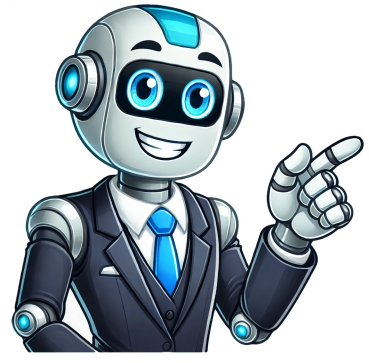


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1 EDU 5818 INSTRUCTIONAL SUPERVISIONDr. Ramli Bin Basri Jabatan Asas Pendidikan Fakulti Pengajian Pendidikan Universiti Putra Malaysia Room G28 Tel: Emel: 2 INSTRUCTIONAL SUPERVISIONConcept Rationale, and Approaches 3 DEFINITION OF INSTRUCTIONAL SUPERVISIONwhat school personnel did with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupils learning. (Harris, 1975) helping teachers to grow professionally while on job. It is a service to help teachers become more skilled in the process of fostering childrens learning. (Seginovai, 1975) 4 DEFINITION OF INSTRUCTIONAL SUPERVISIONthe rationale and practice design to improve the teachers classroom performance. (Cogan, 1973) a process of facilitating the professional growth of a teacher primarily by giving the teacher feed back about classroom interaction and helping the teacher make use of that feedback in order to make teaching more effectivea process designed to improve instruction by conferring with the teacher on lesson planning, observing the lesson, analyzing the observational data, and giving the teacher feedback about the observation. 5 Role & Responsibilities of Instructional SupervisorRole: Assist teachers to improve their competency in pedagogy and classroom management towards maximizing students (with different attitude & potential) learning Responsibilities:to help teachers refine classroom practices through direct observation and conference. (Goldsberry, 1985) Assist in improving knowledge, skill, attitude and practice. 6 RATIONALE OF IS To promote, improve or update dynamism, initiatives, abilities, knowledge and skills Reduce gaps in terms of knowledge and skills acquired and needed in classroom practice Comply to policy, rules and standards (education policy, curriculum, examinations, regulations..) Promote change and update teachers Promote those dedicated, assist the marginal Promote positive change in teachers behavior towards improve teaching and students learning 7 INSTRUCTIONAL SUPERVISORSnooper-vision: unsettling, fear, hate? Participatory and cooperative practice to safeguard education quality IS acting as colleague, counselor, advisor, facilitator; guide to teachers towards improving teaching teaching standard improved not standardized teaching 8 QUALITIES OF INSTRUCTIONAL SUPERVISORWide knowledge and understanding of his profession especially in the areas of curriculum and pedagogy. Strong resolve to professional development to supervise better. Possesses sense of humor humor found more often where there is a high degree of supervisory competence. (Harrison, 1988) Ability to communicate, good listener, open minded, honest, fair towards encouraging high quality in teacher and students learning. 9 CLASSROOM SUPERVISIONSupervisor (Principal, Curriculum Officer or School Inspector) undertake administrative monitoring or drop in monitoring where teaching is observed in short but planned session, complying to the qualities of IS. Drop in Supervision : Acheson and Gall Model (1980) - 3 Step Process: Pre-observation conference with teacher; Classroom teaching observation; and Post observation conference. 10 Drop in Supervision (Acheson and Gall Model, 1980) also in line with Learning Centered Supervision (Glatthorn, 1972) Helps teachers learn about their own teaching and its effect: Teachers become active problem solvers in their own classrooms; Posits learning activities as focus of classroom observation; and Facilitate the learning of the supervisor by using the teacher as a source of feedback. 11 1- PRE OBSERVATION CONFERENCE: OBJECTIVESInitiate a comfortable and productive supervisor-teacher communication and interaction prior observation Problem insight about the class and teaching (objectives, delivery techniques and evaluation strategies and other information) To fulfill main principle of classroom observation. The reliability and usefulness of classroom observation is directly related to the amount and kind of information the supervisor obtains beforehand. (McGreal, 1983) 12 PRE OBSERVATION CONFERENCE: AGENDASStudents ability level issues about leaning disability, behavioral problem Progress so far Specific learning objectives, teaching techniques, learning activities, teaching aids employed in the lesson plan Alternatives to the lesson plan How to evaluate knowledge, understanding, skills and values from the lesson possible areas of reflection 13 2- CLASSROOM OBSERVATIONA practical procedure to collect data on teachers class room teaching Employs narrow focus observation for accuracy as classroom is complex and potentially could generate huge volume of information. 