Contents

	Foreword Preface	iii vii
I	A CONTEXT FOR SUPERVISION	1
	Down the Down Staircase	2
	Curriculums	3
	Teaching Patterns and "Incidental Learning,"	
	Motivation, and Discipline	11
	Ritualism and the Absence of Reasons	21
	Evaluation and Testing	32
	Our Scholastic Legacy	44
П	A MODEL OF CLINICAL SUPERVISION	53
	A Framework of Values for Supervision	54
	The Structural Model, Its Rationales and Purposes	56
	The Five Stages	57
	METHODOLOGICAL TECHNIQUES FOR THE PREOBSERVATION CONFERENCE	
	AND FOR OBSERVATION	73
	Stage 1: Methods for the Preobservation Conference	73
		83
	Stage 2: Methods for Observation	0.5

IV	METHODOLOGICAL TECHNIQUES FOR ANALYSIS AND STRATEGY, PART 1 Stage 3: Analysis and Strategy	93 93
V	METHODOLOGICAL TECHNIQUES FOR ANALYSIS AND STRATEGY, PART 2 Setting Goals for the Selection of Supervisory Issues Additional Elements of Strategy Summary	131 131 141 167
VI	STAGE 4: METHODS OF THE CONFERENCE The Plan for This Chapter Case 1: A First-Grade Lesson in Number Critique of Case 1 Case 2: A Kindergarten Lesson in Counting Critique of Case 2 Case 3: A Sixth-Grade Social Studies Lesson Critique of Case 3	169 169 174 192 207 227 244 265
VII	STAGE 5: METHODS FOR THE POST- CONFERENCE ANALYSIS (POSTMORTEM)	273
VIII	PROBLEMS, PART I Stage 1: Problems of the Preobservation Conference Stage 2: Problems of Observation Stage 3: Problems of Analysis	281 283 288 295
IX	PROBLEMS, PART 2 Stage 4: Problems of the Conference Stage 5: Problems of the Post-Conference Analysis (Postmortem)	331 331 352
X	GLANCES AND GLIMPSES FORWARD AND BACKWARD In Final Defense of Clinical Supervision	357 367