

Reviews

Techniques in the Clinical Supervision of Teachers: Preservice and Inservice Applications.

Keith A. Acheson and
Meredith D. Gall.
New York:
Longman, Inc., 1980.

—Reviewed by David W. Champagne, Associate Professor, Program in Curriculum and Supervision, School of Education, University of Pittsburgh, Pennsylvania.

Acheson and Gall describe their book as the "nuts and bolts" and that it is. Its organization, layout, and approach provide easy access; it contains clear descriptive prose; and it includes specific techniques. All this forms the authors' definition of clinical supervision. While clearly giving credit to Morris L. Cogan¹ for creating the term "clinical supervision," they have adapted Cogan's model to the inservice world of administrators and supervisors.

Because that world contains an enormous range of people and responsibilities, supervision, to be done at all, must be compressed and focused. Acheson and Gall compress Cogan's cycle of supervision into three phases: pre-planning, observation, and conferencing. The second part of the book suggests techniques for implementing these phases in real school settings.

One section on pre-planning prescribes ways to find out what the teacher is doing, suggests some specific planning models for lessons and instruction, and details how to focus the observations of teaching which are to follow. It also cites some current research implications for instructional organization.

The most extensive section is on observation of teaching. It presents specific techniques of data collection, gives sample observations using the techniques, and then suggests ways those data can be used to help the teacher.

The final major section explains methods for using observational data in decisions about teaching and suggests ways that teaching might be redirected.

¹ Cogan, Morris L., *Clinical Supervision*, Boston: Houghton Mifflin, 1973.

Keith A. Acheson Meredith D. Gall

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Acheson and Gall conclude with short "case studies" of their methodology as it has been practiced. These cases give testimonial support to the productive effects of supervision, as per their definition.

My reactions to this book are mixed. The field of supervision has needed an accessible, easily-used technique book since Goldhammer and Cogan first made the ideas of clinical supervision generally available. Now we have one. For those administrators and supervisors who are tired of spending their time in the fruitless charade of twice-per-year evaluations of teaching, this book's clear prescription of a different way to do things has a much higher probability of resulting in change in a teacher's performance. These techniques used with care and consideration can be powerful because they are data based and involve the teacher in the planning process.

My biases about the limitations of the book are that the examples given, the data included, the dialogues cited—all deal with obvious and surface issues in teaching and learning of students. Those are: (1) teachers attend most often to only a few students; or (2) their questions are usually focused on recall and comprehension. But we must also attend to: content selection issues, teacher bias and role perception, and the implications of teacher praise with hidden criteria. This book focuses almost exclusively on the former issues. My inferences about the authors' view

of teaching, from their selection of issues, are that teaching is a fairly pedestrian and mechanical skill. I don't believe they would support that inference, but the book encourages it. It is also easier to collect data on these surface issues and easier therefore to write about them.

We must in our books on supervision and teaching adequately present these larger issues, or we are correctly subject to the criticism, often heard, that we are trivializing supervision, teaching, and learning to the levels most easily measured and behaviorally recorded.

Buy this book, but recognize its limitations. The clinical techniques are not inherently this limited. They are very powerful when subtly and sensitively used. They are certainly powerful enough to raise all the issues about teaching and learning we can manage to think about. You will have to go beyond this book on your own to raise those issues. And you must raise them.

School Discipline: A Socially Literate Solution.

Alfred S. Alschuler.

New York:

McGraw-Hill Book Company, 1980.

—Reviewed by Sylvester Kohut, Tennessee Technological University, Cookeville, Tennessee.

Alschuler's book isn't just another "helpful-hints-for-happy-teaching" text. It is a practitioner's guide addressing the issue of classroom management and school violence using *social literacy*, a method adapted from the writings of the revolutionary Brazilian educator, Paulo Freire. This method stresses group decision making and dialogue whereby school problems can be reduced by first identifying patterns of conflict, analyzing systematic causes, providing democratic means for improving rules and regulations which govern teachers and students alike. Available from McGraw-Hill for \$12.95.

NEA distributes an eight-part audiotape cassette series (\$35) by Alschuler which complements the book. "Resolving Classroom Conflict Through Social Literacy" provides step-by-step proced-

ures for implementing socially literate methods in any school setting.

Burn-Out: Stages of Disillusionment in the Helping Professions.

Jerry Edelwich, with Archie Brodsky.
New York:
Human Sciences Press, 1980.

—Reviewed by D. John McIntyre,
Southern Illinois University, Carbon-
dale, Illinois.