14 FOCUS OF OBSERVATIONTEACHING COMPETENCIESTime management (class management, teaching and learning.) Clarity and suitability of objectives matches students ability Introduce and explain concepts Questioning and answering skills Class activities Evaluation strategies Teacher-students interactions Classroom management 15 INSTRUMENTS OF OBSERVATION2 types of observation instrument developed based on research findings and local environment. Criteria Based Check List (Category System), based on teaching activities Rating Scale based on teaching activities 16 3 POST OBSERVATION CONFERENCEProviding feedback to teacher after classroom observation (from supervisor) based on the principle.. The way feed back is presented to the teacher directly affects the supervisor-teacher relationship and the teachers willingness to participate in instructional improvement (McGreal, 1983) A formative conference where teachers are made to be involved, encouraged, strengthened, enrich and made to feel that there was progress in their teaching Avenue for self reflection what works, works better, issues and challenges, how to do better next time etc. 17 POST OBSERVATION CONFERENCEMAIN CRITERIASFeedback focus more on Teachers teaching behavior, not personality Factors of observation, not assumption or imagination Specific and concrete not general and abstract Sharing of information rather than advice Finding best alternatives What is actually needed and useful for teacher What the teacher can actually do Feedback is summarized by the teacher. 18 GRIFITH (1983), POST OBSERVATION CONFERENCE STYLETell and persuade: Supervisor as the judge and salesman. Teacher is informed about his teaching behavior and persuaded to improve (effective for new teachers) Tell and listen: Supervisor informs the teacher about his strengths and weaknesses. Teacher reacts and comments. Problem solving: To observe teacher and together solve specific problem in teaching and learning (T&L). Teachers are encouraged and assisted to identify T&L problems based on data collected and find the solutions to solve the problems while the supervisor facilitates. 19 ISSUES AND IMPLICATIONS IN INSTRUCTIONAL SUPERVISIONBureaucratic perspective Teachers perspective Implication to External Supervision Implication to Head teachers, Senior Assistants and Senior Teachers Implication to Peer Group Supervision 20 PEER GROUP SUPERVISIONLatest movement in instructional supervision (Glatthorn, 1977) in this alternative, the sole reason for supervisors existence (as distinct from teachers) is to ensure the necessary resources are available to help teachers make sense of their pedagogy. This enabling function amounts to cultivating ways of working that in increasingly allow teachers to understand their own personal and collective histories and to work collaboratively at unraveling the culture of their own teaching. In this context, teachers can indeed be their own inspectors. 21 Peer Group Supervision Peer Group GuidanceOTHER COMPLEMENTARY APPROACHES TO INSTRUCTIONAL SUPERVISION-COLLABORATIVE SUPERVISION (GALTTHORN, 1997) Professional Dialog Peer Group Supervision Peer Group Guidance 22 1-PROFESIONAL DIALOG A reflective process where teachers meet in small groups, to undertake guided discussions on a certain current educational issues regarding curriculum including T&L Aimed at initiating reflection and explore ways to improve T&L Each session consists of three agendas of discussion 23 PROFESIONAL DIALOG Analysis of external information (views of experts or study findings on curricular issue The relevance of the information to teachers experience and practice Explore the possibilities of improving the Status quo of T&L by combining external information with teachers experience. 24 2-PEER GROUP SUPERVISIONA small group of teachers develop themselves professionally using a model of IS where Supervisory process based on peer observation Data based observation Collaborative assessment based on teachers and students behavior based T&L objectives Two way assessment: the teaching consultant = the observed teacher Priority on learning output Consultative process is confidential and based on teaching observation and conference cycle and aimed at improving the quality of T&L 25 Peer assistance and observation have made me a better teacher because they have made me more conscious, more aware of what Im actually doing, more aware of alternatives I believe the effect is cumulative. The more you observe and the more you are observed, the conscious you become of your techniques, and the better you get at it. (Chrisco, 1989) 26 3-PEER GROUP GUIDANCE Involve peer observation and conference where teachers learn the theoretical basis of a skill, observe the skill by demonstration, and practice it through a feedback system Teachers involved concentrates on one teaching model to improve their teaching practice The process is more intensive than peer group supervision 27 MAIN FUNCTIONS OF PEER GROUP GUIDANCEDevelop peer sharing and caring and eliminates isolation among teachers, on new teaching model Create an environment of positive feedback among teachers Provide continuous emphasis to teachers to analyze and internalize model for the purpose of spontaneous and flexible implementation Assistance from peer in modifying the model to suite students needs Implementation of model made easier through peer demonstration. 