

Evidence-Based Supervision and the Teachers' Instructional Performance Processed Through Pre-Post Observation Conference

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Abstract

This study focused on the effectiveness of evidence-based supervision on the teachers' instructional performance through the process of pre- and post-observation conferences during the school year 2023-2024 in the District of Sto. Angel, Division of San Pablo City. The mixed-method sequential explanatory design was employed, utilizing mean, standard deviation, and percentage, with one hundred fourteen public elementary teachers and the Creswell method with five classroom observers and five teachers. The result reveals that there is a positive significant relationship between the components of evidence-based supervision and the instructional performance of teachers. Furthermore, the responses reflected that the reaction of the teachers during pre- and post- observation conference where they embrace feedback, showed gratitude towards their observer and viewed it as an opportunity for professional growth and stated that their hard work were paid off. The feelings of both observers and teachers were happy because of the positive reception, and satisfaction with feedback. Also, they are both grateful because of the impact and effectiveness of feedback. Moreover, it revealed that teachers perceived it as a tool for their professional growth and development.

The researcher would like to recommend utilizing evidence-based supervision to maintain the high level of proficiency of teachers in their classroom instructional performance. Moreover, it is suggested to maintain and reinforce the pre- and post-observation conference as integral components of professional development.

Keywords: Evidence Based Supervision; Teachers' Instructional Performance; Pre- and Post- Observation Conference

Introduction

Within the context of teachers, supervision is vital for ensuring educational quality and promoting professional development. Teacher supervision is a crucial part of the educational system that includes a variety of approaches to assist, mentor, and assess teachers to improve their performance as teachers and their methods of instruction.

Evidence-based supervision in education is a critical approach that seeks to enhance the quality of teaching and learning by implementing research-based strategies and best practices. Empirical evidence and data-driven decision-making are used to guide and support educators' professional development. By incorporating evidence-based principles into the supervisory process, educational supervisors can offer targeted guidance and support that promotes effective instructional practices and improves student outcomes.

According to Hoque et al. (2020), supervision is one tactic that teachers can use to help them reach their objective of improving instruction. By integrating evidence-based principles into supervision, organizations and professionals can enhance the effectiveness of their supervisory practices, leading to improved outcomes and teachers' instructional performance.

Background of the Study

As stated by Iroegbu et al. (2016), there has been discussion among educators, administrators, academics studying higher education, and lawmakers regarding the nature and function of principals' instructional supervision. Any school organization will always have a high-ranking position designated for the school head, also known as the principal. The principal's ability to supervise teachers in defining instructional goals and collaborating to improve teaching and learning has a significant impact on the school's efficacy.

As stated by Pratami et al. (2018), one of the alleged roadblocks to progress in education that will eventually erode teacher performance is the principal's current supervisory system. Issues with principal supervision include principals not paying enough attention to teacher problems, failing to Educator participation in planning, etc. According to Punongbayan et al. (2015), as part of the educational process, students, the both the educational setting and the process of learning. Observing its enormous sphere, the educators are having a significant impact on education approach. The pupils' achievement or lack thereof is primarily based on the type of instruction pupils receive obtain from the educators.

Conceptual Framework

Milne and James (2005) describe the tandem model as accessible, integrative, and evidence-based. It likens supervision to two cyclists riding in tandem. By analogy, the supervisor leads the tandem, whereas the supervisee follows.

According to Penfold (2017), the program in the evidence supervision model includes the following elements: (1) Diagnosis - Learning to diagnose cause and effect in relation to teacher practice and providing clear diagnostic feedback (using the evaluative judgement process from school inspection). (2) Treatment-Teacher effectiveness workshops in the most recent evidence from education and educational neuroscience (including supporting texts and reading materials) to assist with the selection, adaptation, and implementation of evidence-based 'treatments'. (3) Evaluation - Group reflective practice meetings focused on evaluation data at the individual, regional, and national levels were held throughout the year. (4) Supervision - a 'how to supervise supervisors' training program that drew on concepts commonly used in medicine and healthcare (such as the 'seven-eyed supervisor') to assist QRTA staff in running the program and managing the practicum and portfolio components.

The Share Team (2020) ,as the evolution continues, the most important challenge for educators and administrators will be to find ways to embrace new technology and teaching environments in a responsible, practical, and educationally sound way.

