

Reviews

Clinical Supervision Videotapes

Orange County, California, Department
of Education and Kay Haichen
Orange County, Calif.,
Orange County Dept. of Education,
1988

—Reviewed by Cheryl Granade Sullivan,
Consultant, Decatur, Georgia

Clinical Supervision is an 11-part videotape series. Its target audience is administrators who have received prior direct instruction in the two major program areas—effective teaching and the instructional conference.

The title of the series is somewhat misleading. Although recognized developers of the in-class approach called *clinical supervision* are acknowledged by name, all of the content of the series is based on the work of Madeline Hunter. The instructional model and the conferencing techniques are all Hunter-based.

In explicating the Hunter model, the program focuses on decisions made by teachers. Criteria for an effective lesson are clearly presented, with carefully defined terms and many examples. Scripting and conferencing (designing, conducting, and evaluating) are also precisely described and demonstrated.

This precision, however, often leads to a technical, mechanical quality. Overall, pacing is tedious. The range of activities, from simplistic to complex, confuses rather than providing for a variety of developmental levels. Nevertheless, the excellence of the camera work and the high quality of some of the examples make certain segments useful—the section on distinguishing fruits from vegetables, for instance.

All video segments are supplemented by workbooks that provide for notetaking, practice, and application. Workbook activities are integrated into the program. A glossary and bibliography are included; definitions are consistent with Hunter terminology. References include a smattering of well-known authorities but provide only three citations of sources published after 1980.

In short, as the staff development program it is espoused to be, *Clinical Supervision* is neither sufficiently engaging nor consistent enough in complexity. As a resource, however, it offers a wealth of explanatory examples that can lead to productive adult learning.

Available from Orange County Dept. of Education, Media Service Unit, P.O. Box 9050, Costa Mesa, CA 92628-9050, \$100 per tape, \$1,100 for the series. Comes with Series I (first 5 tapes) and Series II (last 6 tapes) workbooks.

Curriculum—Practices and Issues

Colin J. Marsh and Ken Stafford
Sydney, Australia

McGraw-Hill Book Company, 1988

—Reviewed by Doris Klosterman, University of Missouri

Our colleagues from Australia and British Hong Kong, Professors Marsh and Stafford, have revised their *Curriculum—Practices and Issues*. Written in succinct language, this well-organized and thoroughly referenced text seems ideal for study in a graduate seminar on curriculum. It would also make useful background reading for a school-based program development group.

The authors reverse the usual sequence of curriculum topics, taking the reader instead through highlights of the educational innovation period in the United States, then directly into curriculum development practices for today. Historical background and contemporary issues of Australian education are saved for the end of the book. Throughout the text there are discussions comparing the work of a number of educators of America, England, and Australia. This melding of the sometimes diverse, sometimes similar positions of researchers not frequently studied in American universities serves to broaden the reader's perspective.

Unique format features include introducing each chapter by posing optional routes to reading and study, carefully programming chapter content by number and title, and concluding each chapter with questions for reflection. Also of note are a glossary of over 80 terms and an extensive bibliography. The result is a fresh, yet theory-based, handbook for curriculum scholars and workers.

Available from McGraw-Hill Book Company, Australia Pty. Limited, 4 Barcoo St., Roseville, NSW 2069 Australia.

Measuring Thinking Skills in the Classroom, Rev. Ed.

Richard J. Stiggins, Evelyn Rubel, and
Edys Quellmalz
Washington, D.C.

National Education Association, 1988

—Reviewed by Barry K. Beyer, George Mason University, Fairfax, Virginia

Whoever said that good things come in small packages must have had *Measuring Thinking Skills in the Classroom, Revised Edition*, in mind. In-

tended especially for experienced classroom teachers, this 32-page booklet fills a serious void in the literature on teaching thinking. It presents one way teachers can assess student proficiency in thinking, daily in their own classrooms.

In concise, jargon-free narrative, the authors do three main things and do them extremely well. First, they present exceptionally clear definitions of five key thinking skills—recall, analysis, comparison, inference, and evaluation. Then they explain, albeit briefly, three ways to assess student profi-

ciency in these or any thinking skills: by oral questions, objective test items, and performances such as writing, producing, or simulating. Finally, by means of a planning chart, they illustrate a format for applying these three kinds of assessments to the skills presented earlier, and then take the reader through a series of sample charts keyed to various subjects (omitting math, unfortunately), providing models and opportunities for the reader to apply the ideas presented by filling in his or her own assessment items.

The authors conclude by presenting questioning guidelines, especially emphasizing questioning for instructional purposes. An appendix provides a bibliography annotating six sources on assessment of interest to classroom teachers and a brief summary of the levels in the cognitive domain, according to Bloom.

Educators interested in improving thinking in classrooms will find the ideas in this booklet of immediate use.

Available from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Call for Manuscripts

Themes of *Educational Leadership* for 1989-90

Education for Tomorrow's World (September)

As adults, today's students will live in a complex technological society dependent on relationships with the peoples of other nations. What curriculum changes are needed to meet these challenges?

Deadline: March 1

Strengthening Partnerships with Home and Community (October)

Recognizing the need for greater cooperation, school systems are taking the initiative to build support. Which of these efforts are proving most effective? What are the benefits and dangers?

Deadline: April 1

What Schools Can Do About What Students Don't Know (November)

The Nation's Report Card and other sources continue to report evidence that students do not know what many adults think they should. What are the reasons, and what should schools do about it?

Deadline: May 1

Team Learning (December-January)

Cooperative learning continues to gather adherents as educators and the public discover its power. What are the most important issues raised by this approach? For which objectives is cooperation appropriate and which not? What is required for successful implementation?

Deadline: June 1

Papers should be written in direct, conversational style and be as brief as possible (five to ten double-spaced pages).

References may be cited briefly in the text (Jones 1978) and listed in bibliographic form at the end of the article, but citations in the form of endnotes are also acceptable. For examples of either style, see *The Chicago Manual of Style* (University of Chicago Press) or a recent issue. Please double-space everything.

Unsolicited manuscripts judged to merit further consideration are sent for evaluation by three to five reviewers, usually including both scholars and practitioners; but final decisions on publication are made by the Executive Editor. Manuscripts are returned only if the author supplies a self-addressed envelope with the necessary postage.

Send a letter-quality original and one additional copy to Anne Meek, Managing Editor, *Educational Leadership*, 1250 N. Pitt St., Alexandria, VA 22314-1403, Attn: M. Weathers.

Forging Connections (February)

Educators are blending disparate ideas to form powerful new combinations. Articles in this issue will explore relationships among two or more concepts: cooperative learning and mastery learning, for example, or Hunter's Essential Elements and learning styles.

Deadline: August 1

Reading and Writing (March)

The school's most basic function, language development, is the focus of growing excitement as schools promote writing across the curriculum and teachers try "whole language." What are the professional issues reflected in these movements? What does the research say? What does it take to implement the various approaches successfully?

Deadline: September 1

Progress in Restructuring Schools (April)

Reports and analysis of current efforts to redesign schooling and the teaching profession. Relevant topics include teacher career development, school-based management, and schools of choice.

Deadline: October 1

Theme to be determined (May)

Deadline: November 1

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