28 SUMMARY Instead of relying on external supervisors, teachers can improve their T&L standard themselves; and Why not? This course partly deals on this form of empowerment. 29 REFERENCE Chapter 9- Penyeilaian Pengajaran, dalam Pengurusan dan Kepimpinan Pendidikan, Zaidatul Akhmaliah Lope Phie dan Foo Say Fook (Ed.) Serdang Malaysia: Penerbit Universiti Putra Malaysia). Chapter 12: Clinical Supervision, Researching Practice, Teacher Learning, in Sergiovni, T. J., Starratt, R. J. (2002) Supervision a redefinition. (7th ed.) Boston: Mc Graw Hill. (UPM Library LB 5484 ) Chapter 13Supervisory options for teachers. in Sergiovani, T. J., Starratt, R. J. (2002) Supervision a redefinition. (7th ed.) Boston: Mc Graw Hill. (UPM Library LB 5484 ) EDU 5818THEORY ANDMETHODODOLOGY OF INSTRUCTIONAL SUPERVISION AND TYPES OF TEACHER EVALUATION Dr RamliBasri Faculty of Educational Studies Universiti Putra Malaysia 146CONTENTS Theories of instructional supervision Methodology of instructional supervision Types of teacher evaluationREVIEW: LECTURE 1-Models of Supervision Post 1980s Supervision Models 7.1 Developmental supervision (Glickman, 1981) 7.2 Transformational leadership (Burns, 1978; Sergiovani, 1990) 7.3 Teacher empowerment (Darling-Hammond & Goodwin, 1993) 7.4 Teacher as leader 7.5 Peer supervision (Clarke & Richardson, 1986) 7.6 Cognitive coaching (Costa & Garmstron, 1986) 7.9 Instructional leadership. Supervision as Inspection Supervision as Social Efficiency Democratic Supervision Scientific Supervision as Leadership Clinical Supervision 1. THEORIES OF INSTRUCTIONAL SUPERVISIONCONTENT Scientific Management Human Relations Neoscientific Management Human Resource Management Normative or Cultural 1.1 SCIENTIFIC MANAGEMENT SUPERVISION Based on the works of Frederick Taylors and others, 1900s Scientific techniques based on careful observation or research and task analysis, where: Identify the best way, develop a work system based on research, communicate expectation to workers, train workers in the system monitor and evaluate.1.1 SCIENTIFIC MANAGEMENT SUPERVISION AND EDUCATION Teachers are implementers of curriculum and teaching system Close face to face supervision to ensure teaching comply to expectations or standards Teachers are heavily supervised in a face-to-face setting to ensure good teaching Emphasis on control, accountability and efficiency Manager subordinate (teacher) relationship (school atmosphere) Traditional and still relevant today. 1.2 HUMAN RELATION SUPERVISION 1930 based on the work by Elton Mayo and others Teachers productivity can be improved by meeting social needs, provide opportunities to interact, improve treatment and involvement in decision-making process Teacher participation and participatory supervision Teachers are involved in comfortable relationship (school atmosphere)Employed shared decision making practices with teachers to increase teachers satisfaction which in turn increases teachers effectiveness. Teachers are provided with conditions that enhance their morale and involved in efforts to increase their job satisfaction so they are easy to manage, and thus ensure good teaching Participatory supervision but in practice was laissez-faire supervision1.3 NEOSCIENTIFIC MANAGEMENT SUPERVISION Emerges out of school reform in 1980 which renewed interest in scientific management and As a reaction against human relation supervision which neglects teachers in the classrooms and lacks in accountability. Maintains interest in control, accountability and efficiency by impersonal means using impersonal, technical, and rational control mechanisms to substitute teaching profession TEACHER CONCERNED MODEL is closest to Clinical Supervision which is teacher centered and for the purpose of assisting a teacher at his/her stage of development.3. Typing of the established model of teacher evaluation 3.1 Administrative Evaluation 3.2 Performance Evaluation 3.3 Supervisory Formative Evaluation 3.4 ADMINISTRATIVE EVALUATION APURPOSE Tenure decisions Probation decision Dismissal decision Promotion decisions B) PROCESS Legally correct Highly structured Either or criteria Either or judgment... ADMINISTRATIVE EVALUATION PRODUCT OR OUTCOME IS DECISIONS Negative that may lead to dismissal or Positive that may lead to retention or promotion3.2 SUPERVISORY SUMMATIVE EVALUATION APURPOSE Periodic, in-depth reflection Membership renewal Reappropriation of mission Assessment of growth B) PROCESS Structured alternatives Collegial checks and balances Multifaceted... SUPERVISORY SUMMATIVE EVALUATION PRODUCT OR OUTCOME IS SUMMATIVE EVALUATION Negative, may lead administrative evaluation Positive, may lead to new growth plan and formative evaluation.3.3 SUPERVISORY FORMATIVE EVALUATION A)PURPOSE Ongoing reflective growth B) PROCESS Action research Pursuit of growth targets Staf development workshops Clinical supervision Peer coaching School