DEVELOPMENT OF SUPERVISION FRAMEWORK FOR TEACHING PRACTICE IN A PUBLIC UNIVERSITY

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UNIVERSITI PENDIDIKAN SULTAN IDRIS

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DEVELOPMENT OF SUPERVISION FRAMEWORK FOR TEACHING PRACTICE IN A PUBLIC UNIVERSITY

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I, AHMAD JAZIMIN BIN JUSOH   SUPERVISOR'S NAME) hereby certifies that the work entitled **DEVELOPMENT OF SUPERVISION FRAMEWORK FOR TEACHING PRACTICE IN A PUBLIC UNIVERSITY** was prepared by the above named student, and was submitted to the Institute of Graduate Studies as a * partial/full fulfillment for the conferment of Master of Education (Curriculum Studies) and the aforementioned work, to the best of my knowledge, is the said student's work.

_____   _____

Date   Signature of the Supervisor

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ABSTRACT

The purpose of this study was to develop a supervision framework for teaching practice in a public university. This study also aimed: (a) to identify issues faced by student teachers, supervisors and mentor teachers during the teaching practice, (b) to explore valuable elements for developing a supervision framework, and (c) to validate the framework. The research design in this study was a framework development. The instruments used in this study consisted of a set of questionnaires, semi-structured interview, focus group discussion (FGD) and document analysis. This study involved 62 trainee teachers in the focus group discussion, eight supervisors and eight mentor teachers were involved in the interview and 353 trainee teachers were selected to respond to the questionnaires. Descriptive statistics such as frequency, percentage, mean and standard deviation were used in the study to analyse quantitative data. Thematic analysis was used to analyse the qualitative data. Key findings from the questionnaire revealed that the trainee teachers agreed (M=4.01; SD=0.9) that they have communication problems with their supervisors such as contradiction of expectation, insufficient of supervision, and inadequate support from the supervisors. The main themes that emerged from the focus group discussion and interview included lack of collaboration between schools and the university, inefficient sharing platform, and inadequate professional development. The outcomes of the document analysis on the Teaching Practice Manual showed that the manual lacked of proper and systematic framework or model as its underpinning theory. Hence, based on the empirical data, a new supervision framework was developed which contained eight main components, namely (a) reflective clinical supervision, (b) action research sharing platform, (c) co-observation, (d) remote supervision, (e) professional learning community (PLC), (f) peer learning, (g) smart partnership, and (h) supervisor and mentor teacher professional development. The new framework was validated by five experts and four trainee teachers. In conclusion, based on the weaknesses of the current pre-service teacher training program, a new supervision framework was developed and verified by experts and potential users which can be used as a guideline for teacher trainees and their supervisors. As an implication, this supervision framework could be used as a reference for public universities and Ministry of Education in enhancing the quality of their students' teaching practice by improving the supervisory system to bring out the maximum benefits in producing quality future teachers.

PEMBANGUNAN KERANGKA PENYELIAAN UNTUK LATIHAN MENGAJAR DI SEBUAH UNIVERSITI AWAM

ABSTRAK

Kajian ini bertujuan untuk membangunkan kerangka penyeliaan untuk latihan mengajar di sebuah universiti awam. Kajian ini juga berhasrat untuk: (a) mengenal pasti isu-isu yang dihadapi oleh para guru pelatih, penyelia dan guru pembimbing semasa latihan mengajar, (b) menerokai elemen-elemen penting untuk membangunkan kerangka penyeliaan, dan (c) mengesahkan kerangka penyeliaan tersebut. Reka bentuk kajian ini ialah pembangunan kerangka. Instrumen yang digunakan dalam kajian ini termasuk satu set soal selidik, wawancara separa berstruktur, perbincangan kumpulan fokus (FGD) dan analisis dokumen. Kajian ini melibatkan 62 orang guru pelatih dalam perbincangan kumpulan fokus, lapan orang penyelia dan lapan orang guru pembimbing dalam wawancara separa berstruktur dan 353 orang guru pelatih terpilih untuk menjawab soal selidik. Statistik deskriptif seperti kekerapan, peratusan, min dan sisihan piawai digunakan dalam kajian ini untuk menganalisis data kuantitatif. Analisa berdasarkan tema digunakan untuk menganalisis data kualitatif. Dapatan utama daripada soal selidik mendedahkan bahawa guru pelatih bersetuju (M=4.01; SD=0.9) tentang masalah komunikasi dengan penyelia mereka iaitu seperti percanggahan jangkaan, penyeliaan yang tidak mencukupi, kekurangan sokongan daripada penyelia mereka. Tema utama yang timbul daripada perbincangan kumpulan fokus dan wawancara adalah termasuk kekurangan kerjasama antara sekolah dengan universiti, platform perkongsian yang tidak berkesan, dan pembangunan profesional yang tidak mencukupi. Hasil analisis dokumen atas Manual Latihan Mengajar menunjukkan bahawa manual tersebut kekurangan kerangka atau model yang sistematik untuk dijadikan sebagai teori asas. Oleh itu, berdasarkan data empirikal, satu kerangka penyeliaan yang baru telah dibangunkan. Antara lapan komponen utamanya termasuk (a) penyeliaan klinikal reflektif, (b) platform perkongsian kajian tindakan, (c) penyeliaan bersama, (d) penyeliaan kawalan jarak jauh, (e) komuniti pembelajaran profesional, (f) pembelajaran bersama rakan sebaya, (g) perkongsian pintar, dan (h) pembangunan profesional penyelia dan guru pembimbing. Kerangka yang baru telah disahkan oleh lima orang pakar dan empat orang guru pelatih. Kesimpulannya, berdasarkan kekurangan program latihan guru praperkhidmatan semasa, kerangka penyeliaan yang baru telah dibangunkan dan disahkan oleh pakar-pakar dan pengguna berpotensi untuk berfungsi sebagai garis panduan kepada guru pelatih dan penyelia mereka. Sebagai implikasinya, kerangka penyeliaan ini boleh digunakan sebagai rujukan oleh universiti awam dan Kementerian Pendidikan Malaysia dalam meningkatkan kualiti latihan mengajar guru pelatih dengan menambahbaikkan sistem penyeliaan agar membawa manfaat maksimum dalam usaha menghasilkan bakal guru yang berkualiti.