(1) Communication skills. The ability to communicate with students using graphics, videos, and digital audio files is essential. Today's conversations with students and parents rely heavily on texting, emailing, and voice messaging. (2) Technological literacy. Complete understanding of the accessibility requirements for classroom technology and online instruction. Ability to assess Internet resources. Understanding copyright privileges and violations. (3) Time management skills. Time management is more important in an online learning environment than in a traditional classroom. Teachers must be able to evaluate information and update course materials as needed to provide students with current, relevant information. (4) Assessment and evaluation abilities.. Educators will "take roll" by monitoring classroom access, reviewing discussion posts, and grading assignments. (5) Teach students how to apply the concept. Interactive components, timely, relevant supplemental readings, and group activities all help to improve retention.

Statement of the Problem

This study aimed to determine the effectiveness of Evidence-Based Supervision to the Teachers' Instructional Performance. Specifically, it aimed to answer the following questions:

1. How do the respondents perceived the effectiveness of Evidence-Based Supervision in terms of:
 - 1.1 Diagnosis;
 - 1.2 Treatment;
 - 1.3 Evaluation; and
 - 1.4 Supervision?
2. What is the teachers' instructional skill performance on classroom instruction in terms of:
 - 2.1 communication skills;
 - 2.2 technological literacy;
 - 2.3 time management skills;
 - 2.4 assessment and evaluation skills; and
 - 2.5 teaching to apply the concepts?
3. Is there significant relationship between evidence-based supervision and skills on classroom observation?
4. What are the reactions and feelings of both the observer and the teacher during the pre and post observation conference?

Research Methodology

Research Design

Mixed method sequential explanatory research designs used a two-step design in which quantitative data was collected first, followed by qualitative data to explain, elaborate, or clarify the quantitative results (Creswell, 2013). This QUAN-qual design collects quantitative data to provide initial information to explain the phenomena under study, followed by qualitative data to refine and explain, with both types of data integrated in the design by merging, connecting, or embedding the data to fully explain the phenomenon.

Respondents of the Study

In the quantitative data, the respondents of the study were the teachers of Sto. Angel District in the Division of San Pablo City. The respondents were given self-made survey questionnaire to determine the effectiveness of Evidence Based Supervision to Teachers' Instructional Performance in a Public Elementary School Setting.

In the qualitative data, the respondents of the study were the selected three (3) principals, one (1) head teacher, one (1) master teacher and five (5) teachers of Sto. Angel District in the Division of San Pablo City. The researcher conducted a one-on-one interview with the participants of the study.

Sampling Technique

Sto. Angel District have 10 public elementary schools consisting of 148 public elementary teachers. The teachers from the 10 schools were the respondents of the study in the quantitative data. In the qualitative data, I used a multi-sampling technique, which included both purposive and convenience sampling. First, the researcher used the purposive sampling technique, which selects units based on characteristics that are required in your sample. In other words, units are chosen "on purpose" in purposive sampling.

Afterwards, the researcher used a convenience sampling wherein it relies on data collection of participants conveniently available to participate in the research (Patten, 2012). The researcher was granted permission to conduct a study and recruit school administrators and teachers who met the study's criteria. After the respondents confirmed their willingness to participate, the researcher scheduled a one-on-one interview with them.

Research Instrument

For the statistical data, the instruments used in the study was the researcher-made questionnaire. It

consists of questions on the perceptions of teachers on the evidence based supervisory practices and perception of teachers on his/her skills on classroom instruction. In the qualitative data, the instruments utilized was the interview guide questions. It consists of questions about the observer and teachers' insights about pre and post observation conference.

Validity

To ensure the questionnaire's consistency and accuracy, the researcher sent it to the thesis adviser and other panel members for feedback and suggestions on how to improve it. The researcher also requested that (1) principal, (1) head teacher, (1) master teacher, (1) teacher III, and (1) English teacher validate the content in order to ensure the quality of the questions and their alignment with the teachers under study.

Reliability

After the validation, the research instruments undergone run through. Thirty (30) teachers in Sto. Angel District were asked to be part of the run through, and they agreed on it. It was done to test the reliability of the indicators with one another. Through the service of Cronbach's Alpha, the result of the dry run was calculated. Through the help of that same program reliability of the indicators were tested and the results confirmed that the questions were mostly excellent and good.