renewal projects Networking with regional groups... SUPERVISORY FORMATIVE EVALUATION PRODUCT OR OUTCOME are Reflective practice Invention Integration of classrooms activities with school-wide goals New materials, strategies New courses THANK YOU Reflection Theories Approach ModelsTopic and Presenting center on 08/11/14 (10 Minutes) Clinical supervision: Lecturer on week 6 Peer supervision and mentoring: Batu Pahat week 7 Lesson study: Ipoh Looking at students work: Kota Bharu Self directed supervision: Kuantan Inquiry based supervision: Kota Kinabalu Informal supervision: Sibul Instructional leadership and becoming a teacher leader: Sandakan (see Lecture 9 and Example on Lesson Study)REFERENCE Reference: Chapter 1: An Overview Of The Established Models Of Assisting And Assessing Education Personnel, in Assisting And Assessing Education Personnel, The Impact Of Clinical Supervision, Sandra J. Tracy And Robert H. MacNaughton. 1993. (UPM Library LB2806.4T762) Chapter 1 A Framework of Supervision, in Sergiovani, T. J., Starratt, R. J. (2002) Supervision a redefinition. (7th ed.) Boston: Mc Graw Hill. (UPM Library LB2806.4 S484 2002 Chapter 14 Supervision, Evaluation and Renewal, in Sergiovani, T. J., Starratt, R. J. (2002) Supervision a redefinition. (7th ed.) Boston: Mc Graw Hill. (UPM Library LB2806.4 S484 2002 1. Educational SupervisionSubmitted By: Neelam 3. The concept of supervision is based on the fact of improvement of instruction is a cooperative project. Its concerned to stimulate, coordinate, guide and make the teacher self directed. Supervision is called supervision. It is the vision which hasthe mission. It is looking forwardand has large scope for growth ofeducation. 4. Definitions of Educational SupervisionSupervision is assistance in the development of a better teaching/learning situation.WilesSupervision is an experttechnical service primarily concerned with studying and improving the conditions that surround learning and pupilgrowth.A.S BarrSupervision has gradually moved from improvement of instruction to improvement of learning.Harold Spears 5. Progressive based on PhilosophyProfessionalCreative And ConstructiveDemocraticProgressive Promotion Growth of student/Teacher Integrate available Resources Materials and EffortsBased On Philosophy Sensitive about Ultimate Aims and Values To PoliciesProfessional Specialized Body Growing up Knowledge and TechniqueCreative and Constructing Bring Improvement All aspect of Education Relate Teaching and LearningDemocratic Social Force Development Human personality Social OrderFunc. Process. Activity This is a samplextext. Insert your desired text. Nature Of Educational Supervision 6. TYPES OF EDUCATIONAL SUPERVISIONSupervision 7. Description of typesTry to find FaultMake Record of drawback observeBring notices to higher authorityRarely give suggestionFault FindingDoes not serve any useful purposeHelps to teacher and Higher levelAnticipate new situationThis type is rarely seenBetter than correctiveAt Teacher LevelAppreciate Teachers For New things and experiencesEncourage teachersEmphasize the improvement of Teachers As well As TechniquesImprovementsTraining and guidanceTeachers are ObservedLeft free to do by own choiceNot help for improvement 8. DescriptionCriticalFriendshipAct as Friend and GuideMentoringAct as Role modelCheck on Progressand problems, and give solutions.AdvisoryAt a superior leveland give advice to each otherAccountabilitySupervisors perform the traditional inspector role and demand Strict accountability 9. ConclusionSupervision is normally seen or overseen.Supervision is more concerned with administrative work instead of academic work.Supervisor is not subject expert and normally their position is autocratic. Supervision enhance the teacher leadership role in improving student learning. For the positive outcomes, carefully plan the supervision.Supervision is democratic, scientific, creative, professional. 10. References1234Dr. Manjit Kaur, Dr. C.L.Shivgotra (2007). Study material for Educational Administration, University of Jammu, IndiaDennis L. Treslan, (2010). Educational Supervision Ia "Transformed" School Organization, Memorial University of NewfoundlandKimball Wise (1983). Supervision For better School (5thEdition). Prentice Hall,INC.Hariz Agui, (2004). The White Book New SchoolSupervision bmb.bwk and KulturKontakt Austria 1. INSTRUCTIONALSUPERVISIONCENTRE B. VISTACawayan National High School 3. Instructional SupervisionThe changes of various national and global frameworks in education and the changing characteristics of our 21st century learners necessitate a call for the rethinking of our professional standards for our school heads and supervisors. This is part of our efforts to prepare the Department for the transition into the future. We want to develop effective school leaders beyond our terms and beyond our lifetime for the future of education.Sec. Leonor M. BrionesDepEd 4. Instructional SupervisionQuality learning outcomes are reproduced by quality teachers, whose supported by effective school leaders. Ensuring the delivery of quality education requires clear professional standards that are responsive to the demands of the dynamic education environment. 