

1. Place Slide of today's topic on overhead.
2. Prayer. Ask for any special requests.
3. Report on "My Favorite Supervisor." Have several students share some of their thoughts.
4. Review. In small groups cite one or more additional issues that supervisors of instruction are confronted with. Where does your group stand on the issue?
 - A. Give students time to think and discuss.
 - B. Have a full class discussion.
5. Leadership in the Improvement of Instruction.
 - A. For the past two days we have been focusing on The Role of the Supervisor. Today we turn our attention to how the supervisor aides in the improvement of instruction.
 - B. Specifically, today we are going to look at how the supervisor helps teachers plan for instruction.
 - C. Put up slide on "Topics of Discussion."
6. Models of Instruction
 - A. Would you agree with this statement? "All teachers, no matter how long they have taught, can develop new skills and improve old ones." Discuss.
 - B. Yet, supervisors will surely encounter some teachers who have no written plans whatsoever.
 - C. Supervisors might begin to examine the problem of planning as they try to ascertain what kinds of plans teachers are making. As they spot deficiencies in planning, they may work with individuals or groups in devising better ways to go about this fundamental task.
 - D. As a supervisor you may encounter a variety of forms of resistance to planning.
 1. Some teachers believe that they don't need to write anything down because they have sufficient mastery of the content of the program.

2. Some teachers view their role in the Socratic tradition thinking that students will gather around them for unorganized bits of wisdom.
 3. Other teachers will admit that they realize the value of planning, but they claim they don't have the time to write out plans.
 - E. But, no matter what the excuse, all teachers at all levels can improve planning skills, and one of the supervisor's tasks is to help them improve those skills.
7. Simplified Model. (Put up slide on overhead)
 - A. Planning is the first stage of a continuum, followed by the implementation or presentation stage and then the evaluation stage.
 - B. Some specialists refer to this diagram as a simplified model of instruction, which is basically a pattern providing teachers with a guide for following certain aspects of behavior.
 - C. Simply put, the teacher begins the instructional process with initial planning, proceeds through the strategies of presentation, and moves finally to evaluating what the plan set out to achieve.
8. Classroom Planning: A Six-Point Program
 - A. An effective classroom presentation requires a great deal of thought and preparation on the part of the teacher. The supervisor can assist teachers in this process by providing training in the development of several competencies.
 - B. Today, I want to focus on six such competencies. (Put slide on overhead and read each one.)
9. Competency 1: Following a Systematic Approach to Instructional Design (Put slide on overhead)
 - A. A systematic approach to instruction seeks the answer to four questions:
 1. What is it that you wish to achieve?
 2. What resources do you have and need to achieve your objectives?
 3. How will you go about achieving your objectives?
 4. How well have you accomplished your objectives?
 - B. By following a systematic approach a teacher can become more efficient and more effective. The process of systematic planning entails the following steps: (put up slide)
 1. Taking stock of the present program. Review the

present program, analyze what has been covered in the past, reexamine the goals, etc.

2. Specifying the goals of instruction. Here the teacher is deciding on the general purposes of the program.
3. Specifying the objectives of instruction. The objectives state what it is the learner is expected to learn. They serve as the source of the evaluation process.
4. Designing an evaluation plan. Making such a plan will help the instructor figure out how well students have achieved.
5. Describing and analyzing the learning tasks. The teacher must be able to tell student what the tasks are and decide if they are suitable for the learners.
6. Designing instructional procedures. The techniques or procedures must be compatible with the teacher's own abilities and personality.
7. Implementing the instructional procedures.
8. Implementing the evaluation plan.

C. The supervisor can in-service teachers with these eight steps of a systematic approach to instruction.

10. Competency 2: Following a Model of Instruction

- A. A model is simply a pattern that provides a logical progression from one step to the next.
- B. Models serve as guides to the teacher for instructional design. They reveal both the essential elements of the instructional process and the sequence in which these elements are put into practice.
- C. Let me show you four examples of models. (put up slide and show common elements in all of them)
- D. Have any of you developed a model for planning? Discuss.
- E. Supervisors can assist teachers in selecting models compatible with their own needs, and encourage them to try their own hands at creating a model.

11. Competency 3: Writing Instructional Goals.

- A. What is an instructional goal? (Instructional goals are general statements of hoped-for learning on the part of the student.)
- B. What kind of language do you find in goals statements?
 - 1. The student should become familiar with....
 - 2. The student should become aware of...
 - 3. The student should gain an understanding of...
 - 4. The student should develop an appreciation for...
- C. Goals provide the teacher with a general sense of direction. They are rough indicators of where instruction is taking the student.
- D. Write a goal statement for this variety of disciplines: (put slide on board) [Give students time to write, discuss]
- E. Goals lack breadth and they tend to be rather vague, however, they do serve a useful purpose in that they aid the teacher in deriving instructional objectives.

