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THE EFFECTIVENESS OF CLINICAL SUPERVISION ON TECHNOLOGY TEACHER'S PROFESSIONAL DEVELOPMENT IN JERUSALEM A CASE STUDY

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Abstract: This study aims to investigate the effectiveness of Clinical Supervision on Technology teacher's professional development in Jerusalem by attempting to answer the following key research question: What is the effectiveness of clinical supervision on technology teacher's professional development in Jerusalem? The study utilized a Qualitative Research Methodology with an analytical descriptive design. The case study consists of a participant teacher who was chosen via a diagnostic survey distributed to three teachers who taught technology from 5th to 12th grade due to the difficulties that the Technology teachers faced, since the subject is variety in content and need to apply different ways to educate. The researchers implemented this type of supervision that consists of a cycle of three stages: a planning session, classroom observation and a feedback session (Gall & Acheson, 2011). The aim of the study was to change the teacher's viewpoint and perspective towards supervision with the aid of the following instruments: an interview with her, at the beginning and the end of the study; to determine her needs, and to meet these needs by using interviews and diagnostic and observation tools as well as following upon her portfolio and Teacher's Journal. The researchers focused on communication methods that supports teacher's reflections within a relationship of fellowship, trust and partnership. The study used four consecutive applications of the clinical supervisory cycle following a constructivist approach to meet the teacher's needs. Following the feedback session, an implementation period for the developmental practices that have been reached during the meeting was provided along with the indicators developed qualitatively to identify the level of progress and change. The results of the study revealed that the technical clinical supervision model contributed effectively to the professional development of the participant teacher. This development included communication skills, and teaching practices as well as reflection and self-assessment skills. In light of the study findings, relevant recommendations for policy making bodies were offered to improve the educational supervision in the Palestinian education system especially in Technology subject.

Keywords: Clinical supervision, teacher, professional development, technology.

Introduction

The Education System in Modern Communities contributes in achieving their goals and future aspirations through making available several factors, on top: attention to teachers considering them one of the cornerstones of the learning educational process; accordingly selecting the convenient teacher, the quality of preparing and selecting his/her training methods, following-up with him/her, fulfilling his/her needs, and providing the subjective support compatible with his/her needs, are all deemed as indicators of the attention level in his/her professional development. Based on this, special concern was given to the educational supervision for being the most appropriate element in achieving all aforementioned.

Educators have given special attention to supervision through evolving the concept of inspection and its methods into the concept of educational supervision aimed at enhancing the learning and education processes.

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Humanitarian relations are deemed as the general framework of professional work with teachers, so as to move forward towards their development and capacities building during duty (Hussein & Awadallah, 2006).

Hence, educational supervision is considered an essential pillar in the education system due to the liability relying upon the educational supervisor in following up with enforcing the educational – learning policy including all its merits; so as to realize the prospective educational goals. Given the importance of the supervisor’s work, it should be stressed that he seeks to keep pace with the contemporary global trends which depend on a scientific theory as well as organized, sequential techniques, within a systematic framework characterized with flexibility and durability, in order to achieve the said goals at a high level of efficiency.

Theoretical Framework

The perspective towards the concept of supervision has remained mysterious in connection to the supervisor’s status, which is neither administrative nor educational, but rather a status in-between. This has raised the dissatisfaction of some educators until the seventies, which has led to the emergence of clinical supervision (Ebaidat & Abu Al-Smeid, 2007). Both, Ryan & Gottfried (Ryan, & Gottfried, 2012), have defined the term “supervisor” as: a person who assists, guides, directs and supervises a group of individuals he leads, he is not only liable for supervising the acts of these individuals, but also for understanding the beliefs and attitudes of his subordinates. The technical clinical supervision of Gall and Acheson (Gall & Acheson, 2011) and Pajak (Pajak, 2002) is adopted as the theoretical framework of the study considering it as one of the modern supervision forms distinct with its sequential, organized, and supervisory cycle including three stages as shown in figure.1 below, namely: planning conference, observation, and feedback conference.

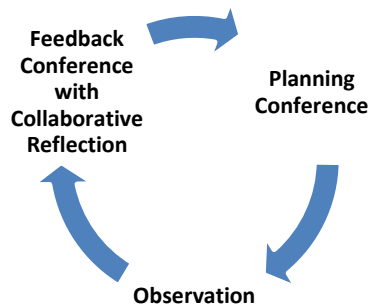


Figure.1: Stages of the clinical supervision cycle

However, Sullivan and Glanz (Sullivan & Glanz, 2005) have added to the previous stages, a fourth stage after the feedback conference, namely “the professional development” stage to implement the agreed upon recommendations within the joint developmental plan. The stage is called the “professional development” as shown in figure.2 below:



Figure.2: The professional development stage

This approach of educational supervision has been developed by Goldhamr and Kogan in 1960. The clinical supervision is considered a direct contact with teachers who have the desire to develop the educational process, and upgrade the professional level. Therefore; it is a sequential, organized, supervisory and continuous process,

carried out through partnership and cooperation between the teacher and the supervisor to develop the educational practices of the teacher inside the classroom. It provides multiple tools and techniques to provide support based on the teacher needs, in addition to teachers' capacities development towards employing self-supervision (Tesfaw & Hofman, 2014).

