

I. Introduction (Have Slide "What is Supervision?" Posted)

1. Take Record.
 - A. Introduce Yourself to Students.
 1. Name and family information
 2. Employment
 3. Leadership program
 4. Why I am able to teach this course:
 - a. Supervising Instructor
 - b. Administrative Team
 - c. Curriculum Development Committee
 - d. Academic Affairs Committee
 - e. University Supervisor
 - f. Asked to be on several evaluation teams
 - g. NAD Curriculum committee
 - h. Conducted in-service seminars
 - B. Have each student introduce her/himself.
 1. Name and family
 2. Place of employment and/or status in school
 3. Purpose for taking this course
 4. Career Goals
2. Give Worship Thought. Read "Jesus' Teaching Method." From *Desire of Ages*, pp. 253-255.
3. Prayer.
4. Distribute Course Outline.
 - A. Read outline together
 - B. Pause after each section for questions and/or clarifications
 - C. Distribute Case Study #1 and #2 when they are reached in the course outline
 - D. Go through requirements of each case study
 - E. Finish going through course outline
 - F. Ask for any questions or clarifications

II. What is Supervision?

1. Put up slide "Topics of Discussion." Go over with students.
2. Padda-lina....
 - A. Tell students you want to teach them a song. Tell them that they will sing along with the instructor on the chorus, and then the instructor will sing the verses. Teach the chorus to the students.
 2. Practice.
 - B. Ask students to pair up with one other individual.
 1. Have pairs take out one piece of paper and one pencil.
 2. Tell pairs that one of the two must draw what I sing about during the verses.
 3. Before the chorus is over the drawing must be completed and the paper and pencil must be passed to the other person in the pair.
 4. This person must do the same as the first.
 5. This will be repeated until all the verses have been sung.
 - C. Perform the Activity.
 - D. Explain to students how drawing illustrations of key concepts can be a useful tool in instruction.
3. What Does Good Teaching Look Like?
 - A. Distribute handout "The Exceptional Learning Environment"
 - B. Tell students to individually fill in each quadrant with characteristics of the exceptional learning environment.
 - C. Give students several minutes to do this.
 - D. Ask students to share with another individual in the classroom their lists.
 - E. Give students several minutes to do this.
 - F. Distribute large sheets of paper and markers.
 1. Following the tradition of padda lina... have these pairs illustrate what the Exceptional Classroom "looks

like." No words.

2. After students have had sufficient time have each group share with the entire class.

- G. Explain to students that the purpose of this course is to help students realize the full extent of the work of the supervisor--whether if it is a full-time job or as part of other expected work. This course is not designed so much to teach good teaching methods. You have or will learn those in Models of Teaching or in the Summer Institute. Instead in this course we want to be able to know how to look for good teaching, how to support it, how to encourage teachers to improve, and how to do that in the time frame available.

4. Definition of Supervision.

- A. I am going to show you three different definitions of instructional supervision.
- B. As we read them together, look for identifying characteristics that describe the concept of instructional supervision.
- C. Put slides on overhead. Read them together.
- D. Note how these definitions focus on three things: 1) the behavior of supervisors; 2) assisting teachers; and 3) the ultimate benefit of the student.
- E. Have students write out in their own words what Supervision means.
- F. Have students share their definitions.
- G. Many of the contemporary definitions of supervision stress service, cooperation, and democracy. That is how we are going to focus our look at supervision in this course.

5. Historical Approaches

- A. Supervision has gone through many metamorphoses. This has been the case because supervisory behaviors and practices are affected by political, social, religious, and industrial forces existent at the time.
- B. It was not until the establishment of organized schools that the need for specialized school supervisors materialized.
- C. Let's take a look at the Major Periods in the Development of Supervision. (Put slide on overhead)
- D. Go through list. Explain meaning of terms:
 1. Inspection, was often derided as "snoopervision." This is where almost literally, inspectors went to schools to "check" on teachers to make sure they were doing exactly what they were suppose to be doing. Jokingly, but not entirely true, it is said that in France, the minister of Education can go into any classroom, in any school, and know exactly where the teacher is what she is teaching.