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FGD   Focus Group Discussion

UPSI   Sultan Idris Education University

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

To fulfill the vision of Malaysia to become a developed country, the main priority should be focus on the human capital development. A country's accomplishment widely depends on the knowledge, skills and competencies of its citizen. Eleventh Malaysia Plan, 2016-2020 emphasizes that Malaysia will requires human capital who equipped with knowledge and skills, as well as ethics and morality to sustain the economic growth (Economic Planning Unit, 2015). Malaysia Education Blueprint 2013–2025 stated that in order to pursuit economic growth and development of Malaysia, education

plays a vital part. (Ministry of Education, 2014).

Human capital development is widely depending on the quality of the teachers who convey knowledge, sculpting attitude and fostering positive values among students, our future leader. In the mid-1990s, a research carried out in the state of Tennessee, USA proved that the quality of a teacher is the key element to determine a student's achievement. In the research, two students with average eight-years-old were given different teachers. One of them with a high-performing teacher and another one was allocated to a low-performing teacher. The result showed that within three years, the students' academic performance diverged by more than 50 percentile points. Similar studies which conducted in England, Dallas and Boston in USA found the similar results as well. (Ministry of Education, Malaysia Education Blueprint 2013 – 2025) Thus, quality teachers are desperately needed in order to make the vision become reality.

Generally, Clark and Collin (2007); Darling-Hammond (2006); Farrell (2008) as cited in Ochieng'Ong'ondo and Borg (2011) agreed that the teaching practice is one of the most important aspect on trainee teacher's education curriculum. Besides, teaching practice has been recognized as one of the most critical instruments for formulating future teachers (Farrel, 2001; Walsh and Elmsile, 2005; Cruickshank and Westbrook, 2013; Dang, 2013). Therefore, to ensure that the teaching practice brings out the maximum beneficial to produce more quality future teachers, supervision for trainee teacher plays an undeniable significant role.

Assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Firdissa, 2009). Stock-ward and Javorek (2003) stated that supervision plays an important component of the work of most student affairs professionals. Winston and Creamer (1997) defined supervision as a helping process designed to promote organizational goals, enhance personal and professional development as they work. In fact, supervision can be the ultimate answer to the production of more quality future teachers.

This study aims to discuss the supervision models and comprised its essential elements to draw researcher's attention to develop a comprehensive and contemporary supervision framework which suites to Malaysia context. The purposes of this study are to understand the definitions and aims of supervision, and to determine the essential elements of each supervision model. It would help us to gain further understanding by study the evolution and reformation of supervision models. Furthermore, this study will in depth identify problems faced by trainee teachers, mentor teachers and supervisor during teaching practice.

The significance of this research is to highlight the essential elements of each supervision model. By identified these essential elements, researchers will have a clearer vision about the purposes of supervision whilst might adapt or adopt these findings to develop a new supervision framework that Malaysia needed. Additionally, the problems faced by trainee teachers, mentor teachers and supervisors during teaching practice will be highlighted in this study in order to make sure the supervision contributes the maximum benefits to our education system and trainee teacher's education curriculum. The elements that suggested by trainee teachers, mentor teachers

and supervisors to improvise the current supervisory system will take into consideration when developing a new supervision framework for Malaysia.

1.2   Problem Statement

Although supervision plays such a crucial role in sustaining the field of student affairs, little support is offered to practitioners who are challenged with the task of supervising (Barham & Winston, 2006; Cliente, Henning, Skinner Jackson, Kennedy, & Sloan, 2006; Harned & Murphy, 1998; Shupp & Arminio, 2012). Additionally, Barham and Winston (2006); Creamer and Winston (2002); Stock-Ward and Javorek (2003); Winston and Creamer (1997); as cited in Petroc (2012) sadly to identify that supervision has warranted limited attention in the literature of the profession. Without the necessary education, training, and resources to effectively supervise, even the most benevolent supervisors are ill-prepared to provide supervision, especially to new professionals (Harned and Murphy, 1998; Saunders, Cooper, Winston, and Chernow, 2000; Shupp and Arminio, 2012).