The clinical supervision is characterized by main features as clarified by Sullivan and Glanz (Sullivan & Glanz, 2005) that it includes techniques aimed at education development; it deliberately intervenes in the educational process; it is purposeful since it considers the school needs based on the developmental needs of relevant parties; it develops a professional relation between the teacher and supervisor; it requires a high level of trust to reflect on awareness, support and commitment with professional development; it is organized; in addition to flexibility and continuity in changing methodology; it creates a fruitful tension to reduce the gap between the actual situation and the perfect situation; and it contributes in developing the supervisor's expertise in analyzing the education and learning process, as well as the effective communication techniques.

The effectiveness of clinical supervision depends on several factors, including: the preparation context, the expertise level of education supervisor, the time availability, the opportunities for planning another cycle of clinical supervision stages to implement further classroom observations (Zepeda, 2002). Therefore; guarantees have to be added so clinical supervision realizes its goal and provides its services to the fullest with the development of portfolio. These guarantees are techniques and processes made by connecting the efforts of the supervisor with other applications leading to professional development, such as: procedural research and connecting the activities of every stage in supervision with the other stages by capacities building tools, meditation for example (Zepeda, 2002).

Based on the aforementioned, the technical clinical supervision approach of Gall and Acheson (Gall & Acheson, 2011) has been adopted. According to the researchers' experiments in educational supervision, they have concluded that great numbers of technology teachers are concerned with, and accept dealing with the raised evidences, details, facts, and information. Not only knowing the approaches and their trends enables the supervisor to know his tendencies in terms of gathering and judging data, but also enables him to know the tendencies of teachers, and so, using the appropriate supervisory methods, providing that the supervisor shall use the method through which the teacher can better learn achieving himself. The approach under study also provides multiple tools, techniques and methods from which the most appropriate to the educational stand could be selected.

Problem of the Study

The educational supervision in Palestine has passed through several stages towards development and renovation, as in the case of all educational supervisory systems at the global and Arab world levels. The stages start with inspection, guidance, and then educational supervision as an intuitive outcome in conjunction with the educational and social development, and in compatibility with the growing interest in enhancing humanitarian relations and considering the same as a key element for the success of communication between individuals, in the context of the open-mindedness and technological revolution, in general. Furthermore, various supervisory patterns were developed as well, such as comprehensive follow-up, permanent supporting supervision, specialized supervision, general supervision. The Development continued in providing quality coordinator and a development unit in the school.

As for the essence of supervision in this study; it takes the approved pattern of supervision in palestine, the permanent supervision (General Management of Educational Qualification and Supervision, 2013). This pattern provides support and aid for specialized and new-coming teachers, in the same context implemented by other studies supervisors in accordance with the instructions placed by the Ministry of Education & Higher Education in Palestine. It should be noted that the educational supervisor in the study is specialized in carrying out all of the supervision functions in connection to teachers, including class visits, writing descriptive reports, making annual evaluation, holding workshops and courses, meetings of studies committees, quality coordinator, technological contests, programs and projects coordinator in cooperation with the relevant sections, in addition to participating in the curriculum in terms of preparation, implementation, enrichment and development.

Upon inception, the Palestinian Ministry of Education & Higher Education has set out the idea of curriculum development as one of its strategic goals. Indeed, it has started by unifying curricula between the West Bank and Gaza Strip, from one hand, causing a qualitative transition in curricula in terms of content so as to take into account the technological scientific progress, from another hand. The Ministry has decided to insert to schools the subject of technology and applied science as an obligatory material, starting from the fifth basic grade until the twelfth grade, by fact of two lessons per week according to the expertise of scholars. This will enable our

students to keep pace with their era, apprehend its technological outcome, and provide them with support so they can be effective members in the desired development system.

The Ministry has a vision focused on the necessity of developing a curriculum that takes into account the Palestinian privacy to achieve the Palestinian people aspirations until it defines its status among others. Developing a Palestinian curriculum is considered an essential foundation to build the national sovereignty of the Palestinian people and to strengthen values and democracy. It is a humanitarian right and a tool to develop sustainable human resources strengthened by the Five-Year Plan of the Ministry. According to the Ministry, the importance of curriculum lies in the fact that it is considered the main tool of education, through which the communities' objectives are realized. Therefore, the Ministry pays careful attention to the school book as an element of the curriculum, since it is the intermediate source of learning, and the first tool at the hand of both, teacher and student, in addition to other means, including the internet, computer, local culture, and family learning, as well as other assistance means (General Management of Scientific Subjects, 2015).

The teacher is considered the cornerstone in teaching the subject of technology. Freihat and Aboushi (2009) have clarified that the teacher depends on achieving goals and applying the curriculum. In order to achieve this, the teacher has to be active through having the desire and willingness to work as a technology teacher, and to possess general life skills such as critical thinking and innovation, as well as handling problems by skills and scientific methodology. Furthermore, to lead students towards high stages of thinking so they can be innovative in the future, and so they respect others' rights, trust their achievements and build on them.