2. This next slide I am going to show you illustrates how the appeal to authority was very evident in this time period. This set of Instructions to the Teacher in Harrison, South Dakota, widely reproduced for teachers. (Put up slides, read, comments)
 3. (Put previous slide back up)
 4. With the advent of the Industrial Revolution and the influence of persons like Frederick W. Taylor and Max Weber in the late 19th and early 20th centuries, scientific and bureaucratic approaches to supervision replaced inspection.
 5. Scientific management and efficiency were bywords of the new approach. Taylor stated if organizations followed established principles for efficiency, production would presumably be high. Supervisors had but to assure the rigorous application of the principles.
 6. While Taylor was expounding on his scientific management, Weber was promoting the concept of bureaucratic management of organizations as the ideal model for achieving and productivity. This model provided for a hierarchy of authority and responsibility.
 7. The bureaucratic model became the pervasive organizational structure in all human institutions. In fact, the bureaucratic model has become so entrenched in our lives that "bureaucracy" has become, under some circumstances, a derogatory term.
 8. "Scientific" supervisors look for fixed principles of teaching drawn from the research which can be prescribed for the teachers. To these supervisors, teaching is a science rather than an art, and they believe that by following a prescribed set of rules teachers are bound to be successful.
 9. By the mid-20th century, supervision turned in the direction of human relations and group dynamics. Stress on the democratic process and the application of the behavioral sciences commanded the attention of supervisors.
 10. Supervisors began to realize that their success was dependent more on interpersonal skills than on technical skills and knowledge. The prefix "super" on supervision declined in importance. The word supervision itself became modified with such words as collaborative, cooperative, democratic, and consultative. This change of focus has continued and intensified into the present.
6. Problems That Complicate the Supervisory Role (Put up slide)
Supervision today is complicated by a number of factors:
- A. The term Supervision is subject to many different

interpretations. A search of the literature finds administrative, clinical, consultative, developmental, differentiated, educational, general, instructional, and peer approaches to supervision.

1. This is further complicated when you consider the scientific vs. art approach to teaching.
2. Some experts emphasize a single approach or type of supervision. Others take a more eclectic approach.

B. Differing Conceptions of Effective Teaching.

1. Some supervisors look at process, that is, the demonstration of teaching skills.
2. Some focus on product, such as test scores of students.
3. Some include the teacher's personal and professional attributes in their description of effective teaching.
4. Some are partial to certain models and styles of teaching.
5. Some smile, for example, on discovery learning and frown on lecturing.
6. Some favor direct instruction of entire groups, some champion cooperative learning, and other advocate individualized instructional techniques.

C. Mandates from the State (Conference) Level

1. Increased direction from the state level has reduced the flexibility of local school systems to make decisions based on their assessment of local needs and on their own philosophies of education.
2. The supervisor's role is heavily affected by state mandates.
3. Supervisors who are in disagreement with state reforms are faced with intrarole conflicts.
4. Site-based or school-based management, teacher empowerment, and parental participation in decision making are clearly movements of the present day.

D. Tensions between Teachers and Administrators/Supervisors

1. Evaluation of one individual by another is in itself a stressful activity. Increased emphasis on student achievement, accountability of teachers, and teacher competence have brought about increased stress on evaluation of performance.
2. Teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation. They have raised valid questions concerning the competencies on which they will be judged, who will do the evaluating, how the evaluation will be conducted, and what use will be made of the results.

7. Who Are the Supervisors?

A. In the traditional meaning of supervision anyone who oversees the work of another is a supervisor. Hence, every administrator is a supervisor.

B. It might be well to depict the degree to which administrators and supervisors take on the role of guiding instruction and improvement. (Put up slide "Who Are the Supervisors")

C. A full-time administrator is deep into budgeting, transportation, staffing, pupil personnel services, and public relations. He or she devotes little or no time to curricular and instructional supervision but delegates that duty to others.

D. There are, however, some administrators who do devote some time to supervision. When they do this, they become supervisors, if only for a portion of their time.

D. Some school personnel are classified as supervisors and are charged with duties such as annual assessments of teacher performance. When they accept managerial tasks, they join the ranks of the administrators.

E. Finally those personnel who spend all their time and efforts in helping teachers directly with the improvement of instruction may be called full-time supervisors.

