



CONNECTING THEORY TO PRACTICE: WHAT IS THE PURPOSE OF TEACHER SUPERVISION?

Darlene Borchert

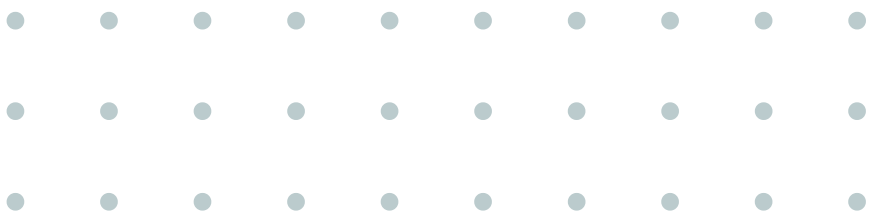
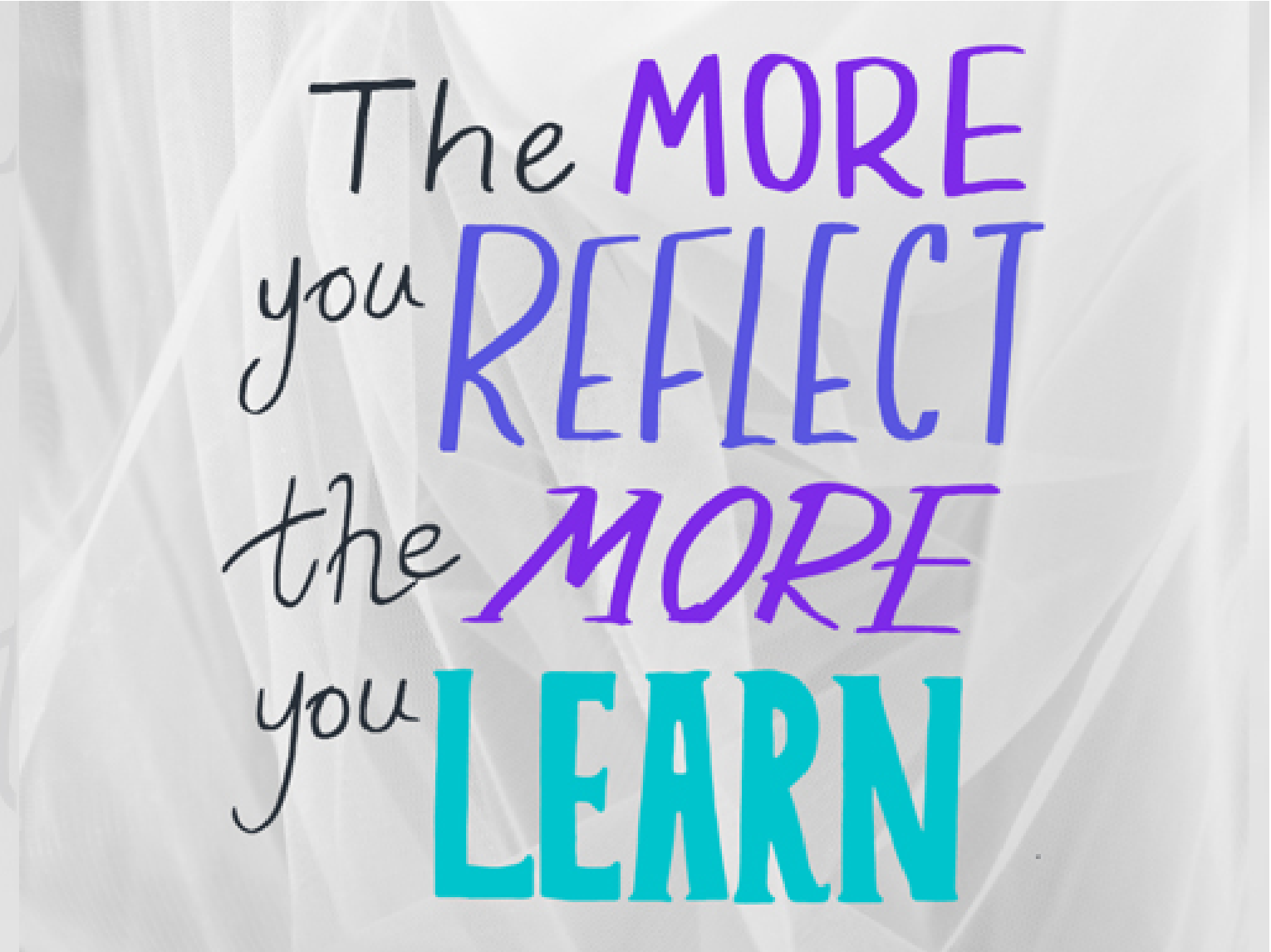
ELP 664SEM 0: Teacher Eval and Supervision - Anthropology of Education Dr. Ian Mette