Due to the subject privacy in terms of content and diversity of fields, connecting theoretical concepts with practical applications, in addition to employing tools and multiple technological means, the educational supervisor holds several roles as Al-Aker (2008) stated, including providing the technological means and devices, training the teacher on producing educational means, and making available the specialized and technical competencies in the field of means, holding training courses, reducing the burdens placed on the teacher, devoting interest to quality not quantity when presenting the school subject, in addition to development and continuous follow-up to the professional growth level of teachers. Accordingly, Al-Aker concludes that the educational supervisor has to achieve cooperation and continuous harmony with the concerned subject teachers, and work on developing and educating them in compatibility with the technological knowledge revolution, in addition to following up with the updates and solving the teachers' problems effectively and practically.

Based on this, the teacher and educational supervisor have great responsibility in applying the curriculum, and continuous professional growth in compatibility with the subject evolution through scientific mastery of the technological knowledge, and the ability to achieve its goals. Therefore, and to achieve integration, it is important to introduce the methods and mechanisms of achieving this professional development to teachers. Accordingly, the study has focused on researching for a modern, internationally-agreed upon method that develops and supports the educational supervision process in the subject of technology, and enhances the prospective human relations between the supervisor and teacher to achieve together the educational system goals.

In light of this, the problem of the study is summarized in verifying the effectiveness of clinical supervision on professional development of the participant technology teacher from Jerusalem. From here, the study sought to answer the following main question: What is the effectiveness of clinical supervision on the professional development of the participant technology teacher from Jerusalem?

Study Questions and Objectives

The study is aimed at verifying the effectiveness of clinical supervision on the professional development of the technology teacher participating in the study by following up the impact of employing various techniques and tools to identify needs in order to make available an effective and subjective support with the participation of the teacher during the entire supervisory course, which in turn, will lead to holding another supervisory course within a constructive, permanent and supervisory context during the school year.

Following the background and objectives of the study, the study problem is identified with the following question: What is the effectiveness of clinical supervision on professional development of the participant technology teacher in Jerusalem Governorate?

Study Procedures

The study has answered the main question by holding a codified interview, at the beginning of the study, with the participant teacher to identify her view towards educational supervision. The interview was held again at the end of the study, in addition to following up with the impact of her participation in the supervisory course stages by learning about the previous appointment of each stage, and the joint discussion and contemplation in-between, in addition to observing contemplations and notes in the teacher's journal, as well as the researchers' contemplations during the study progress.

The diagnosis tools applied in the first planning session were used to identify the professional challenges the participant teacher is facing during her educational practices, such as: planning for lessons, class control, time partition, or the ability to employ proper strategies, or selecting the appropriate education method, in addition to other challenges. Additionally, arranging the same in terms of the importance degree and concern level, as well as the semi-organized interviews conducted with the teacher participating in the planning sessions of the four supervisory courses.

This was followed by analyzing the observation tools agreed upon during the planning session. These tools were specified based on the goals of class observation according to the needs revealed in the outcomes of the interview and the diagnosis tools. Then observing the analysis outputs represented in recommendations, and development plans of future practices. Followed by holding a subsequent supervisory course, and monitoring any developments at the level of class practices, for the purpose of comparison with the previous analysis, to hold another supervisory course until the completion of four supervisory courses within a framework of joint contemplation during the feedback session of the course; to discuss the implementation period following each supervisory course and specifying the planning session for a subsequent supervisory course and the following constructive permanence.

This was supported by having a sight at the portfolio of the participant teacher to make comparisons with the previous years in terms of organization, and the method of monitoring achievements. Through following up with the contemplations model of the teacher in its cumulative image for each supervisory course, and the contemplations model of researchers, the key question of the study shall be deemed answered.

The Study Tools

Several tools were employed to achieve the study objective as follows:

Interviews: two types of interviews were applied; the first interview is codified and conducted at the beginning of the study with the participant teacher. This interview was conducted again at the end of the study to analyze the teacher's answers and compare the outcomes so as to verify the extent of change in her view towards educational supervision after participating in the study. Some interviews related to verifying the effectiveness of a supervisory method were taken into account for the purpose of enlightenment in order to develop the concerned supervisory method in a manner goes in line with the study objectives. The interview conducted at the beginning of the study included another axis related to identifying the teacher's background on the clinical supervision, providing that an introductory meeting on the same subject was held for a period of half an hour.

The interview included six questions addressing inquiry about the number of years in which the teacher was subject to educational supervision, the extent of supervisory visits impact on the teacher's professional development, her self-evaluation of planning aspects, scientific mastery, teaching methods, educational tools and methods employment, evaluation methods, and the mechanism of communicating students. The fourth question has addressed the most important knowledge expertise the teacher has acquired through the supervisory system guidelines and how it can be developed from her perspective. The sixth question has concluded with inquiry about the matters she will give special attention to if she was an educational supervisor. As for the second section, it included six questions addressing inquiry about her knowledge on the existing educational supervision model, its stages, the nature of observation tools she would employ according to the system, and whether she has a previous background on the clinical supervision model. The fifth question has focused on inquiring about the method of organizing her portfolio and whether she had a journal to write down her notes and contemplations regarding her educational practices.