It is often reported that trainee teachers become "burnt out" during the internship due to their anxiety about the practicum and heavy workloads (Kokkinos & Stavropoulos, 2016). Moreover, contextual factors of the school where they undertake the teaching practice also expose some challenges for preservice teachers. For example, Hu and Yelland (2017) identified that trainee teachers were lack of support, guidance, and feedback from the mentor. In many cases, mentors excessively interfere with their choice of teaching methods (Han & Damjanovic, 2014; Hu & Yelland, 2017;

Mukeredzi, 2016).

Generally, the rich, dynamic environment of a teaching practicum appeared to present trainee teachers with many challenges and uncertainties. Therefore, those who form idealistic expectations about the teaching profession are more likely to suffer during the teaching practice or drop out of the profession later as the reality of the teaching practice does not match their expectations (Hong, 2010; Le,2014). In addition, a study by Klassen and Chiu (2011) reveals that preservice teachers' self-efficacy in classroom management, teaching-related stress, and contextual factors significantly influence their occupational commitment and quitting intention.

Pfitzner-Eden (2016) also discovers that if preservice teachers become more self-sufficient in their instruction, classroom management, and student engagement during their internship, they are less likely to quit. McLennan et al. (2017) contend that preservice teachers' self-efficacy directly predicts their positive outlook regarding the. Conversely, the challenges they face during their internships may discourage them from continuing to work as teachers (Tran & Huynh, 2019). Thus, this study aims to investigates the challenges faced by trainee teachers in Malaysia in order to offer best teaching practice experiences and sufficient supports to trainee teachers.

Sultan Idris Education University (UPSI) was chosen for this study as UPSI is the public university which offers widest range of education courses in higher education level. According to Malaysia Qualification Register (MQR), in year 2019, UPSI offers 243 education courses. Based on the preliminary study conducted in Sultan Idris Education University (UPSI) on August 2016 under Niche Research Grant Scheme

(NRGS) funded by Ministry of Education Malaysia, results showed that there were few weaknesses in the existing supervisory system. Supervisors commented that there was no clear guideline given to them on how to supervise trainee teachers. Furthermore, supervisors also commented that no specific training and workshop were given to them on the process to supervise trainee teachers. These problems caused the supervisors were not well prepared for the tasks of supervising. Supervisors also voiced out that the frequency of existing observations is not sufficient for them to guide the trainee teachers effectively.

In the same preliminary study, UPSI trainee teachers commented that they were lacked understanding and unclear on the items that they were appraised during supervision process. They felt that supervision process is more toward assessment rather than guidance. Trainee teachers commented that the frequency of observations is not sufficient for supervisors to guide them effectively. Additionally, trainee teachers claimed that little supports were offered by teacher training institution. They also commented that briefing prior to teaching practice placement in schools is inadequate and incomplete.

Teaching Practice Guidebook which produced by Centre of Teaching Practice and Industrial Training, Sultan Idris Education University, 2013, is consider as the key references for all the trainee teachers and supervisors during teaching practice. After analyzed the guide book, researcher found that the guide book does not consist of any framework that built based on the supervision model and theory. This issue may cause trainee teachers and supervisors were unclear with the whole supervision system.

School-based teaching practice aims to enhance trainee teachers' professional development. However, according to Netsanet (2014), the existing reality in implementation of educational supervision at school do not seem to reveal a positive impact in supervision services on educational improvement. Moreover, it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum. Such supervision problem might have a negative influence on teacher satisfaction with their jobs. Furthermore, weaknesses in educational supervision can have a negative impact on the quality of education.

In Malaysia, Ong, Ros, Azlian, Sharnti and Ho (2004) revealed that stress felt during practicum have prevented trainee teachers from positively engaging in theory and practice. Supervision, pedagogical and content knowledge, workload other than teaching, have been identified as the challenges faced by many trainee teachers during their teaching practice. Yunus, Hashim, Ishak, and Mahamod (2010) successfully identified that lacks of communication between the trainee teachers and their supervisors has become major problem for most of the trainee teachers in Malaysia. This has become one of the challenges probably because it is important for the trainee teachers to have good communication and interaction with their supervisors in order to improve their instructional skills and finally gain a good grade for their teaching practice.

Trainee teachers rely on various sources for guidance, Farrell (2008) has identified that mentor teacher is one of the most influential person to the trainee teacher during their teaching practice as mentor teacher spend more time with the trainee teacher in school. However, in most of the researches, such as above, are not really emphasize on

the role playing by the supervisor from university. The question that arise is - supervisor roles are not important? Or has it been neglected or understudied?

In addition, a lot of studies from worldwide, carried out by Akpede (2011); Azeem (2011); Ganal, Andaya and Guiab (2009); Hamaidi, Al-Shara, Arouri and Awwad. (2014); Jusoh (2013); Kiggundu and Nayimuli (2009); Nwanekezi, Okoli and Mezieobi (2011); Okobia, Augustine and Osagie (2013); Saricoban (2010); in their respective country, had clearly identified the problems facing by trainee teachers during teaching practice. However, these studies did not reveal the issue between trainee teachers and supervisor from university. Is that mean there are no issue or problem that occurred in between them. Or this supervisory relationship has been neglected, missed look or understudied. Thus, this gap of analysis triggers the need to originate this study.