THE TEACHER SUPERVISION PRACTICES THAT SUPPORT REFLECTION OF INSTRUCTION

Findings from: Empowering Teachers Through Instructional Supervision: Using Solution Focused Strategies in a Leadership Preparation Program by Marla W. McGhee for the Journal of Educational Supervisions Volume 4 Issue 1 Article 4

Solution Focused Supervision

- Supervision focused on solutions rather than critical feedback is more effective in guiding a teacher to become better at their craft
- Educational leaders must be thoughtful in their demeanor when supervising using appropriate language and techniques for individual supervisory situations



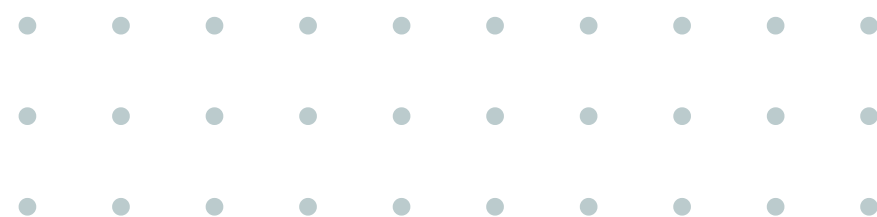
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- Goal-formation questions
 - Lead teacher to finding solutions to meet their expectations
- Scaling questions
 - Quantify for a teacher where they fall on a scale of 1-10 in their own eyes
- Positive feedback on strengths
 - Encourages teachers instead of tearing them down
- Hedging
 - A way to express ideas in a different light assisting teachers in brainstorming leading to future successes



THE TEACHER SUPERVISION PRACTICES THAT EMPOWER INDIVIDUAL IMPROVEMENT EFFORTS

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Solution Focused Supervision

- Using different techniques to individualize supervision to particular teachers
- Pre and post conferences allow teachers to express their aesthetic and goals where concerns are expressed opening the door for the supervision experience to benefit their professional goals

Pre-Observation Conference

Name of Teacher: Joseph V McNamara		Grade: 12	Observation Date & Time: 3/25/13 at 8:00 AM
Subject: Cisco Networking Academy		Unit: Characterizing the Existing Network	Evaluation: Formal Announced Observation

Total: 4/4 pts

1. To which part of your curriculum does this lesson refer? How does this learning "fit" in the sequence of learning for this class?
This lesson fits into the framework of the Cisco Networking Academy curriculum. As outlined in the framework, the goal is to enable the student to understand the components of a network, including the protocols, the hardware, and the software. This lesson is designed to help the student understand the components of a network, including the protocols, the hardware, and the software.

2. How will you engage the students in the learning? What will the students do? Is it the students work in groups, or individually, or in a large group? Provide any worksheets or other materials the students will be using.
I will use lecture and discussion to engage the students along with hands-on activities. The students will participate in the discussion and complete the hands-on activities assigned. They will work individually but may work together to solve any problems they may encounter. Copies of the activities have been provided.

3. Briefly describe the students in this class, including those with special needs.
The students in my class are very similar to many other high school students. They are motivated and have a strong interest in technology. They are also very curious and like to learn by doing. I have several students with special needs, including one student with a learning disability and one student with a physical disability. I have made accommodations for these students to ensure they can participate in the lesson.