5. One of the most dominant variables that determines student learning outcomes is the teacher. Therefore, to improve student achievement, it is necessary to improve teacher competence. The main program to improve teacher competence is instructional supervision though its effectiveness is still questionable. And it is along with the policy of DepEd and relative to the Learning Recovery Plan (LRP) Instructional Supervision 6. IS is a professional continuous and cooperative process of assisting teachers in the form of guidance, direction, stimulation, and other development activities to develop and improve the teaching and learning process and instruction for a better one (Archibong, 2012). Instructional SupervisionWhat is an Instructional Supervision? 7. It is a type of in-service education to improve teacher competence. (www.tandfonline.com) Instructional SupervisionWhat is an Instructional Supervision? It has been defined as a set of activities which are carried out with the purpose of making the teaching and learning process better for the learner. (Sage-Answer). 8. It is based on school-based supervision from relevant employee such as administrator and teachers to provide supervision, support and continuous assessment for professional growth and teaching process improvement. Instructional SupervisionWhat is an Instructional Supervision? 9. 1. To provide objective feedback to teachers Instructional SupervisionGoals of an Instructional SupervisionAdministrators should look for ways to provide empowering feedback to teachers that strengthens their confidence and self-efficacy for teaching at their best. 10. 1. To provide objective feedback to teachers Instructional SupervisionGoals of an Instructional SupervisionMore specifically, tells us that teachers want school leaders to focus on feedback that is most relevant to learning, is trusted, and is offered in a meaningful and non-threatening way. 11. 1. To provide objective feedback to teachers Instructional SupervisionGoals of an Instructional SupervisionTo provide effective feedback is for the principal to do the following steps: prepare, present data, discuss focus, make a plan, and follow up. 12. 2. To diagnose and solve teaching problems Instructional SupervisionGoals of an Instructional SupervisionHere, the school principal will assist the teacher to give suggestions, recommendations and ways to solve problems encountered during the observed teaching and learning process conducted by the teacher. 13. To help teachers develop their strategies and skills Instructional SupervisionGoals of an Instructional SupervisionA school principal must know each teachers individual strengths and weaknesses. He must develop a plan for providing teachers focus on their areas that need improvement. 14. 4. To help teachers maintain a positive attitude Instructional SupervisionGoals of an Instructional SupervisionThe school principal must have the experience to assist teachers develop a positive affirmation behind all the papers works to do and other responsibilities as a teacher has. 15. In order to achieve the four goals, the following must be done: Instructional Supervision1. Classroom Walkthrough (CWT) This is a non-evaluative classroom evaluation by the school principal that is followed by a conversation between the principal and the teacher about what was observed. 16. In order to achieve the four goals, the following must be done: Instructional Supervision2. Classroom Lesson Observation This is a formal or informal observation of teaching while it is taking place in classroom or other learning environment. 17. 1. Directive Supervision Instructional SupervisionApproaches to Instructional Supervision It is designed to be a total system process for supervisors and administrators to provide teachers and personnel with the detailed coaching they need to do their jobs well. It can be intensive (involving a lot of effort or activity in a short period of time) or informational. It is used for teachers having difficulties and needs to be supervised on new innovations. 18. 2. Collaborative Supervision Instructional SupervisionApproaches to Instructional Supervision Teachers are responsible for each others professional growth. It is cooperative and collegial learning (e.g. LACS session, FGD, Mentoring, Departmentalized demo teaching) Supervisor/Principal mutually plan and work together. 19. 3. Self-Directed Supervision Instructional SupervisionApproaches to Instructional Supervision Intended for advanced, independent, and self-directed teachers. This is for teachers who have knowledge and understanding on what to do. The supervisor/principal just provides technical resources, motivation, and assistance. 