As for the second type of interviews, they are semi-organized interviews conducted in every planning session during every supervisory course to identify the teacher strengths in the educational practices and challenges she is facing (Gall & Acheson, 2011), and to follow up with the recommendations of the previous course to place supportive recommendations.

The first planning session interview included six questions focused on inquiring about the teacher's self-evaluation of the educational process in general. The second question focused on identifying the strengths of her educational practices, considerations and evidences in her method of teaching which require deep contemplation. The fourth question is focused on inquiring about her most favorable teaching methods which reach the level of generalization. The fifth question has inquired whether the teacher has any concerns regarding the students' integration in class as a result of her efforts in planning for the class. The sixth question has concluded with asking the teacher about her motives of selecting the profession of teaching.

As for the second planning session interview, it included nine questions. The first question is focused on inquiring about the teacher's self-evaluation of the educational practices implementation period in light of the first feedback session discussions. The second and third questions are focused on inquiring about the indicators pointing to change in the practices and whether they are directed towards motivating students on learning. The sixth question is focused on inquiring about the future development steps for motivating students on learning. As for the seventh question, it discusses whether specifying the motivation axis is the most important axis to the teacher after the experience of the implementation period, in addition to the aspects which the experience has brought the teacher's attention to, and the extent to which visual transcription contributes in achieving this. The interview concluded with its ninth question focused on clarifying the future class observation aspects.

The third planning session interview included six questions. It started with asking the teacher to summarize the previous feedback session recommendations, inquiring about the teacher's self-evaluation of the implementation period based on the above mentioned recommendations, and inquiring about the outputs which the teacher has reached in the implementation period. The third question focused on inquiring about the relation between these development practices and raising the level of students' motivation towards learning, in addition to inquiring about the mechanism of developing these practices in a better manner towards motivating students. The interview concluded with the sixth question focused on identifying the future class observation aspects.

As for the fourth planning session interview, it included eight questions. The first question addressed the teacher's self-evaluation of her new method in planning for lessons. The question inquired about the existence of a positive relation between the method of planning and motivating students towards learning. The third and fourth questions inquired about the level of expertise acquired by the teacher through planning for, and giving the class, as well as identifying the quality of implemented activities, and the impact of this on students themselves. In light of focusing on the most important challenges the teacher has faced during giving the class, it was inquired about the teacher's self-evaluation of time partition in the sixth question. The seventh question focused on the nature of development steps in this regard with the support of examples and educational situations. The interview concluded with the eighth question through inquiring about the future class observation aspects.

The Diagnosis Tools: Tools in the form of observation lists and estimation scales aimed at assisting the participant teacher in prioritizing the professional challenges each teacher faces. Furthermore, these tools focus on the most professional aspects the teacher is concerned about so as to learn the limits of his/her problem as a preliminary step towards identifying the sources of support, whether at the knowledge or educational level (Gall & Acheson, 2011). The diagnosis tools fall under the theoretical framework of the technical clinical supervision.

The Observation Tools: These tools are divided to several methods, namely, the selective verbatim transcription, wide-lens techniques, seating chart observation records, achievement tests, checklists, rating scales, and timeline coding. The appropriate tool was selected based on the outputs of the planning session on professional challenges in compatibility with the class observation objective to provide supervisory support to the teacher within joint contemplations according to the specified tool data analysis.

The following observation tools were used during the class observation stage: Transcribing Teacher Feedback Statements, Transcribing Teacher Structuring Statements, Creating Anecdotal Records, and Transcribing Classroom Management Statements.

The Transcribing Teacher Feedback Statements tool was used in the first supervisory course. The aim of the class was to motivate students on learning, providing that the pen and paper form were used with this tool to transcript the statements to be observed, including: statements of confirming what students say, statements of employing students thoughts, statements of comparing between students thoughts, statements of summarizing students conversations, statements of praising students' answers, statements of criticizing students' answers, and statements of rejecting answers (either by correction or transforming the question).

As for the Transcribing Teacher Structuring Statements, it was used in the first and second supervisory courses; since the class observation objective in both was to motivate students on learning as well as using the pen and paper form with the tool. The teacher statements were transcribed in the following fields: the education content,

the teaching strategies, the evaluation strategies, the educational activities, the guidelines, directions, and values. The Creating Anecdotal Records tool was used in the third supervisory course since the class observation objective was focused on searching for supportive factors to motivate students on learning. Observations were transcribed manually as a descriptive listing in logical sequence of the class occurrences, with special focus on the extent of employing resources, activities, and evaluations methods. As for the Transcribing Classroom Management Statements tool, it was used in the fourth supervisory course, since the class observation objective was focused on searching for the teacher's challenges concerning time management, given that they constitute an obstacle before the efforts exerted in motivating students on learning. Therefore, it was focused on the field of time management in particular, and other fields in general: administrative environment management, education and learning management, class interaction, as well as emotional and physiological climate. The time period of each element of the class, in terms of introduction, content presentation, and conclusion, was transcribed manually.