4. What will you do/differentiate instruction for different individuals or groups of students in the class?
By integrating discussion, hands-on activities, and individualized support, I will ensure that all students have the opportunity to learn. I will use differentiated instruction to meet the needs of all students, including those with special needs. I will provide additional support and resources for students who need it.

5. When are your learning outcomes for this lesson? What do you want the students to understand? How will you assess learning for these outcomes?
I will assess the students' learning using hands-on activities, questions, and a short quiz. I will also use formative assessment to monitor the students' understanding throughout the lesson.

Please submit to the evaluator (bring this page to the pre-observation meeting, along with your lesson plan, supporting materials (handouts, assessments, etc.))

No Response (0) 1 = Ineffective (.25 pt) 2 = Developing (.50 pt) 3 = Effective (.75 pt) 4 = Highly Effective (1 pt)

Post-Observation Conference

Name of Teacher: Joseph V McNamara		Grade: 12	Observation Date & Time: March 29, 2013, 8:00 am
Subject: Cisco Networking Academy		Unit: Characterizing the Existing Network	Evaluation: Formal Announced Observation

Total: 4/4 pts

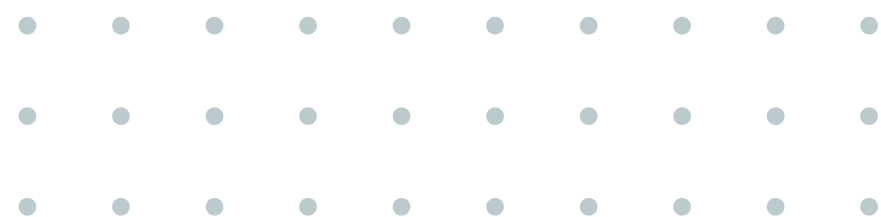
1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
The lesson went well. The students learned what I had intended based on the questions they asked, the quiz results, and the lab results.

2. What related evidence/observations (samples of student work, etc.) do you have? What do these reveal about students' levels of engagement and understanding?
I have copies and take notes to all confirm the students understand the lesson as well as to confirm to engage the students and measure their individual levels of understanding.

3. Did you depart from your plan? If so, how, and why? Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). In what extent were they effective?
The only departure from the original lesson was the integration of life stories from my field experience in networking in the private sector. I believe these stories helped the students relate the material to experiences they are familiar with.

4. What resources were used and how did you attempt the results?
I used facts and figures to demonstrate if the students learned what I had intended along with visual aids during the lecture. The results were interpreted as grades on a 100% scale where grades ranged from 88 to 100%.

No Response (0) 1 = Ineffective (.25 pt) 2 = Developing (.50 pt) 3 = Effective (.75 pt) 4 = Highly Effective (1 pt)

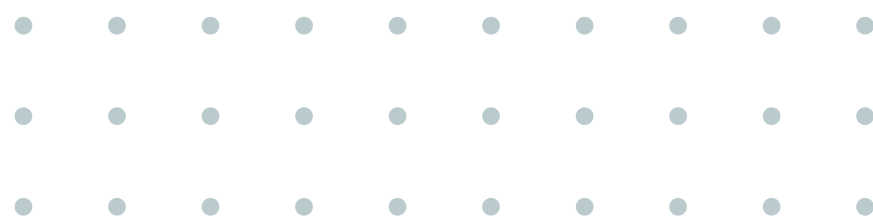


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- Motivation
 - Leader can assist teacher toward self initiated goal
- Establish intentional activities
 - Together the educational leader and teacher work on setting small goals to create the steps toward their individuals professional goals
- Positive reinforcement
 - Assuring teachers what they are accomplishing makes a difference helping them advance to the next step toward their professional goals



PRE- OBSERVATION

STRENGTHS

- Information provided here will assist the supervisor to provide feedback that relates to the teacher's goal in the post-observation
- Different teachers have different styles, the pre helps bring the leader into the style and goal of the teacher
- This gives the supervisor a start on differentiating the post-observation relating it to their aesthetic