Table 1. *Level of Internal Consistency of the Validated Research Instrument*

Variables	No. of Items	Cronbach's Alpha	Interpretation
Evidence Based Supervision			
Diagnosis	5	.931	Excellent
Treatment	5	.919	Excellent
Evaluation	5	.945	Excellent
Supervision	5	.936	Excellent
Teachers' Instructional Performance Skills on Classroom Instruction			
Communication Skills	5	.861	Good
Technological Literacy	5	.871	Good
Time Management Skills	5	.869	Good
Assessment and Evaluation Skills	5	.900	Good
Teaching to Apply the Concepts	5	.912	Good

Legend: $a \geq 0.9$ Excellent, $0.9 > a \geq 0.8$ Good, $0.8 > a \geq 0.7$ Acceptable, $0.7 > a \geq 0.6$ Questionable, $0.6 > a \geq 0.5$ Poor, $0.5 > a$ Unacceptable

Quantitative Data Gathering

The researcher wrote a letter requesting data from the participating schools in the Sto District. Angel. The letter was delivered to both the Public Schools District Supervisor and the Public-School Division Supervisor. Following approval, the researcher sent another letter to the respondents' principals, requesting their assistance in carrying out the study. The researcher also requested approval from the respondents via letters. After receiving approval from the Public-School Division Supervisor, Public Schools District Supervisor, Principals, and respondents, the researcher conducted the study using a different procedure: first, the researcher distributed hard copies of survey questionnaires, and then the respondents returned them to the researcher.

Qualitative Data Gathering

The survey included an option for teachers to offer their services for a follow-up interview. Those who had been confirmed were contacted through messenger, and an interview had been scheduled. Interviews were conducted in person or electronically, depending upon the person being interviewed and the researcher's location, time, and availability. Everyone who participated were asked for permission to record the interviews. The researcher documented the procedure and recorded observations in a journal. The conversations held with principals and teachers were transcribed and handed out to participants for review.

Ethical Consideration

The participants will be informed about the interview process, as well as the study's objectives and significance. The participants will treat all information with strict confidentiality. The authors of various literature and studies that will be used in different parts of the research, such as the study's background, rationale, and support for the results of the research, provided proper citations. The study also stated that the participants had signed their consent forms, indicating that they were willing to participate in the study.

Treatment of Quantitative Data

The collected data was treated with the use of weighted mean, standard deviation, the t-test to determine the significant difference in the mean scores of the perceptions between the observer and teachers of Division of San Pablo City.

Qualitative Data Analysis

According to Rubin and Rubin (2005), as cited by Gillermo (2018), most qualitative research follows a treatment sequence such as studying, classifying, tabulating, or otherwise combining evidence to address the study's initial propositions. They went on to explain that each study has a general analytic strategy for decision-making. The researcher applied analytic strategies to the data analysis.

Theoretical Saturation

The data collected in this study will be saturated based on the interview responses of the participants. The researcher will implement the ideas and information provided by the participants. As a result, new information is no longer relevant because it does not change the present knowledge of the condition under investigation.

Trustworthiness

To validate the research, the researcher consulted an expert to review the results of the interviews with the respondents, as well as some experts for the files of the recorded interviews to clarify the information. This is the horizontalization step of data analysis, which includes the removal of irrelevant statements about the phenomenon (Hernandez, 2019).

Credibility

To attain the credibility of this study, each of the findings in the theme extracted from the responses of the participants supported by justifications and also related literature from previous research and literature that have been conducted and or published. Authors of different literatures were cited based on the research ethical considerations

Originality

The researcher additionally made sure which this study is unique. Though it has gathered various ideas from previous studies, it has altered the way it presents and unity of concepts to make this research more thorough and unique.

The researcher also ensured that the variables used in this study are relevant to the primary objectives of the study and are appropriate for investigating the effectiveness of Evidence Based Supervisory Practices and Teachers' Instructional Performance. The researcher additionally sought to reveal realities that previous studies had not discovered.

Results and Discussion

Table 1. Summary Table for Evidence Based Supervision

Variables	Mean	SD	Verbal Interpretation
Diagnosis	4.67	0.51	Highly Effective
Treatment	4.56	0.55	Highly Effective
Evaluation	4.59	0.52	Highly Effective
Supervision	4.57	0.55	Highly Effective
Overall	4.60	0.53	Highly Effective

Legend: 4.50 – 5:00 Strongly Agree/Highly Effective, 3.50-4.49 Agree/ Effective, 2.50-3.49 Moderately Agree/ Moderately Effective, 1.50-2.49 Disagree/ Less Effective 1.00-1.49 Strongly Disagree/Ineffective

Among these, the diagnosis subscale stands out with the highest mean score of 4.67, indicating a highly effective approach in identifying and addressing areas for improvement. Contrarily, the treatment dimension obtains the lowest mean score of 4.56 which indicates the potential for further refinement in strategies aimed at improving teaching practices and student learning experiences.