The teacher was directed towards transcribing her observations in her journal using her own language and in the form of storytelling, which is used in tracking the level of progress during the employment of clinical supervision stages in its sequential courses. The teacher was also encouraged to transcribe whatever she thinks in each planning sessions, as well as her contemplations in each class, and her observations in each feedback session. Then her observations about each complete supervisory course, and then her observations at the end of teaching procedure, which is to complete all course during the school year. The contemplations model is one of the observation tools falling under the wide-lens methods. The teacher's portfolio was also employed. Through this portfolio, all achievements made at the educational and professional level are gathered, and all special individual initiatives are monitored, not to mention that it is one of the observations tools falling under the wide-lens method, known as "the Portfolio and Work Samples" or "Portfolio". The teacher has prepared her portfolio electronically in organized folders.

Data Analysis

The fundamental analysis carried out to this study is qualitative for being a case study. Researchers have used the encoding method to indicate the three cases of three participant teachers, and to express their different answers through reconnaissance and demonstrating the justifications of selecting the participant teacher among them, then employing the same in expressing her answers and contemplations during the clinical supervision stages in the four supervisory courses, including the outcomes analysis of diagnosis and observations tools in the narrative storytelling method. Then summarize all data in an organized and classified table, to be then arranged and summarized under joint titles.

After that, analyze the data as follows:

First: qualitative analysis for the diagnosis tools outcomes in the first stage of the first supervisory course, and analyzing the observation tools outcomes in the second stage of each supervisory course as well as the interview results employed in each planning session in all courses.

Second: analyzing the participant teacher's answers in the interviews conducted at the beginning of the study, during and after the completion of the study.

Third: qualitative analysis of the contemplations model for the participant teacher following each course, and with all courses by using the Continuous Comparison Mechanism and organizing the same in a classified table.

Fourth: analyzing the portfolio of the participant teacher, in comparison with the records from previous years to set out descriptive indicators on the difference progress in the record content, method of organization, and its structure, which reflects the participant teacher's interests, in addition to the content of portfolio including the reflections and indicators of professional growth.

Study Outcomes

It is concluded from this study that employing the technical clinical model has contributed in causing a change in the educational practices of the participant teacher, and intellectual change in some of her professional convictions through strengthening the communication skill, the contemplation skill, and motivation towards continuous self-learning, which has reflected on her professional level in terms of preparation, planning, implementation, and learning new educational concepts, through tracking her respond in the four supervisory courses, and her practices during the implementation period, in addition to the observations and contemplations she has transcribed in her journal, and then compare her answers in the pre- and post experience interviews. This is compatible with Prosper study (Prosper, 2006) which indicates that cooperative clinical supervision is based

on the in-presence communication between the supervisor and the teacher, focusing on the class, and considering it a constructive tool for the teacher's learning. The Supervisor shall be an actual partner with the teacher in all decisions, and he shall establish for a liable and participatory relation. This change is shown in the teaching practices and intellectual change of the participant teacher within several elements: communication, teaching skills represented in planning, nature of content, teaching methods, educational means, handling student, evaluation methods, self-evaluation and contemplation skill.

Communication

The participant teacher's window was concealed according to Johari Window. That is, talking a bit about what happens in the classes due to fear that practices are not as expected (Zepeda, 2007). Therefore, work has been done to motivate the teacher on involving in a public discussion about educational practices and educational objectives of a specific lesson, though asking more specific questions, particularly in the first stages, in addition to employing communication techniques (Gall & Acheson, 2011) to enhance self-confidence, so that the teacher would become more comfortable with her window, which is considered her educational stand from another hand. The teacher has transcribed her notes in her journal after holding the first planning session:

"Concerning the first meeting, which is planning, initially, it is similar to the previous pattern in terms of principle, which is identifying the class and agreeing to attend it, however, the difference is shown in giving me the space to identify my desires, feelings, opinions, and needs including all of the educational process aspects, so I felt it was like "pouring out my heart" to the facts, and most importantly, an objective for the visit has been set, which means that now we have a goal to achieve from the visit, and not just a visit to be documented in records. To me, I will go through the experience and hope that I will improve or benefit myself - for myself only -".

Through tracking the development achieved in the four supervisory courses, in terms of the teacher's respond to the feedback sessions recommendations, and the practices she has conducted through the implementation period, it was shown that the teacher had some sort of reservation when expressing her professional needs; however, she was able to identify the intersections of what she has stated with her responds to the diagnosis tools so as to identify the matter of motivating students on learning, in addition to enhancing her strengths in terms of the class introduction. She wrote in her journal:

"The discussion has focused on a specific point, which is the method of raising the motivation of the technology subject students. The difference between this discussion and the previous one, is that the previous included all educational directions, but the current discussion focused on a specific aspect from another side. The aim from the discussion is not limited to informing me with the advantages and disadvantages, but also to clarify the defect in adopting appropriate measurement tools and providing me with the optimum solution so that I follow it as well as providing me with a trial period to follow this method. The result: agreement to employ positive criticism and enhance conduct, rather than persons."