Thus, this research is vital to study the problems and problems faced by trainee teachers, mentor teachers and supervisors during teaching practice. By identify the problems encountered by them, eventually will generate a better supervisory system and able to create a more comprehensive and effective supervision framework for teaching practice as an effort to produce quality teachers for the future.

1.3 Research Objectives

This research highlighted research objectives as below:

1. To identify the problems faced by trainee teachers, supervisors and mentor teachers during teaching practice.
2. To develop a supervision framework.
3. To validate supervision framework for teaching practice.

1.4　　Research Question

As stated above, the purpose of this study is to investigate the implementation of supervision for the trainee teachers, thus the following questions will be considered when collecting data:

1. What are the problems faced by trainee teachers, supervisors and mentor teachers during teaching practice?

   a. What are the problems faced by trainee teachers during teaching practice in school?

   b. What are the problems faced by supervisors when supervising the trainee teachers?

   c. What are the problems faced by mentor teachers when supervising the trainee teachers?

2. What is the supervision framework that can be built using the data collected?

3. To what extend the supervision framework have been constructed valid?

1.5   Significance of the Study

This study may benefit trainer teachers, supervisors, mentor teachers, students and Ministry of Education.

1.   Trainee Teachers

Trainee teachers are the future teacher who will act as a medium to transmit knowledge, shaping positive attitudes and nurturing constructive values among students. Before a trainee teacher become a qualified teacher, he/she need to undergo teaching practice. Thus, this study aims to assist trainee teachers to reveal their problems and concerns during teaching practice. At the same time, to explore elements in supervisory system to create a more comprehensive supervision framework which will benefits all trainee teachers in Malaysia. Through the effective supervision, high quality future teachers can be produced.

2. Supervisors

During teaching practice, supervisor responsible to support trainee teachers and enhance their professional development. During supervisory process, supervisor will encounter numerous problems which might affect their supervision and reduced the effectiveness of the supervision. Thus, this study will identify the problems of supervisor during teaching practice, and find a solution to reduce supervisor's burdens and worries. Supervisors who are fully equipped with supervising skills, with the clear guideline on supervision process, will surely further assist trainee teachers to enhance professional and instructional development during teaching practice.

3. Mentor Teachers

Besides supervisors, mentor teachers play a significant role to support trainee teachers during teaching practice, a crucial period that every future teacher need to go through. Compare with supervisor, trainee teachers are easier to reach their mentor teachers as both parties serve in a same school during teaching practice. Mentor teachers might encounter problems during teaching practice which might affect the quality of their supervision. Thus, this study aims to identify the problems faced by mentor teachers and find a solution to reduce mentor teacher's burdens and worries. Mentor teachers who are fully fortified with supervising skills will surely enhance professional and instructional development of trainee teacher during teaching practice.

4. **Students**

This study's vital aim is to benefits our students as today's students are tomorrow's leaders. Thus, every student deserved to receive great educations from high quality educators. Supervision during teaching practice can enhance trainee teacher's professional development and fostering positive value toward producing quality future teacher. With the high-quality teachers, students will enjoy the learning process and increase their performance especially in academic. High performance students are the assets of our country development and contributors toward economic growth of our nation.

5. **Ministry of Education, Malaysia**

This study is in-line with the Ministry of Education to produce quality future teachers. The more comprehensive supervision framework and guideline that created through this study aims to reduce the problems of existing supervisory system. The supervision model framework and guideline that created hopefully will be implemented throughout whole Malaysia to enhance supervisory system in education during teaching practice.

1.6   Scope and Limitations of the Study

All the scope and limitations were taken into consideration during the research are listed as below:

1. The samples are limited to the trainee teachers who completed their teaching practice in the previous semester, mentor teachers and supervisors who supervised trainee teachers in the previous semester.

2. The selected public university is Sultan Idris Education University in Malaysia, which also known as Universiti Pendidikan Sultan Idris (UPSI). Rational of choosing this university are:

   a) During the planned collecting data period, January until July 2017, semester 8th UPSI trainee teachers have return to UPSI on February, after completed their teaching practice in semester 7th.

   b) Others public university which offered education courses such as National University of Malaysia (UKM), University Science Malaysia (USM), University Malaysia Sabah (UMS), Universiti Putra Malaysia (UPM) scheduled their teaching practice in the final semester, which means trainee teachers that completed their teaching practice will not return to their campus.

   c) UPSI is a public university which offers widest range of education courses in higher education level.