Overall, Evidence-Based Supervision achieves an impressive mean score of 4.60, underscoring its overarching effectiveness in promoting excellence within educational settings. This comprehensive approach addresses various facets of supervision, evaluation, treatment, and diagnosis, ultimately contributing to improved instructional quality and student outcomes.

As indicated by Ngwenya (2020), it relied on a prepared supervision instrument that was imposed on both the supervisor and the person being supervised to standardize pedagogy and demand compliance from participants despite their diverse backgrounds, professional needs, deficiencies, expectations, and experiences.

Table 2. Summary Table for Skills on Classroom Instruction

Variables	Mean	SD	Verbal Interpretation
Communication Skills	.62	.51	Excellent
Technological Literacy	.46	.59	Very Satisfactory
Time Management Skills	.51	.53	Excellent
Assessment and Evaluation Skills	.56	.53	Excellent
Teaching to Apply the Concepts	.51	.56	Excellent
Overall	.60	.53	Excellent

Legend: 4.50 – 5:00 Strongly Agree/Excellent, 3.50-4.49 Agree/Very Satisfactory, 2.50-3.49 Moderately Agree/ Satisfactory, 1.50-2.49 Disagree/ Unsatisfactory, 1.00-1.49 Strongly Disagree/ Needs Improvement

Table 2 shows that communication skills emerge as the highest-rated subscale, with a mean score of 4.62, indicating excellent proficiency in effectively conveying information and fostering meaningful interactions within the classroom. Besides, technological literacy achieves the lowest mean score of 4.46, suggests areas for improvement in leveraging technology to enhance instructional practices and support student learning experiences.

Overall, it indicates an excellent level of teachers' skills in classroom instruction, with an impressive overall mean score of 4.60. These findings highlight the holistic approach taken by teachers in facilitating effective teaching and learning experiences, ultimately contributing to enhanced student outcomes and educational excellence.

According to Gultom et al. (2020), teachers must have teaching skills to achieve learning objectives and ensure that students understand what the teacher is communicating.

Table 3. *Test of Relationship between Evidence-Based Supervision and Skills on Classroom Observation*

Evidence Based Supervision	Teachers' Performance				Teaching to Apply the Concept
	Communication Skills	Technological Literacy	Time Management	Assessment Evaluation	
Diagnosis	.339**	.065	.314**	.258**	.208*
Treatment	.295**	.124	.273**	.286**	.236*
Evaluation	.436**	.259**	.425**	.376**	.378**
Supervision	.260**	.073	.294**	.275**	.272**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 reveals significant relationships between Evidence-Based Supervision and various skills related to classroom observation. Specifically, there are positive correlations between Evidence-Based Supervision and Communication Skills, Time Management, Assessment and Evaluation Skills, and Teaching to Apply the Concept. These findings suggest that effective implementation of Evidence-Based Supervision practices is associated with higher levels of proficiency in these areas among teachers. However, technological literacy exhibits no significant correlation with diagnosis, treatment, and supervision in the context of evidence-based supervision and teachers' performance. This implies that it likely holds relevance in other areas of teaching where it may play a supportive role in enhancing overall teaching effectiveness and instructional quality.

Overall, these findings highlight the potential of Evidence-Based Supervision to positively influence teacher performance across multiple dimensions, with implications for improving instructional quality and student outcomes in educational settings.

As noted by Mette et al. (2015), when principals supervise teachers, they attempt to increase their instructional capacity by providing structured feedback on effectiveness, primarily based on classroom observations.