POST- OBSERVATION

STRENGTHS

- Supervisor and teacher relationships deepen when both are vested in the process
- From pre through observation though post, the leader and teacher connect to see the plan through to educate kids
- Leader works with teacher through questioning to help with a complete understanding of what the teacher wanted to accomplish and offers hedging questions to help broaden the teacher's perspective

PERSONAL REFLECTIONS OF WHY SUPERVISION EQUALLY AS IMPORTANT AS EVALUATION

Supervision IS equally as important as evaluation

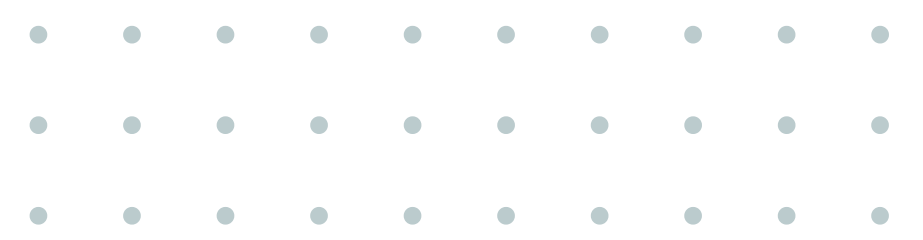
- Supervision assist in guiding teachers to become a stronger educator
- Relationships develop between teacher and supervisor during pre and post conferences where the supervisor encourages the teacher with taking the next step toward mastery
- While evaluation provides evidence against a rubric from approved sources to numerically grade or evaluate a teacher, supervision focuses more on the development of a teacher's craft
- Evaluation is important to show the data on growth and following expected criteria, but supervision adds to evaluation with more of a human aspect where two work together to assist each other in achieving a higher level of greatness through trust, encouragement and growth
- Supervision has more of a two way street where conversation, brainstorming and questioning using hedging and scaling adds depth to self reflection and growth of individual teachers

PERSONAL INSIGHTS ABOUT THE IMPORTANCE OF DEVELOPING TRUST IN PROVIDING FEEDBACK

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Solution Focused Supervision

- Building trust between leader and teacher will facilitate solution focused supervision
- Respect between leader and teacher leads to relationships that foster growth



Leadership Behaviors that Build Trust

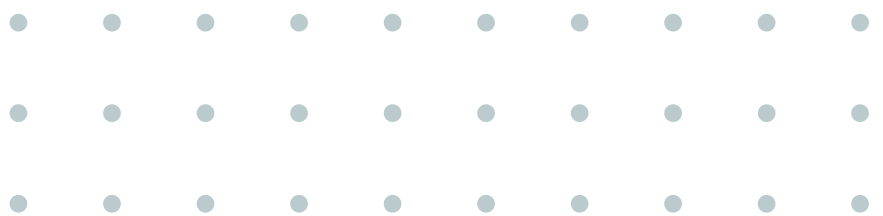
- Build Positive Relations and Show Gratitude
- Follow Through on Commitments
- Admit Mistakes and Correct Them Quickly
- Maintain Confidentiality
- Avoid Being Judgmental
- Demonstrate Vulnerability but Act with Confidence

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- Strategies to help build relationships to support solution focused supervision
 - Encouragement helps a teacher gain confidence and dare to expand their voice
 - Facilitating conversations helps teachers and leaders to be on the same page with reaching individual goals
 - Staying curious as a leader to ask questions to assist the teacher in thinking through their lesson
 - Hedging questions offering teachers ideas instead of telling them what to do
 - “Wow and How” Strategy offers excitement on a teacher achievement and asks how they did it



SUPERVISION TOOLS USED

Selective Verbatim

- Specific words or questions or responses a teacher uses with kids or kids use with teachers
- Word for word scripting of dialogue between teacher and students

Checklist

- Descriptive data a supervisor is looking for to be exhibited during an observation

Seating Chart

- Visual display of classroom traffic
- Shows teacher to student patterns to exhibiting teacher involvement with students