20. Instructional SupervisionThe Challenges of Instructional Supervision These were problems in selecting and assigning right persons as instructional supervisors, lack of supervisor manuals, lack of adequate budget, facilities and materials, resistance of teachers to supervision due to lack of awareness of teachers in importance of supervision, excessive workload of principals. 21. Instructional SupervisionConclusion In instructional supervision, the approaches are not one-size-fits-all thing (describes an item, situation, or policy designed to accommodate a large amount of people). IS can shift from one to the other. IS aims to address individual needs and difficulties. IS is based on mutual respect, shared responsibility and professional growth. IS results to teacher autonomy and competence. 100%(2/10)0% found this document useful, undefined(2 votes)2K viewsInstructional supervision aims to improve the teaching-learning process through activities that guide, support, assess, and develop teachers. It involves oversight of instruction to ensure instructional enhancement and descriptionSave Savel Instructional supervision- PPT For Later100%100% found this document useful, undefined(0 ratings)0% found this document useful (0 votes)357 viewsThere are several types of instructional supervision discussed in the document: 1. Clinical supervision which develops teacher responsibility and growth through pre-observation conferences, Save Save Types of Instructional Supervision For Later0%0% found this document useful, undefinedADMN 6130 Class 5 Supervision of Instruction The faithful teacher is eager to find out every imperfection in the instruction, always on the alert for improvement, dissatisfied with the class if the highest excellence is not attained. Annual Report of the Owensboro Public Schools 1872-73Observes Apply research-based strategies in organizing a school to meet the learning for all mission Discuss Classroom Observation best practices Discuss NC Teacher Evaluation Process expectations relating to Instructional Supervision by PrincipalHousekeeping Narrated PowerPoint Did you download it from Google Drive? Class next week? How much of a problem? Decide what/how much content related to Observations would be discussed at end of tonight's class. What if I am here? How many people would come? N W Get Started on Data Collection Class optional (Attend Class or Listen to Narrated PowerPoint)Effective Schools Reality? Really? 5 Big Ideas Required Reading for Principals' Student Engagement Good Idea or Keystone? Supervision Lessons? Machiavelli's Translated Lessons Effective Schools Process 5 Big Ideas Student Engagement Where to these intersect with and inform instructional supervision? NCTEP Expectations Classroom Observations My Goals with this Content Not to teach you NC processes. That is someone else's job. To teach you best practices that span and join all evaluation systems. To provide you with skills that will make the process meaningful for you and that you supervise To demonstrate some Best of Class models of behavior Provide you practical tools that will make the job more manageableWhat NCTEP Requires Formal observations shall last 45 minutes or an entire class period. Informal observations may take place as an evaluator visits classrooms for a minimum of 20 minutes in one sitting. Observation- Pre-Conference What concepts and/or skills will students learn as a result of this lesson? Why/How did you choose these? How do your objectives for this lesson align with long-term goals for learning? How do they align to North Carolinas Course of Studies? How did you select/design strategies to meet the learning goals? How will you help students make connections to previous learning and how does the lesson relate to students experiences? How will you assess student learning? How will you monitor and provide feedback during the lesson? How will you address individual differences in your class? How will you accommodate students with special needs? How will you extend student understanding? What plans have you made if students finish early all the tasks you have planned? How will you use technology to promote learning? Observation: Assumptions The process should be transparent and procedures and expectations are consistently applied across evaluators and those being evaluated Observations are for observing classroom performance If you did not write it down, it did not happen Observations are like digital pictures Only shows this span of moments in time (20, 45, or period) Observation notes/documentation should be free of opinion Observation: Success Factors Do you know what to look for? Do you know anomalies if you see them? Do you know what to do if you see anomalies that are improper actions for failure to act? Will you have the courage to confront the teacher with your findings? Will you hold the teacher accountable for improvement? Do you have an idea of what NOT to include? Not Looked For is different from Did Not Demonstrate Observation: Scheduling Schedule all of your assigned observations at one time both