Any person involved in the helping professions will find this book both frightening and extremely useful. *Burn-Out* vividly describes and illustrates the various stages of burnout. Many readers will be able to painfully identify as their careers evolve from enthusiasm to stagnation, frustration, and, finally, apathy. The authors effectively utilize actual examples and interviews with teachers, counselors, social workers, and others to dramatize the possible effect of burnout on not only a career but also one's total life. Fortunately, realistic interventions are provided to help break the cycle of disillusionment.

Perhaps the major theme is that burnout can be, professionally speaking, a terminal or growth experience. *Burn-Out* enables the reader to diagnose an endangered career and to prescribe solutions for continued growth.

Available from Human Sciences Press for \$16.95.

Curriculum: Design and Development.

David Pratt.
New York:
Harcourt Brace Jovanovich,
Incorporated, 1980.

—Reviewed by Frank Arone, Teaneck Public Schools, Teaneck, New Jersey.

This highly readable volume is an excellent guide for the improvement of school experiences through a methodological application to curriculum of basic principles and workable strategies.

At a time when the public is asking for increased data about the success of programs, the clarity of thought and the depth of technical knowledge in the sections on needs assessment, criteria of performance, and program evaluation will be of great interest to curriculum developers.

This material is definitely designed for the practitioner. The authors weave research studies expertly into the text,

develop criteria for the selection of equipment and materials, and present a specimen curriculum which brings together all the elements described in the book.

Available from Harcourt Brace Jovanovich, Inc., for \$17.95.

The Aquarian Conspiracy: Personal and Social Transformation in the 1980s.

Marilyn Ferguson.
Los Angeles, California:
J. P. Tarcher, Incorporated, 1980.

—Reviewed by William Morrison, Central Connecticut State College, New Britain, Connecticut.

The Aquarian Conspiracy, a skillful synthesis of contemporary avant-garde research and thought, heralds a renaissance which promises to generate significant transformations throughout our society. The "conspiracy" is not an insidious intrigue but rather an underground movement made up of philosophers, scientists, diplomats, and educators, who wish to create a new society founded on fresh and expanded views of human potential.

Why is education the least dynamic of our institutions? Why do so many perform and learn at mediocre levels, and what is the nature of change and human possibility? These questions, and others related to human potential, are examined within the context of such innovative theories as "punctuated evolution," "holism," "entropy," "syntropy," and "paradigm shifts."

This challenging and instructive book will take the reader to the very frontiers of knowledge, and possibly beyond.

Available from J. P. Tarcher, Inc., for \$15.

Looking At Schools: Good, Bad, and Indifferent.

Edward Wynne.
Lexington, Massachusetts:
Lexington Books, 1980.

—Reviewed by James Hager, Lake Washington School District, Kirkland, Washington.

Periodically an author purports to have diagnosed our educational ills and prescribes a variety of social and institutional remedies for these ills. Such an author is Edward Wynne.

Looking At Schools is a subjective essay derived from 167 school reports—assignments completed by the author's undergraduate and graduate students between 1972 and 1979. Although

the assignments were completed entirely in the Chicago area, the author contends the findings and the interpretation have applicability beyond Chicago.

Only 40 of the 167 reports are cited in *Looking At Schools*, and these appear to be selected to support the author's diagnosis and prescriptions, which he admits may be "debatable." Wynne claims character building, not academic achievement, is the principal aim of schooling.

If you are interested in reading another author's subjective essay on today's educational ills and remedies for these ills, this may be the book for you.

Available from Lexington Books for \$23.95.

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ures to evaluate arts programs, including the Tuchman Teacher Feedback to assess teacher behavior in the classroom, the EQA Teacher Questionnaire to ascertain the teacher's perception of community integration, the Torrance and Williams inventory, and the EQA Self-Esteem Inventory.

Test scores indicate that a program's success is determined by the classroom teacher's ability and willingness to exhibit in a dynamic way the same type of thinking and feeling he or she expects of the student. A creative person takes risks and undertakes complex tasks with imagination and curiosity. When teachers develop these attitudes in themselves, they succeed in creating a classroom atmosphere where creative activities flourish. Students change their behavior when teachers change their own attitudes.

Good scores depend on subtle and "unscientific" factors such as the personality and wisdom of the program leaders and the social structure of each school. Some artist consultants work well with teachers; others are less successful.

The Essential Ingredients

Any program will succeed if an enthusiastic school administrator brings together interested staff members and available community resources, since common sense, good will, and flexibility are the most important components in maintaining successful programs in the arts. ■

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