inferences had to be made. Another limitation of this study is related to the intrinsic limitation of the data, that is context descriptions of the scene were missing in the written feedback on the observation notes as the supervisor and the student teachers were assumed their mutual awareness of the scenes. For instance, feedback on classroom arrangements, descriptions of children and adults in the classroom, and detailed information about the circumstances were not apparent in the notes. Although the researcher was able to analyze the written sources of data, these missing clues prevented the researcher from fully reconstructing the scenes. Finally, observation notes were not enough to capture all things going on in the classroom. Therefore despite richness of the data, there was a discrepancy between the observation notes and the student teaching evaluation rubric. A few categories in the rubric were not seen in the observation notes. However, cooperating teachers fill in the student evaluation through ongoing site monitoring as well as three-way meetings with the college supervisors and

the student teachers at the midterm and the final of the placement. For future research, observation at the meeting might produce richer descriptions with contextual support. Furthermore, triangulation might be better research method to overcome these limitations.

## 참고문헌

- 박현옥 (2008). 유아특수교육과 학생들의 교육실습 운영 및 경험에 대한 인식 조사. **유아특수교육연구**, 8(2), 173-197.
- 박계신, 백유순, 박현주 (2006). 유아특수교육교사 양성을 위한 멘토제도 활용 현장 실습에 대한 인식조사. **유아특수교육연구**, 6(2), 120-157.
- 백상수 (2011). 교생실습 후 예비유아특수교사의 좋은 수업에 대한 인식과 교사양성기관에 대한 제안. **유아특수교육연구**, 11(4), 103-128.
- 박계신 (2008). 예비특수교사 교육실습을 위한 동료 코칭 모형 개발. **특수교육재활과학연구**, 47(2), 1-19.
- 안도연 (2012). 예비유아특수교사의 통합교육 환경에서의 교육실습 경험 분석 -근거이론을 중심으로-. **통합교육연구**, 7(1), 117-138.
- 허계형, 양미자 (2001). 유아특수교육 실습실태조사와 개선방향. **특수교육학연구**, 35(2), 149-163.
- Altheide, D. L. (1996). *Qualitative media analysis* (Vol. 38). Thousand Oaks, CA: Sage.
- Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. (2001). Editorial introduction. In P. Atkinson, A. Coffey, S. Delamont, J. Lofland, & L. Lofland (Eds.), *Handbook of ethnography* (pp. 1-7). Thousand Oaks, CA: Sage.
- Borko, H., & Mayfield, V. (1995). The roles of the cooperating teacher and university supervisor in learning to teach. *Teaching and Teacher Education*, 11, 501-518.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 17(1), 32-42.
- Coladarci, T., & Breton, W. A. (2001). Teacher efficacy, supervision, and the special education resource-room teacher. *The Journal of Educational Research*, 90(4), 230-239.
- Conderman, G., Katsiyannis, A., & Franks, D. (2001). Program assessment practices in special education teacher preparation programs. *Preventing School Failure*, 45(4), 182-186.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (1998). *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon.

- Goldhammer, R. (1969). *Clinical supervision. Special methods for the supervision of teachers*. New York: Holt, Rinehart & Winston.
- Goodlad, J., Soder, R., & Sirotnik, K. (1990). *Places where teachers are taught*. San Francisco: Jossey-Bass.
- Goodman, J. I., Brady, M. P., Duffy, M. L., Scott, J., & Pollard, N. E. (2008). The effects of “Bug-in-Ear” supervision on special education teachers’ delivery of learn units. *Focus on Autism and Other Developmental Disabilities, 23*(4), 207–216.
- Hakim, C. (1987). *Research design: Strategies and choices in the design of social research*. New York: Routledge.
- Haberman, M. (1983). Research on preservice laboratory and clinical experiences. In K. Howey & W. Gardner (Eds.), *The education of teachers: A look ahead*. (pp. 98–117). New York: Longman.
- Hanline, M. F. (2010). Preservice teachers’ perceptions of field experiences in inclusive preschool settings: Implications for personnel preparation. *Teacher Education and Special Education, 33*(4), 335–351.
- Johnson, L. J., & LaMontagne, M. J. (1993). Research methods: Using content analysis to examine the verbal or written communication of stakeholders within early intervention. *Journal of Early Intervention, 17*, 73–79.
- Leko, M. M., & Brownell, M. T. (2011). Special education preservice teachers’ appropriation of pedagogical tools for teaching reading. *Exceptional Children, 77*, 229–251.
- Maheady, L., Jabot, M., Rey, J., & Michielli-Pendl, J. (2007). An early field-based experience and its impact on pre-service candidates’ teaching practice and their pupils’ outcomes. *Teacher, Education and Special Education, 30*, 24–33.
- Miller, P., & Stayton, V. (2000). Recommended practices in personnel preparation. In S. Sandall, M. E. McLean, & B. J. Smith (Eds.), *DEC recommended practices in early intervention/early childhood special education* (pp. 77–106). Longmont: Sopris West.
- O’Shea, D., Hammite, D., Mainzer, R., & Crutchfield, M. (2000). From teacher preparation to continuing professional development. *Teacher Education and Special Education, 23*(2), 71–77.
- Pajak, E. (2000). *Approaches to clinical supervision* (2nd ed.). Norwood, MA: Christopher-Gordon.
- Parker-Katz, M., & Hughes, M. T. (2008). Preparing special education mentors using classroom artifacts as a vehicle for learning about teaching. *Teacher Education and Special Education, 31*, 268–282.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