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3. Trainee teachers from these seven programs are selected, which included:

- Bachelor of Education in Teaching English as Second Language (TESL) for secondary and primary school,

- Bachelor of Education in Science Education,

- Bachelor of Education in Mathematics Education,

- Bachelor of Education in Physical Education,

- Bachelor of Education in Moral Education,

- Bachelor of Education in History, and

- Bachelor of Early Childhood Education

4. Limitation of time frame given which is within one year.
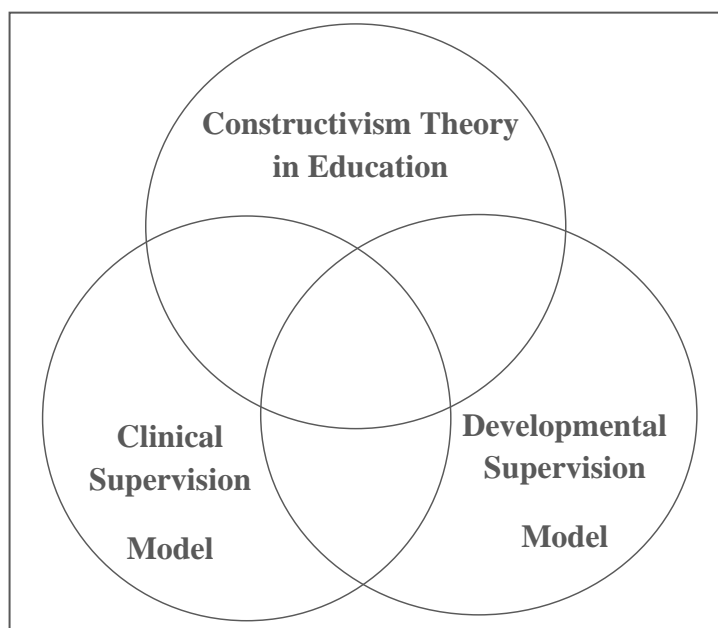
1.7　Theoretical Framework

Figure 1.1. Theoretical Framework for Developing Supervision Framework and Guideline

Constructivism Theory in Education

Starting from 1960s, behaviorism believed that if teachers provided the correct stimuli, then students would learn and it can be measured through observations of student behaviors. Outcome-based education, teacher performance evaluation systems, management by objective were among strategies that created for schools. Behaviorism successfully made teachers to believe that if learning was not occurring, then teachers responsible to restructure the environment, determine the most appropriate reinforcement to promote the desired student behavior, or vice versa. Somehow, behaviorism failed to produce constructive effects within the complex context of the classroom.

Following the inheritance of behaviorism, constructivism has been introduced as a theory which able to explains the complexity of the teaching-learning process. According to Lock (1947), constructivism as (the mind can) "put together those ideas it has, and make new complex ones." Davis, Maher and Noddings (1990) defined constructivism as "It is assumed that learners have to construct their own knowledge--individually and collectively. Each learner has a tool kit of concepts and skills with which he or she must construct knowledge to solve problems presented by the environment. The role of the community-- other learners and teacher-- is to provide the setting, pose the challenges, and offer the support that will encourage mathematical construction." "Constructivism is not a theory about teaching…it is a theory about knowledge and learning… the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, nonobjective." (Brooks and Brooks, 1993) Von Glasersfeld (1995) explained constructivism as "Knowledge, no matter how it be

defined, is in the heads of persons, and that the thinking subject has no alternative but to construct what he or she knows on the basis of his or her own experience." "The central principles of this approach are that learners can only make sense of new situations in terms of their existing understanding. Learning involves an active process in which learner construct meaning by linking new ideas with their existing knowledge." (Naylor & Keogh, 1999). Jenkins (2000) defined that "Constructivists of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner."

Definitions above acknowledged that development of understanding requires the learner actively engage in meaning-making. Constructivists argue that "knowledge is not passively received but built up by the cognizing subject" (Von Glasersfeld, 1995). Meaning to say that constructivists change the emphasis from knowledge as a product to knowing as a process.

The great pioneer of the constructivism, Jean Piaget focus mainly on the development of the individual stated that "… all knowledge is tied to action, and knowing an object or an event is to use it by assimilating it to an action scheme…" (Piaget, 1967). For Piaget, knowledge construction takes place when new knowledge is actively assimilated and accommodated into existing knowledge. Additionally, Piaget's constructivist belief that our understandings of reality are constantly being revised and re-constructed through time and with respect to exposure to new experiences (Piaget, 1970).

Constructivism highlighted that student preconceptions have been revealed to be very resilient to alteration (Driver, 1989; Osborne & Freyberg, 1985). Preconceptions depend on someone's early experiences, are instinctive, and procedure a filter for later learning. Numerous instructional approaches (such as the learning cycle, e.g., Atkin and Karplus, 1962; Rubba, 1992) promoted by teachers start with discovery of what students know, then offering educational involvements which will oppose former conceptions (or offer a cognitive conflict) in order to encourage theoretical growth. Cognitive conflict involves "placing a student in a position in which the application of his or her own understanding of a problem leads to cognitive difficulties which the student must then resolve" (Jenkins, 2000).

Constructivism proposes educators' teaching methods that are corresponding with present exploration on learning. By seeing learning as an active progression, taking students previous knowledge into consideration, constructing on preconceptions, and provoking cognitive conflict, educators can plan education that goes beyond repetition learning to meaningful learning that is more likely to lead to deeper, longer lasting understandings.