The teacher has also showed her reservation when she was asked to give her permission in using the visual recording of classes, providing that she indicated that she does not wish to do so in the current period. She also showed reservation in using the audio recording during the planning and feedback sessions. However, during the first implementation period that is after completing a full supervisory course the teacher has employed the visual recording of her class so she can see herself in the eyes of her students. This was new for her considering her experience, and it indicates that she accepted the recording, particularly knowing that researchers have told her that the recording is only for her. She wrote in her journal:

"I tried to work on two points: body language and the proper evaluation of the answer, or method or solution, and not the student. For me, I worked hard to pay special attention to these points, as for the evaluation, I pay special attention to this, but I think I have to try harder, the problem is not in time currently, but the strike has slightly influenced the photography process which I will certainly carry out soon."

The study of Kaneko Marques (Kaneko-Marques, 2015) and Knoll (Knoll, 2014) has reported the importance of visual recording as an effective tool in identifying the challenges teachers face, through providing the opportunity to go through the contemplation experience and deep analysis of educational practices, resulting in developing a set of standards, preparing a development plan for these practices, and consequently, directing teachers towards self-evaluation for their performance, as well as developing their teaching experience. This experience had a great impact on the teacher in terms of her self-evaluation level of body language, her common statement concerning feedback, the level of her interaction with students, in addition to paying attention to the lesson distraction, such as the entrance of the school guard, or some teachers to the laboratory to ask for

technological aids, which has motivated her to contemplate in the method of handling these aspects and controlling the progress of the class as she expects.

The teacher has initiated to watch several classes on the internet in the first stage and in the implementation period of the second supervisory course. She noticed a class for her colleague teacher in the school, and this has encouraged her to directly ask for more models even if from outside her school. This is what the researcher Zepeda has reached (Zepeda, 2002), that teachers have the ability to urge themselves to self-learning. During the feedback session in the second supervisory course, the teacher initiated her approval to use the audio recording to document the session, in addition to her approval to communicate through emails in the joint preparation for the class during the third class observation, and complete preparation during the fourth class observation.

The teacher clarified her need for supportive factors deeper than the body language, or effective praise, through the planning session of the third supervisory course. She then directly asked for highlighting more focus on time management in the class, and to be supported in handling this aspect and completing the fifth supervisory course by the beginning of the academic year, as shown in her answers in the post-experience interview. This indicates to a tangible development in connection to communication skills, and growing from reservation to openness, and from caution to trust. This is compatible with the clinical supervision objectives which affirm the fellowship relation between the teacher and the supervisor (Gall & Acheson, 2011). This relation cannot be created between the supervisor and teacher unless there is openness, accepting the other, trust, and good self-evaluation. Further, partnership, actual and effective cooperation between the teacher and supervisor can be achieved to develop the education practices of the teacher inside the classroom and to develop the capacities towards employing self-supervision (Tefaw & Hofman, 2014).

Teaching Skills

The teacher explained that she does not face real problems concerning the teaching skills of planning, privacy of content, teaching methods, means and methods, handling students and methods of evaluation in the pre-experience interview where she indicated that she computerizes the preparation, and exchanges the experiences to resolve the problem of continuous planning. She indicated that she prepares the lesson just to prepare, but during the feedback session at the second supervisory course, and when discussing her preparation according to what was presented in the lesson, she found that the theory is not compatible with the practice. Therefore, it is recommended to develop the lesson planning and show its elements. In the third supervisory course, the teacher expressed that she faces problems regarding the preparation, when the practices were discussed during the implementation period in the planning session. She transcribed in her journal:

“A review of the previous notion which is raising the students’ motivation through body language, positive reinforcement and the need to continue on the same method is done during this session in order for me to master these two strategies. It was agreed to work using the notion of teaching methods, in conjunction with the new direction of the same goal (raising motivation), since diversity creates the desire and motivation among students. I don’t feel that my method has changed in regard to preparation. In my opinion, preparation is the sequence of concepts and accompanied activities during the class. As for the method, it is acquired skills integrated with personality, which plays a major role in the used method or in adopting one method as a permanent one.”

The preparation has revealed to her determining the procedural goals, selecting the appropriate activities to employ pivotal learning. Following this, the joint work in the third supervisory course was to design a certain lesson according to the effective learning model. The following implementation period was to complete the preparation of the teacher with the support of the researches. It was found that this experience has led the teacher to acquire new experience regarding the preparation. She trained in a practical method to define the objectives, activities and methods of evaluation and that has led her to focus more on the time of each activity that was done during the class, but she faced the problem of time management and that appeared in her note:

“The problem is that I was able to do only half of the planned goals during the lesson and not all of what was required. The problem has reasons and one of its reasons is the delay of the students and I think that their explanations during the activities were long; therefore I had to reduce the comments and select the most important and appropriate ones, and stop the discussion at some point.”