- Recchia, S. L., & Puig, V. I. (2011). Challenges and inspirations: Student teachers' experiences in early childhood special education classrooms. *Teacher Education and Special Education, 34*(2), 133–151.
- Renzaglia, A., Hutchins, M., & Lee, S. (1997). The impact of teacher education on the beliefs, attitudes, and dispositions of preservice special educators. *Teacher Education and Special Education, 20*(4), 360–377.
- Rock, M. L., Gregg, M., Thead, B. K., Acker, S. E., Gable, R. A., & Zigmond, N. P. (2009). Can you hear me now? Evaluation of an online wireless technology to provide real-time feedback to special education teachers-in-training. *Teacher Education and Special Education, 32*, 64–82.
- Scheeler, M. C., McAfee, J. K., Ruhl, K. L., & Lee, D. L. (2006). Effects of corrective feedback delivered via wireless technology on preservice teacher performance and student behavior. *Teacher Education and Special Education, 29*, 12–25.
- Sears, S., Cavallaro, C., & Hall, S. (2004). Quality early field experiences for undergraduates. *Teacher Education and Special Education, 27*, 75–79.
- Stayton, V. D., Miller, P. S., & Dinnebeil, L. A. (Eds.). (2003). *DEC personnel preparation in early childhood special education: Implementing the DEC recommended practices*. Longmont: Sopris West.
- Summers, S. J., Funk, K., Twombly, L., Waddell, M., & Squires, J. (2007). The explication of a mentor model, videotaping, and reflective consultation in support of infant mental health. *Infant mental health Journal, 28*(2), 215–235.
- Warger, C. L., & Aldinger, L. E. (1984). Improving teacher supervision: The preservice consultation model. *Teacher Education and Special Education, 7*(3), 155–163.

## 유아특수교사 교육 실습의 임상 모형 교생감독 관찰일지 분석

백 상 수

대구대학교 유아특수교육과 교수

### <요 약>

본 연구는 임상감독형태의 유아특수교육 교생실습을 실시하는 한 미국 대학의 교생감독들이 예비특수교사들의 관찰하고 제출한 관찰보고서를 분석한 것으로, 관찰 후 어떤 피드백을 제공하는지 또 그 내용들이 교생실습 총괄평가 항목과 어떻게 유사한지를 살펴보고자 하였다. 이를 위해 16명의 유아특수를 전공하는 학부 4학년을 관찰한 7명의 대학교생실습감독이 제출한 48부의 관찰보고서를 내용분석 방법을 활용하여 분석하였다. 그 결과 관찰일지에 교수방법, 교실관리, 상호작용, 학습설계, 개별화 등의 주제들에 관한 다양한 피드백이 있었다. 그리고 이러한 피드백은 교생실습 총괄평가 항목들과 그 내용이 유사함을 밝혔다. 이 연구 결과를 기반으로 이 연구의 제약점과 후속연구를 위한 제안을 제시하였다.

**주제어:** 임상 감독, 유아특수교육, 예비 교사 교육, 교생실습, 관찰 보고서