Constructivism has initiated the cooperative and collaborative teaching strategies such as: Teams-Games-Tournament, Jigsaw, Student Teams Achievement Division, Numbered Heads Together, and Peer-Peer Tutoring (e.g. Slavin, 1980; 1990). These strategies mentioned above emphasize on having students working together while sharing thoughts and challenging each other's views.

As a conclusion, constructivism stress on the individual during teaching has drawn consideration to the previous beliefs, knowledge, and skills that individuals bring with them. Prior knowledge significantly influences the ways individuals make meaning out of instruction. The constructivist emphasis on the social context and larger community of learners. This has caused a major change from individually-based instruction to instruction that integrates and embeds teaching within the larger community of peers, younger students and elders. Lastly, constructivism's utmost influence to instruction was the shift in focus from knowledge as a product to knowing as a process.

Clinical Supervision Model

In 1950's, Morris L. Cogan and others developed Clinical supervision at Harvard. Cogan and his colleagues found that by just observing a lesson and then discussing with the teacher were insufficient. They continued to develop a model which was subsequently reviewed and revised. Primarily, Harvard used clinical supervision in the pre-service program, but it rapidly turned into part of in-service education. For instant, Harvard-Lexington and Harvard-Boston programs used it with experienced teachers. Fascinatingly, clinical supervision has components that reflect the major trends and its design displays evidence of the cooperative effort.

In clinical supervision, supervisor assists teacher attack difficulties together and "rests on the conviction that instruction can only be improved by 'direct feedback to a teacher on aspects of his or her teaching that are of concern to that teacher (rather than items on an evaluation form or items that are pet concerns of the supervisor only)"

(Reavis, 1976).

Burton and Brueckner's (1955) defined "modern supervision" as "the systematic study and analysis of the entire teaching-learning situation utilizing a carefully planned program that has been cooperatively derived from the situation and which is adapted to the needs of those involved in it". Clinical supervision is significantly different from the previous supervisory methods as its focus on analysis rather than inspection and its appearance of a model rather than the smorgasbord of charts, tables, lists, and examples which occurred in most of the supervision literature.

Clinical supervision lacks the attributes of a theory (Cogan, 1973; Mosher and Purpel, 1972; Sergiovanni, 1976), the definition, values, and propositions are accompanied by a model. Obviously; classroom is space where this model operates. The teacher and the supervisor are the individuals that directly involved. Cycle of clinical supervision is the most prevail feature of the model. Since clinical supervision is a process model, this description of its content will emphasis on the point of commencement, the specific stages in the cycle, and the predictable benefits.

In clinical supervision, teacher is the person who accountable for initiating the model. Goldhammer (1969) highlighted that clinical supervision was "basically teacher-initiated and consistent with independent, self-sufficient action". Cogan (1973) declared that "it is in the teacher-supervisor dyad that the teacher learns that the supervisory program is [the teacher's], not the supervisor's". Teacher with supervisor's aid expresses the individual difficulties, strong point, weaknesses and goals, which become the purposes in the stages of the clinical supervision cycle.

Cycle of clinical supervision is the process which requires the tasks and activities. Different literature suggested various number of phases as well as the labels of each components involved (Goldhammer, 1969; Mosher and Purpel, 1972; Cogan, 1973; Boyan and Copeland, 1978), but with the similar component which generally emphasis on planning, observation, and evaluation. The main attention is upon external performances: motivations and intentions are not investigated.

To present the cycle of clinical supervision, Cogan (1973) uses eight steps called "phases". Phase one needs teacher and supervisor establish a relationship. Supervisor establish the clinical connection with the teacher, clarifies the objectives and arrangements of clinical supervision, and starts to assists the teacher take on new characters and purposes in the supervisory process.

Planning occurs in the next two phases. In phase two, the supervisor together with the teacher plan a lesson, a series of lessons, or a unit. In phase three, the supervisor, and the teacher, both of them plans the objectives, process, and preparations which including technical aspects for the observation and data collection. The focus should be "the safe ground between trivial and overambitious changes in the teacher's behavior" (Cogan, 1973). These pre-observation activities deliver a psychological framework which help to reduce worry which always happens in in-class observational supervisory practices (Goldhamrner, 1969).

Phase four takes place in the classroom which involves observation of instruction. There are many ways to collect data, Goldhammer (1969) suggested by notes recording classroom events verbatim, Mosher and Purpel (1972), by organizing around groups of student and teacher behavior and/or by systematic observation using any mixture of established practices (Cogan, 1973; Flanders, 1976).

Phase five occurred when both teacher and supervisor analyses the teaching-learning process after the observation. This analysis aimed to make clinical supervision "less whimsical, less arbitrary, less superficial" (Goldhammer, 1969) compare with earlier methods. Cogan (1973) specifies that both supervisor and teacher should deal with critical occurrences and pattern analysis in this phase. It eventually makes data useable and beneficial.

In phase six, the major task is planning the strategy of the conference. Either only supervisor or the supervisor and teacher working together to handle this. To safeguard privacy, the physical setting should be chosen wisely. The supervisor fixes the conference but somehow, supervisor does not require to preplan the whole sequence of actions.