12. Competency 3: Writing Instructional Objectives

- A. Instructional Objectives, also known as behavioral or performance objectives, state clearly expected behavior on the part of the learner.
- B. They differ from goals in that they are written in terms of student performance, which can usually be observed and measured.
- C. Most instructional planners recommend that instructional objectives have three characteristics: (put slide up)
 - 1. Expected behavior on the part of the learner. The teacher must be able to answer the question, "What will the student actually do to show that he or she has learned the material?"
 - a. Whenever possible, verbs used in statements of instructional objectives should reflect some overt behavior on the part of the learner.
 - b. (Distribute list of verbs to use.) Here is a list of verbs used in the writing of instructional objectives.
 - c. The supervisor can aid individual teachers and groups of teachers in writing goals and objectives by aiding them in writing using these types of action words.
 - 2. Conditions under which the learning takes place. A complete behavioral objective stipulates the

situational elements in which the learner works to fulfill the objective. For example, a math teacher might decide on the following:

- a. "Given a pencil, ruler, paper, and compass, the student will construct an isosceles triangle in five minutes."
- b. There is one caution here. The supervisor should avoid the position of insisting that all behavioral objectives contain written statements of conditions. When forced to include the obvious, teachers are turned off and they become discouraged from writing behavioral objectives.

3. Level of mastery. A behavioral objective should show or imply a level or degree of mastery of the behavior sought.

- a. Example: "The student will be able to write with correct spelling the names of the months of the year."
- b. This example gives both a specified level of mastery and an implied one as well.
- c. What is the specified level? (correct spelling)
- d. What is the implied one? (all 12 months)

D. Supervisors may find it necessary to practice with some teachers on how to write instructional objectives. They may also direct teachers to already written objectives in their disciplines. They may help guide the teachers as they start the writing process.

13. Competency 4: Applying Taxonomies of Instructional Objectives. An experienced teacher soon learns that some learnings are more complex than others. Some are more important than others in terms of their significance to the learner and their permanency. Some learnings are clearly of a lower level of competence than other learnings.

A. You are all aware, for example of Bloom's Taxonomy. Do you remember the six major categories?

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

B. Just as a review, let's illustrate what behavioral objectives look like at each level of the Bloom system.

1. Knowledge: The student will name four impressionist painters.
2. Comprehension: The student will explain what is meant by impressionism, citing the chief characteristics of this school of painting.
3. Application: From a series of reprints of classical and modern paintings and applying characteristics studied in class, the student will select those that are the works of impressionist painters.
4. Analysis: The student will examine reprints of one painting of an impressionist painter and one painting of a nonimpressionist painter and contrast the differences in the styles.
5. Synthesis: The student will write a biography of an impressionist painter.
6. Evaluation: The student will examine a reprint of a painting by a lesser-known impressionist and evaluate the quality of the work, applying characteristics studied in this unit.

C. The important point to remember as a supervisor with competency number 5 is that the thrust of the teacher's objectives should be upward in each hierarchy.

14. Competency 5: Describing and Analyzing Learning Tasks. A task description and analysis of each instructional objective are helpful to the teacher in refining planning.

- A. Some tasks must be taught in a step-by-step procedure. For example, how would you teach a student to make 150 peanut butter and jelly sandwiches for a class picnic?
(Have students record the steps)
- B. Tasks like this and many others involve both mental and manual skills. To accomplish the tasks correctly the learner must follow a particular or fixed sequence of steps.

- C. Task analysis follow task description. After the steps of the task have been determined, the teacher examines the nature of the task, seeking answers to such questions as these: What is the background of the learners who will encounter the task? Do they have the necessary prerequisite skills for beginning study on the topic? What skills do learners really need to be successful in mastering the content?
- D. In this regard the supervisor should help teachers develop the ability to assess the entry level skills of the students.

15. Competency 6: Organizing Instructional Plans. At some point the teacher must assemble the various products of planning and put them all together in some form of comprehensive plan.

- A. To begin to organize her/his plans the teacher looks at the content as a whole and the time available for presenting that content to the students.
- B. After identifying the topics and the time available for each topic, the teacher proceeds to create a type of plan know as a unit. The unit should contain the following:
 - 1. Goals
 - 2. Objectives
 - 3. Preassessment. (To see what the students already know about the subject)
 - 4. Instructional procedures.
 - 5. Resources.
 - 6. Evaluation.
- C. The unit serves as a basis for day-to-day planning. It is from the unit that the teacher derives daily lessons plans. The lesson plan should contain the following:
 - 1. Objectives of the particular lesson plan.
 - 2. Instructional procedures and resources.
 - 3. Evaluation.
- D. (Distribute Illustrative Unit Plan and Lesson Plan). Here is an example of both a unit plan and a lesson plan. I know that you have seen many other plans when you took your methods courses.
- E. Plans differ from teacher to teacher. That is why the planning process is such a creative endeavor.
- F. The role of the supervisor is to aid teachers in developing unit and lessons plans by showing them models of well-constructed plans. In so doing he or she should make it clear to them that plans are not written to please the

supervisor, but to enable the teachers to carry out instruction more effectively.

16. Beth's Quandary.

- A. We are now going to assume the roles of supervisors and look at the case of Beth, a teacher who is having difficulty planning her lessons, among other things.
- B. Distribute Vignette, Artifact, and pre-role play questions. Have students individually read both. Tell them to take notes reflecting their personal reactions to the vignette and artifact. (7-10 minutes)
- C. Have students pair up with each other to discuss the vignette and artifact, using the pre-role-play questions. (10-20 minutes)
- D. Show the role-play conference section of the video. Tell students to take notes on new insights gained, as well as new concerns developed or new feelings experienced. (10 minutes)
- E. Have students work in groups again, answering the post-role-play questions. (10-20 minutes)
- F. (IF TIME) Show the focus-group discussion. Tell students to concentrate on noting insights, perspectives, and possible solutions that were not discussed in your group. Also, what do you agree or disagree with in this discussion?
- G. Have a large group discussion going over the entire case study.
- H. Have a student summarize the group's feeling.
- I. END