The experience continued developing and the teacher employed learning in the projects. The new preparation method drew the teacher’s attention to the importance of collaboration work among students and she assigned them cumulative structural activities which results in an integrated project. Therefore, she directed the group to complete the project, and give it a mark to be compared with the previous context. The teacher said that she still uses written tests and her comment was *“as for students’ evaluation methods, they are presented in the*

observation during the practical implementation and the answers to oral questions". She also has experience in the implementation of oral tests, but she did not proceed with this method because she is not convinced with it. After the experience, she went towards the practical projects in addition to evaluating the oral answers at the groups' level and she documented the group's answer on colored cards. That progress appeared in her note:

"The groups were able to complete the agreed upon scenario and the planned activities regarding the audio records and they added them to the PowerPoint during the mentioned class, and they were assigned with collaborative work within the groups in order to complete the project which will be given a mark on the grades book."

The teacher explained that she faces constant renewal problems regarding the content which are related to the technology class through looking to the resources on the internet.

"The technology curriculum includes multiple and overlapping notions with different areas, and the content of the curriculum develops to serve this overlap. As a teacher of this class, I have to keep pace with this development and enrich my knowledge and to develop my skills to be able to deliver the educational content to my students to the fullest" as she expressed in her journal."

She has undergone courses related to the new curriculum and in parallel with the experience, in addition to the provision of the appropriate resources through a group of class teachers through the social network sites. Two researchers contributed the teacher in designing a presentation for a specific lesson where she explained the appropriate method in presenting the content in work with the overall objectives of the curriculum. This experience was a beneficial addition to the teacher and it drew her consideration to important details in the preparation, in addition to the amazing presentation which helped attracting the students during the lesson. The teacher expressed satisfaction about this aspect, because most of the teachers consider that the supervisor does not have the teaching skills and that all that he does is giving comments. Therefore, she wanted to influence her colleagues regarding this side. In addition to restoring the confidence that the supervisor can be a real source of support, and a reference for the teacher, especially in light of the absence of supervisor role in the initial interview as appeared in the teacher's answers. The preparation also drew the teacher's attention towards the diverse teaching methods. Before the experience, she indicated the generality of teaching methods as appeared in her note: "It goes without saying that the teacher will like a certain method. And the method that I find appropriate for me in the technology class is solving problems". She explained that she had seen a lot of these methods through the Internet, and she was subjected to a course on the subject however the session method was dictation, and thus she directly declared the need to determine a lesson and put forward several alternatives (appropriate teaching methods) such as the joint work in the third supervisory session as stated in her note:

"During this meeting, we agreed upon a class for the eighth grade class entitled "Writing a tune" The preparation and presentation were together."

Then they discussed what was employed in the class by linking between her theoretical and practical knowledge during the experiment, by that she reached to several ways such as: cooperative learning, brainstorming, role-playing, peers' supervision, pivotal learning, and learning through projects. The teacher's approach to solve the problems of dealing with students, especially that they are in a marginalized environment in Jerusalem, was in her wish for the parents to care about their children, as it was written down in her journal:

"The effect is simple and I hope that the parents began to care more about their children, since a certain situation can affect the teacher's frame of mind and therefore is reflected on his mood throughout the day, although these events bother me personally but they do not affect my performance."

Due to her need, she selected the students' motivation challenge towards learning, and searched for the procedures that support this challenge during the experiment, as she stated in her journal:

"I noticed that the students understood the tasks, especially that the first presentation was about cartoons that is easy to link and memorize them, but when the systems were presented the information was more and thus the students tended to memorize it, but I noticed that the information was difficult for some students."

Whereas she explained during the third and fourth supervisory session that the students' interaction during the lesson become more positive, and their participation increased during that period, as it was stated in her notes:

"During the class at the beginning, I did the presentation and the show as it is known in the computer lab and I noticed that students enjoyed during the activities despite that it's just cards and pens. As for the

method despite that I took a different method for me, it was suitable to present the planned thing and achieved the goals."

Moreover, the teacher raised an example of a student who did not participate at all during the lesson, in addition to increase their attention to her physical movements when she wanted to express the idea of the lesson, as appeared in her note about that:

"Actually, I began to use my movements to confirm or make the answer clearer than what it was previously, for example, when I explained the take-off of the sailing I moved from the first of the class to the end of the class with rising a bit so that the students can understand the idea. Most of the students have followed my movements in the class, despite presenting the idea through a video."

According to this, the teacher concluded that it is possible to develop this side, despite obvious absence of the parents' role. In addition, she gave examples of the students' interaction in presenting the projects, and asking about additional information about the lesson, especially with the eighth grade, as appeared in the teacher's answer in the followed interview.