In phase seven, the conference arises. During the conference, the teacher and supervisor attempt to recognize what has happened in the classroom. The teacher starts to make conclusions about his/her performance especially instructional behavior followed by students' performances and learning. There is no any fixed method or design on how clinical supervision conference should be carried out as Cogan (1973) defines that, "the conference defines itself in its context" (Cogan, 1973).

In phase eight, renewed planning emerged. At this point, the supervisor and teacher choose on the kinds of change required in the teacher's classroom performance. Even though both of them planning for further teaching and changes to be made, but the cycle for clinical supervision resume the same sequence. Basically, phase eight emphasis on instructional enhancement through direct feedback in scopes which concern to the teacher.

Developmental supervision

Developmental supervision model comprises an assortment of supervision responsibilities which able to enhance instruction grounded on the developmental need of the teacher (Glickman, Gordon, & Ross-Gordon, 2007). Developmental supervision highlighted 5 elements which consists of direct assistance, group development, professional development, curriculum development and action research.

For direct assistance, supervisor plays a vital role to give professional feedback on teacher's instructional performance. This assistance aims to improve teacher's instructional skills and performance. For group development, supervisor offers and facilitates meetings among teachers. These instructional problem- solving meetings basically discuss about the instructional problems that they facing and discuss professionally on solutions to solve the problem.

For professional development, supervisor offers education prospects to teachers in order to enhance their instructional knowledge, skills and performance. For curriculum development, if necessary, the supervisor offers improvement changes in instructional content and teaching materials to enhance their instruction. Lastly, for action research, supervisor offers teachers suggestion to appraise or assess on their own instructional to enhance their professional development.

Relationship Between Constructivism Theory in Education, Clinical Supervision Model and Developmental Supervision Model.

After associated these three elements, the supervision framework must be able to assists trainee teachers and supervisors to understand their roles, responsible and outcomes deeper. These three models basically emphasized on self-active learning, learning by doing, direct assistance, group development, series of supervision process, and professional development.

1.8   Conceptual Framework

Problems faced by supervisors, mentor teachers and trainee teachers during teaching practice

Clinical supervision Model

Developmental Supervision Model

Supervision Framework

Literature

review on essential elements of supervision **model**

Elements to be supervision framework

Constructivism Learning Theory

Develop a supervision framework
(enhance professional development)
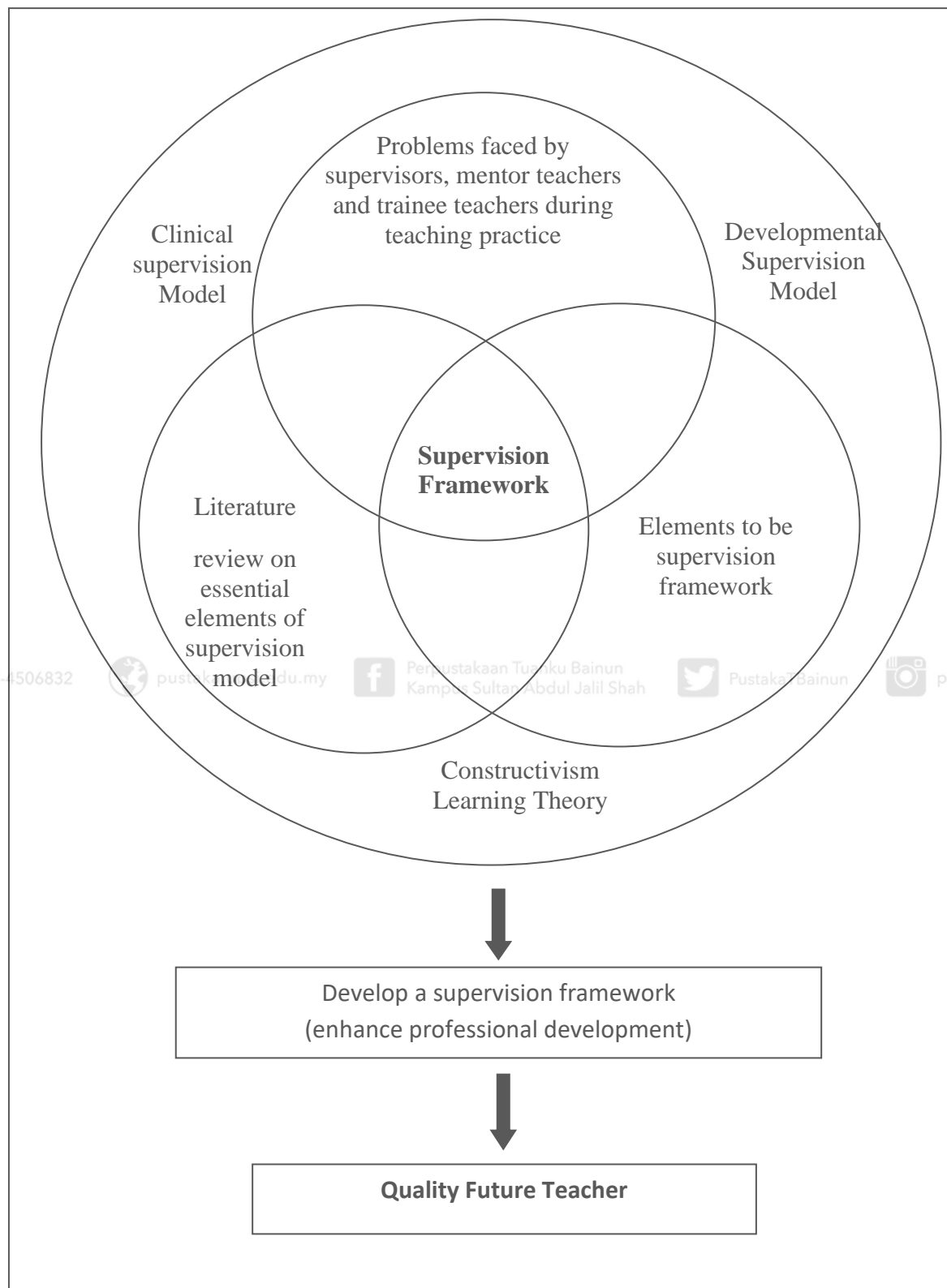
Quality Future Teacher