QUALITATIVE ANALYSIS

Themes emerged from the reaction and feelings of observers and teachers during pre- and post-observation conference

Table 4. Summary of Research Questions, Themes, and Category

Research Questions	Themes	Category
1. What was your reaction with the comments provided by your observer towards your performance during classroom observation? (to be answered by teachers)	Theme 1: Embracing Feedback	Attitude towards Feedback: Embrace Comments, Feel Proud, Accept Positive Feedback
	Theme 2: Gratitude and Professional Growth	Response to Feedback: Thankful, Learning Opportunity, Professional Growth
	Theme 3: Validation and Recognition	Emotional Response: Happy and Excited, Efforts Rewarded, Hard Work Payoff
2. Describe your feeling towards your observer or teacher after the pre and post observation conference?	Theme 4: Feedback Reception and Satisfaction	Perception of Feedback: Positive Reception, Satisfaction with Feedback, Agreement with Suggestions
	Theme 5: Impact and Effectiveness of Feedback	Feedback Implementation: Positive Change Acknowledgment, Implementation of Suggestions, Recognition
	Theme 6: Professional Growth and Development	Growth Mindset and Improvement: Openness to Improvement, Willingness to Enhance Practices, Commitment to Development

Table 4 shows the summary of the themes emerged from the reaction and feelings of observers and teachers during pre- and post- observation conference. The responses reflected that the reaction of the teachers during pre- and post- observation conference were they embrace feedback positively, showed gratitude towards their observer. Some of them viewed the observation conference as an opportunity for professional growth and most of them are happy that their efforts and hard work were paid off.

The feelings of both observers and teachers during pre- and post-observation conference were happy because of the positive reception, and satisfaction with feedback of the observers. Also, they are both grateful because of the impact and effectiveness of feedback wherein there is a positive change after the observation conference because suggestions of the observer were implemented by the teacher.

According to Lacap (2015), An individual possesses such an attitude if he respects and listens to ideas. of others, accepts criticism, and changes his mind in the face of reliable evidence contradicting what he believes in. These are all manifested to the following responses:

Summary of Findings

1. Effectiveness of Evidence Based Supervision

Evidence-Based Supervision achieves an impressive mean score of 4.60, underscoring its overarching effectiveness in promoting excellence within educational settings. This comprehensive approach addresses

various facets of supervision, evaluation, treatment, and diagnosis, ultimately contributing to improved instructional quality and student outcomes.

2. Teacher's Instructional Performance

The comprehensive assessment indicates an excellent level of teachers' skills in classroom instruction, with an impressive overall mean score of 4.60. These findings highlight the holistic approach taken by teachers in facilitating effective teaching and learning experiences, ultimately contributing to enhanced student outcomes and educational excellence.

3. Correlation between Evidence Based Supervision and Teachers' Instructional Performance

It was manifested in the findings that there is significant relationship between the evidence based supervisory practices and the teachers' instructional performance. Stronger Evidence-Based Supervision correlates with better communication skills, efficient time management, and enhanced abilities to design assessments aligned with learning objectives and facilitate application of concepts in teaching. However, technological literacy exhibits no significant correlation with diagnosis, treatment, and supervision in the context of evidence-based supervision and teachers' performance.

4. Feelings and Reactions of Observer and Teacher during Pre- and Post-Observation Conference

The responses reflected that the reaction of the teachers during pre- and post- observation conference where they embrace feedback positively, showed gratitude towards their observer. Some of them viewed the observation conference as an opportunity for professional growth and most of them are happy that their efforts and hard work were paid off. The feelings of both observers and teachers during pre- and post-observation conference were happy because of the positive reception, and satisfaction with feedback of the observers. Also, they are both grateful because of the impact and effectiveness of feedback wherein there is a positive change after the observation conference because suggestions of the observer were implemented by the teacher.

Conclusions

On the basis of the foregoing findings, the conclusion is drawn:

1. The hypothesis stating that there is no significant relationship between evidence-based supervision and skills on classroom observation has been rejected.

Recommendations

Based on the results and conclusions of the study, the following recommendations are hereby suggested:

1. Since the effectiveness of Evidence Based Supervision has been proven, principals and observers may utilize this strategy in order to maintain the high level of proficiency of teachers in their classroom instructional performance.
2. Implementation of Evidence Based Supervision can be encouraged and embraced by principal and observers in an effort to continually improve the skills on classroom observation and help maintain the quality of education.
3. It is recommended to maintain and reinforce the pre- and post-observation conference as integral components of professional development. Consider further enhancing the effectiveness of feedback by incorporating specific, actionable suggestions tailored to individual teacher needs, thereby maximizing opportunities for growth and improvement.
4. A similar study can be conducted to a group of subjects with a "satisfactory rating" on classroom observation to determine if the same findings will be established.

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