announced and unannounced If announced send this info to teachers and allow them to change the dates or times. Saves a lot of going back and forth. Get to the classroom at least 2-3 minutes before the bell rings or a new lesson begins Know what you are looking for before you get in the classroom QUESTIONS Using Google Calendar Observation: Note-taking Record times of major events Number each different note Record dialogue of students and teacher that connects to expectations Use narrative to describe actions of students and teacher where dialogue is not important Write legibly. I suggest that you give the teacher a copy of your in-class handwritten notes where possible. What did your principal say about his/her note-taking process? Did the notes adequately capture the lesson Did they provide enough information to complete a formal assessment instrument? Observation Notes: Assessing Key Yes N No (requires comment) NI Needs Improvement (requires comment) Observation: Look-for Observation: Look-for Before the POC: Reflection Reflect on the observation in three ways: Teacher: How would I have taught the lesson? Student: If I were a student in the class, did I know what was required of me? Was I engaged? Administrator: Did the teacher fulfill administrative expectations? Based on these reflections: complete the formal assessment forms with your recommendations and commendations. Remember: Never rate performance without evidence Post-Conference: Process Welcome the teacher to the conference Remember what it was like for you ALWAYS begin with something positive from the class Go over the steps of the POC Give the teacher his/her copy of the notes and the evaluation and ask for the gradebook and planbook, and classroom assessment Review gradebook, planbook, and assessment as the teacher reviews the observation notes and your assessment Discuss the observation, then the supporting materials End on a positive note. If follow-up is required, be specific about what is to be worked on in between this observation and the next one. Post-Conference: Focus Did you find that my observation notes were an accurate representation of the class? If you taught this lesson again tomorrow, what would you change? What strategy or strategies did you find most effective in terms of student learning? Least effective? How will you evaluate student learning from the lesson? How will you use this information to improve and/or extend student learning? Post-Conference: Action Plan Be specific as to YOUR expectations and timeframe Limit your expectations for improvement to two or three high yield strategies that are connected EX. Writing high level objectives is directly connected to asking high level questions EX. Planning Status teachers: (in their summative year of evaluation) 3 observations: at least 1 must be formal NOTE: Formal observations (one complete lesson or a minimum of 45 minutes) Informal observations (a minimum of 20 minutes) Any observation may be announced or unannounced Evaluator uses the rubric as a recording tool Artifacts may be necessary when a discrepancy occurs Component 6: Post-Observation Conferences Must occur after each formal observation Must occur no later than 10 school days after the observation Designed for the purpose of identifying areas of strength and those in need of improvement Requires review and signature of rubric Component 7: Summary Evaluation Conference Bring self-assessment Review observations and any additional artifacts Sign Summary Rating sheet & Record of Teacher Evaluation Activities Begin discussion for future goals Summary Rating Sheet (Summative Conf) Every element and every standard is rated Not Demonstrated rating requires comment Ratings are based on everything you know about that teacher, including observations Overall rating for each standard is chosen by the evaluator after reviewing all of the elements within a standard Comments can be added from teacher at end of conference Signature page required SAMPLE SUMMARY SAMPLE SUMMARY Component 8: Professional Development Plans After completing Year 1 of implementation, this is how to determine the level of PDP for a teacher: Teachers who are rated as Proficient or higher on all standards will develop an Individual Growth Plan Teachers who are rated as Developing on any standard will be placed on a Monitored Growth Plan Teachers who are rated as Not Demonstrated on any standard or have a rating of Developing for two sequential years will be placed on a Directed Growth Plan Monitored and Directed Plans meet the state guidelines of an action plan. Individual districts determine those recommendations Goal Setting for the Professional Development Plan 2 3 SMART (Specific, Measurable, Attainable, Relevant and Time-Bound) Goals developed for teachers Professional Development Plan after completing self-assessment N W Get Started on Data Collection Class optional (Attend Class or Listen to Narrated PowerPoint)

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