Figure 1.2. Conceptual Framework for Developing Supervision Framework and Guideline, Adapted from Darling-Hammond and Bransford (2005, p.11)

Based on **Figure 1.2.**, the conceptual framework shows how this research able to achieve the targeted goal. First, researcher need to gain deeper understanding about the two supervision models which are clinical supervision model and developmental supervision model which has been selected as the core knowledge for supervision implementation. The constructivism learning theory was selected to understand that trainee teachers construct knowledge out of their experiences. Constructivism emphasizes pedagogic tactics that encourage active learning or learning by doing.

Then, researcher will study literature review to identify the essential elements of supervision models, problems faced by supervisors, mentor teachers and trainee teachers during teaching practice. Furthermore, data will be collected from supervisors, mentor teachers and trainee teachers regarding issues during teaching practice and effective supervision from their perspective.

All these data will be integrated and analyzed. The integrated of these three parts would be able to produce a supervision framework for teaching practice which aims to enhance professional development. The ultimate goal for this study – which aim to produce more quality future teachers can be achieved.

1.8   Operational Definition

To allow readers to gain better understanding, these educational vocabularies were clearly defined.

Supervision

Supervision is a management function anticipated to encourage the success of institutional targets and at the same time to enhance the performance of staff, professional and personal capabilities. (Winston and Creamer, 1997). Besides, supervision can de defined as the process of guiding, observations and evaluation towards the Trainee Teacher by the supervisor and mentor teacher. (Teaching Practice Guidebook, Centre of Teaching Practice and Industrial Training, Sultan Idris Education University, 2013)

In this study, supervision can be defined as a supportive system for trainee teachers to receive sufficient guidance, assistants, supports and consultation from supervisors, mentor teachers or even peers which will augment their professional development, enhance the teaching and learning process and fostering positive instructional values.

Teaching Practice

Teaching practice is considered as one of a main, preliminary test of trainee teacher's decision to enter the teaching profession. During teaching practice, trainee teachers are required to translate theoretical knowledge into practice. It is a phase where ideal imageries are challenged with demands of reality. The trainee teacher must prove the scientific foundation of the art of teaching under the inspection of both mentor teacher and supervisor. (Hoy and Woolfolk, 1990)

Teaching practice is a crucial period for trainee teachers to execute the philosophy acquired at their teacher training institution and put it into practice. Teaching practice is considered as one of the requirements to fulfill the trainee teacher's education curriculum, which means trainee teachers must completed their teaching practice before they are qualified to graduate as a bachelor of education. In UPSI, trainee teachers will undergo their 16 weeks teaching practice during semester 7th.

Trainee Teacher

Students who have to take up teaching practice course in school or educational institution. (Teaching Practice Guidebook, Centre of Teaching Practice and Industrial Training, Sultan Idris Education University, 2013).

Trainee teacher also defined as a student who is learning to be a teacher. As a part of training, trainee teacher will be observed classroom instruction and closely supervised teaching in a school, also named as intern or practice teacher. In this study,

respondents that selected for this study were semester 8th trainee teachers who completed their teaching practice in the previous semester.

Supervisor

Lecturer who is appointed by university to guide, supervise and evaluate the performance of trainee teacher during the teaching practice. (Teaching Practice Guidebook, Centre of Teaching Practice and Industrial Training, Sultan Idris Education University, 2013)

The supervisor is the university lecturer who assigned to support trainee teachers and enhance their professional development. In this study, supervisors that have been chosen are supervisors who supervised their trainee teachers in the last semester.

Mentor Teacher

Mentor teacher is a trained teacher who was suggested by the school/institution and being appointed by UPSI to be guidance and evaluator for the Trainee Teacher who is undergoing teaching practice in school or in that particular educational institution. (Teaching Practice Guidebook, Centre of Teaching Practice and Industrial Training, Sultan Idris Education University, 2013). In this study, mentor teachers that have been chosen was mentor teacher who supervised their trainee teachers in the last semester.