Observation tracking	Ms. Reinard: Barbering Instructor
1:00	T: you need th foil? Make sure after you use it to put it away
	S: Ms. R..I forgot to tell you....the comb over style. I tried it! T: I gave you credit for it. Noce Job!
	T: Always adjust the chairs for your client. Wrong adjusted chair can cause nerve damange. S: Like this? T: Right here.
	T: Make sure to start with opening it first and move down. S: Like this? T: Start up then close down with the blade pointing up.
1:05	T: Go and start your practical work. You havn't completed any skills in two days. Student goes back to work
	T: The cape goes around the neck. This comes up over the head, this comes up to the front. Student says she is good. Teacher goes through the cleanliness of the cape with the stu
1:10	Teacher works with a student that is uncertain that barbering is in his future. She is telling him how to take a career interest quiz or survey to help him find a better path for him.
	T: Seabreeze - you always need to clean the skin after a close shave. S: ok. T: What skills did you complete? Show me?
	T: Alright Josh, come and get your star. Nice job Josh! You only have a few skills left to complete on your chart.
	S: Jamie I need air. S: Ms. R can you check my 90 degree cut?
1:15	T: Spray that with leave in conditioner so it is not so stiff.
	T: Whose phone is plugged into my one of my station? You better move it.
	T: Aiden, put your shoes on dear.
	T: Patrick is there an issue? S: No. T: Then get back to your work
1:20	Observation: Talking is happening amongst kids across the classroom but in a way that is appropriate
	T: Looking at fade on a student completde manequin. Teacher is offering feedback on the symetricalness of it.
	T: Offering a bathroom pass to Spencer. She reminds him down stairs bathroom only.
1:25	T: What did you forget? S: I was going to grab firewax but I grabbed something else. T: You did a scalp treatment on him correct? S: Yah T: You are sitting next so Phoenix can w
	Observation: Kids talking to each other...nah bro...its all I got. Come on man.
	T: One finger, then two fingers, then three. Observation: Kids are starting to get into it. Teacher goes and tells them to focus on their haircut. One kid challenges teacher. Patrick is
	Teacher is now talking to kids about their sports schedules and who they are playing tonight. Kids are back to being energized positively.
1:30	T: How did you do over here? Make sure you are getting all the way down to the scalp.
	T: You have 4 sections. From top of the crown. You section it from right up here to the top and go all the way to the crown. She goes on to demonstrates how to do the curve tow

Teacher	Date	Time
Elements	Response	Comments
Anticipatory Set	Yes ☒ No ☐ N/A ☐	
Statement of Objective and purpose	Yes ☒ No ☐ N/A ☐	asked in skills and purpose
Input	Yes ☒ No ☐ N/A ☐	teacher is doing input and making kids listen to what he is saying
Modeling	Yes ☒ No ☐ N/A ☐	teacher shows the kids what he wants them to do
Checking for Understanding	Yes ☒ No ☐ N/A ☐	teacher asks the kids if they understand what he is saying
Guided Practice	Yes ☒ No ☐ N/A ☐	teacher walks around the room and checks on the kids as they work
Independent Practice	Yes ☒ No ☐ N/A ☐	Students are practicing the skills on their own
Explanation of academic and social objectives	Yes ☒ No ☐ N/A ☐	teacher is talking to the kids about the importance of the skills they are learning

Teacher	Date	Time
Teaching of necessary social skills	Yes ☒ No ☐ N/A ☐	Teacher is very focused on helping all - gives social skills during the day
Positive Interdependence	Yes ☒ No ☐ N/A ☐	Teacher can
Individual accountability	Yes ☒ No ☐ N/A ☐	YES!
Group processing	Yes ☒ No ☐ N/A ☐	some students are working together and helping each other
Face to face interaction	Yes ☒ No ☐ N/A ☐	teacher is talking to the kids and they are listening

Skills is helping each other social skills



Class Readings used to assist in presentation

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Instructional Supervision: Applying Tools and Concepts, Fourth Edition by Sally J. Zepeda, published 2017