F. Thus, we have the Complete Administrator on one side of the spectrum and the Complete Supervisor on the other.

8. Types of Supervisors (Put slide on board)

A. Supervisors are special service personnel to be found on the staffs of administrators at the state, district, and school

levels.

- B. Take a few moments with the person next to you and describe the functions of the State Supervisors, the Local Supervisors, the Conference Supervisors, and the Academy Supervisors. (Give time, discuss)
- C. State: The chief supervisor on the state level is the assistant superintendent for curriculum and instruction. This person supervises the entire instructional and curricular program of the public schools in the state.
- D. Local: The presence and effectiveness of the supervisor is felt more keenly on the local than on the state level. These are the key people in the school system. Depending on the size of the district, there could be several tiers of supervisors.

9. Tasks of Supervision

- A. What do supervisors actually do? (Put up slide)
 - 1. Developing Curriculum: Designing or redesigning curriculum guides, establishing standards, planning instructional units, and instituting new courses are examples of this area.
 - 2. Organizing for instruction: planning class schedules, assigning spaces, allocating time for instruction, scheduling/planning event, and arranging for teaching teams are examples here.
 - 3. Providing staff: Recruiting, screening, selecting, assigning, and transferring.
 - 4. Providing facilities: designing or redesigning and equipping facilities.
 - 5. Providing materials: Previewing, evaluating, designing, and otherwise finding ways to provide appropriate materials.
 - 6. Arranging for in-service education: Planning and implementing learning experiences that will improve the performance of the staff in instruction-related ways. Workshops, consultations, field trips, training sessions, etc.
 - 7. Orienting staff members: includes getting new staff members acquainted with facilities, staff, and community. Also involves keeping the staff informed of organizational developments.
 - 8. Relating special pupil services: Developing policies, assigning priorities, and defining relationships among service personnel to maximize relationship between services offered and instructional goals of the school.
 - 9. Developing public relations: Providing for a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction.
 - 10. Evaluating instruction. Planning, procedures for data gathering, analysis, and interpretation, and decision making for improvement of instruction.
- B. There is one universal truth about supervisors: much is

expected of all of them!!

10. A Model of Supervision
 - A. A supervisor plays a variety of roles within certain domains, and the expertise demonstrated in the particular domains is derived from a number of bases or foundations. (put up slide "Conceptual Model of Supervision)
 - B. The model shows three large domains or territories within which supervisors work. With the model several concentric wheels rest on a foundational bed. The four inner wheels show four primary roles of the supervisor, and the outer wheel surrounds the three supervisory domains. The foundational bed undergirds the whole system and indicates the sources of the supervisor's knowledge and skills.

11. Domains of Supervision
 - A. The supervisor exercises various roles within each of three domains: instructional, curricular, and staff development.
 - B. Following one or more of these major areas, the supervisor assists teachers in the improvement of instruction, curriculum planning and improvement, and personal and professional growth and development.
 - C. ASCD affirmed twelve domains with relevant knowledge, attitudes, and skills in each domain. (Put slide on overhead)

12. Roles of the Supervisor. (Put up overhead)
 - A. The service-oriented supervisor will perform at varying times each of the four roles shown on the screen.
 1. Coordinator. The supervisor serves as a coordinator of programs, groups, materials, and reports. It is the supervisor who acts as a link between programs and people.
 2. Consultant. The supervisor serves in a consulting capacity as a specialist in curriculum instructional methodology, and staff development.
 3. Group Leader. The supervisor as group leader works continuously to release the potential of groups seeking to improve the curriculum, instruction, or themselves.
 4. Evaluator. As an evaluator the supervisor provides assistance to teachers in the evaluation of instruction and curriculum.

13. Activities (If Time Permits)
 - A. Identify at least two improvements in curriculum and/or instruction that have been made in your school system in the last three years and postulate on how these came to be. (Give time to work; share)
 - B. Get together with your partner. Create a list that describes the knowledge, skills, and personal traits needed for an exceptional supervisor.

14. Summary: Supervisors perform a wide variety of tasks, which may or may not include administrative duties. We will look at these tasks over the next three weeks.