Contemplation Skill and Self-Evaluation

The studies indicated that the notion of meditation and feedback is the greatest effect affecting the development in addition to the fellowship relationship which reduced the gap between the theory and practice. The partnership between the supervisor and the teacher enabled to provide self-evaluation, meditation and cooperative planning opportunities (Bulunuz, Gursoy, Kesner, Goktalay & Salihoglu, 2014). From that was the attention to this notion in the learning process. It was found through the experience that the skill of meditation is one of the most difficult skills in changing, because it is a skill that needs continuous training, and awareness for its importance and effectiveness. Before the experience the teacher did not reveal that she has this skill. There were some challenges during the course of the first and second supervisory session in directing the teacher to meditation, particularly that the traditional educational supervisory system is practiced till this moment. At the same time, the seek is to achieve clinical supervision competency of the researchers about this experiment, and what revealed that context is the sound recording, where the researchers noted that the teacher is the less one talking during the first and second planning and feedback session. This motivated the researchers to be more aware about the contact and communication techniques to enhance the meditation skill of the teacher as explained by Jul Watseson (Pajak, 2002), and in the same time for them to have the clinical supervision skills and techniques, and therefore it cannot be said that the teacher had this skill at the high level of professionalism after the study, but to a certain level which suit the implementation period. The teacher is aware about the importance of thinking about her teaching practices; therefore she was supported and guided to write down her notes on a journal, as a practical method of the meditation skill.

Whereas, self-evaluation was a new and comfortable experience for the teacher at the same time, the discussion of specific recommendations and applying them during the implementation period and the use of a specific method as an indicator of the progress in these practices, such as visual recording and note taking was a beneficial experience for her. She revealed that through her answers in the four planning sessions, in addition to her notes in the journal. This is an indicator of the teacher's commitment to the implementation period and the ability to continue the changes in the practices during the four sessions. This progress also coincided with the completion of the teacher on the level of the preparation of the portfolio file, where she added worksheets, activities, the lessons preparation and projects evaluation criteria to their previous computerized volumes within a special folder called "clinical supervision" and this is an indication of the teacher's attention to what she acquired from new experience including notes and observations for each stage of the experiment, as well as audio and video recordings. These results coincided with the study of (Demonte, 2013) And (Caena, 2011).

At the same time, the model contributed in developing the researchers skills in using the communication techniques during the planning and feedback sessions, paying attention to the mutual dialogue and avoiding as far as possible dictating, giving commands and instructions, as shown in the audio recording of the second supervisory session. The trend was to attend the lesson with a clear background about the information about the lesson, and that was a motivation to pre-prepare for each supervisory session in comparison to what was not employed at this level of the current educational supervision which only tend to see the schedule of classes to ensure having classes for the visiting teacher at that day. While the goal of classroom observation was clear and specified in the experiment, and the appropriate observation tools were employed in classrooms, in addition to the analysis skill to provide objective and not random recommendations. In addition of writing a developmental plan characterized by its constancy and structuralism and applying the real partnership experience with the teacher at all the stages of the supervisory courses, and using indicators to check the level of progress through the implementation period, in order for the study to be within an organized experience. In light of developmental

cooperative steps where the Fellowship relationship, and confidence were enhanced as appeared by following the teachers answers during the four session and by comparing between her answers in the previous interview, followed interviews , and the notes in her journal. In addition to get the chance to know the details of the professional and educational level of the teacher the thing that was not revealed during the previous supervisory years. Therefore, the previous recommendations lose their importance in an unclear context previously.

Following the number of supervisory visits conducted during the study in comparison to the number of current supervisory visits we conclude that clinical supervision needs time and much effort to achieve its objectives effectively. This corresponds to the educational literature findings that employing the model requires time and resources to achieve its objectives in raising the teachers efficiency, and thus recommended the future studies to take this into account (Bulunuz, Gursoy, Genser, Goktalay, and Salihoglu, 2014) because that acquires new experience and at a good level, but requires more training and practice to be able to acquire all clinical supervision skills as states in the (Wills, 2010) study. The teacher stated that although supervisors are clinical experts, many are not thus they need guidance, training, continuous evaluation, and having these skills to develop their relationships with teachers, and to avoid redundant relationships. It should be noted that the number of courses was not determine in advance, but it depended on the teachers need in the field. however, the school has announced the partial strike during that period as a united step with the rest of schools in the country (in Palestine), which made some confusion in organizing the schools work therefore the implementation period of the fourth supervisory session was with the end of the current academic year.

Recommendations

Recommendations Associated with the Outcomes of the Study

The outcomes of the study indicated that that the clinical supervision model contributed to change the participant teacher's perception about supervision positively, and it enhanced the cooperative relationship between her and the researchers. It also contributed in determining the needs of the teacher through planning session tools and techniques within the supervisory courses, and in meeting the needs of the participating teacher by using observation tools and feedback session techniques in the supervisory course. In conclusion the effect was in developing the participant professionally, and developing the supervisory work itself through supporting the performance of the supervisor for him to provide objective recommendations based on data analyzed within the framework of collaborative continuous and constructive work, and take into account the characteristics of the visiting teacher. Therefore, we recommend educators supervisors to employ communication techniques, and diagnosing and observation tools during their supervisory work in order for the supervisor to choose the educational model that fit the needs of the teacher.

Recommendations for Future Studies

The study indicates that there is a lack of qualitative research on the Arab literature specifically regarding the notion of the existing educational supervisory system. Therefore, we recommend researchers to work on further qualitative researches and studies in this context to serve the educational process. Following that with the supervisory process through employing a new supervisory process to learn more about the stages of teaching process and evaluating the educational supervisory work, and how it achieves the desired goals related to quality of education, teachers' professional development, and presenting successful supervisory models to form a model that can be developed in the educational supervision system.

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