

# **Supervision of Curriculum and Instruction**

Presented by Child Care Training Consultants



## Agenda

- Historic Foundation of Curriculum and Instruction
- The Committee of Ten
- John Dewey's Theory of Education
- Tyler's Basic Principles of Curriculum and Instruction
- Bloom's Taxonomy of Learning
  - Blooms Taxonomy of Learning Revised
- Hunter's Seven-Step Lesson Design
  - Lesson Design Sample
- Tomlinson's Theory of Differentiated Instruction
- 21st Century Curriculum and Instruction
- Teacher Evaluation
- Assessing Student Progress
  - Student Records
- Instructional Strategies
  - Planning the Lesson
  - Preparing the Lesson
  - Presenting the Lesson

Curriculum is a roadmap for learning with focus on knowledge and skills. The historical foundations of curriculum and instruction provide an understanding of what supervisors observe during classroom evaluations. This training provides predominant themes about the supervision and evaluation of instruction, supervision and evaluation issues, and current trends.



## Agenda

- Monitoring Student Progress
  - Conducting Practice Lessons
- Adherer to Curriculum Objectives
- Suitable Learning Environments
  - Observations
  - Interviews
  - Documentation
- Theoretical Framework
  - Marzano's Observation Plan
  - Three Stages of Supervisory Observation
  - Marzano's Evaluation Model
- Supervisory Procedures
  - Supervisory Observations
  - Pre-Post Observation/Sample
- Supervision and Evaluation Issues and trends



## Instructional Objectives

By the end of this training participants will be able to:

- 1) Identify the historical foundation of curriculum to reinforce and enhance teaching practices.
- 2) Examine teacher evaluation methods to enhance the professional effectiveness of teaching staff.
- 3) Assess student progress to ensure teachers are utilizing information from a variety of appropriate sources.
- 4) Complete an evaluation plan to help identify teachers' competency.
- 5) Identify issues and trends in order to improve teaching and learning.

# Why Learn about Supervision of Curriculum and Instruction?

## Curriculum Implementation



Through the effective supervision of instruction, administrators can reinforce and enhance teaching practices that will contribute to improved student learning. By skillfully analyzing performance and appropriate data, administrators can provide meaningful feedback and direction to teachers that can have a profound effect on the learning that occurs in each classroom. Because student learning is the primary function of the schools, the effective supervision of instruction is one of the most critical functions of the administrator. If schools are to provide equal access to quality educational programs for all students, administrators must hold teachers accountable for providing an appropriate and well-planned program. These programs include a variety of teaching strategies designed to meet the diverse needs of all students in our complex society.



## Historical Foundation of Curriculum

- The Committee of Ten of 1882,
- John Dewey's Theory of Education,
- Tyler's Basic Principles of Curriculum and Instruction
- Benjamin Bloom's Taxonomy of Learning
- Madeline Hunter's Seven-Step Lesson Design.
- Tomlinson's Theory on Differentiated Instruction
- 21<sup>st</sup> Century Curriculum and Instruction

### **Historical foundations of curriculum and instruction.**

The historical foundation of curriculum and instruction outlines the work of many theorists and educational initiatives over years. Such theories include;

- The Committee of Ten of 1882,
- John Dewey's theory of education,
- Ralph W. Tyler's work on Basic Principles of Curriculum and Instruction, and
- Benjamin Bloom's Taxonomy of Learning.
- Madeline Hunter's Seven-Step Lesson Design.
- Carol Ann Tomlinson's theory on differentiated instruction.
- 21<sup>st</sup> Century Curriculum and Instruction

# The Committee of Ten

- **The Committee of Ten of 1882**

- Appointed by the NEA
- Establish standard curriculum
- Establish best method for instruction
- Preferred method of assessing students
- Determine amount of education for students



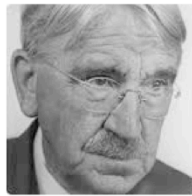
## Historical foundations of curriculum and instruction.

**Committee of Ten.** By 1882, The Committee of Ten, was appointed by the National Education Association (NEA) to establish a standard curriculum, to establish the best method for instruction, allotted time for each subject, and preferred method of assessing students (Jones, 1970). The Committee of Ten was responsible for defining the amount of education for students, “eight years of elementary education and four years of secondary education.”

# John Dewey's Theory of Education

## Theory of Education

- Advocated an experiential approach to learning
- Focus was place-based learning
- Believed curriculum and instruction be expanded beyond classroom walls



"Education, therefore, is a process of living and not a preparation for future living."

John Dewey

**John Dewey theory of education.** Dewey (1915), advocated an experiential approach to learning. For example, place-based education is often envisioned as a role for achieving "local ecological and cultural sustainability." Place-based education contains curriculum and instruction that includes conventional outdoor education. Dewey believed that curriculum and instruction should expand beyond classroom walls and into real life experiences.





## Tyler's Work on Basic Principles of Curriculum

### Four Basic Principles

1. Defining appropriate learning objectives
2. Establishing useful learning objectives
3. Organization of learning objectives
4. Evaluation of curriculum

### **Ralph Tyler's basic principles of curriculum and instruction.**

In 1949, Ralph Tyler, wrote the Basic Principles of Curriculum and Instruction, which included four basic principles:

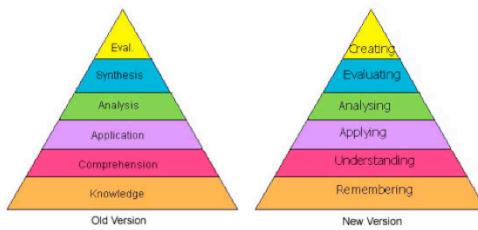
- 1) defining appropriate learning objectives,
- 2) establishing useful learning experiences to have a maximum cumulative effects,
- 3) the organization of learning experiences to have a maximum cumulative effect, and
- 4) the evaluation of curriculum and revising aspects of curriculum that are not effective.

As a result of Tyler's curriculum approach, the expectations of curriculum was established to include a "direct relation to the expected learning outcomes for students" (para. 7). Once the curriculum was implemented, educators were to assess the curriculum plans and make any needed adjustments to ensure effective classroom outcomes. The work of Tyler was widely used in the United States in 1949. Tyler's theory was entrenched in classroom practices and implementation of curriculum continues in public schools today.

# Bloom's Taxonomy of Learning

- **Bloom's three domains of learning**

- Cognitive
- Affective
- Psychomotor



**Bloom's Taxonomy of learning.** The work of Charles Bloom was significant in the field of education. Bloom identified three domains of learning as cognitive, affective, and psychomotor. These learning behaviors were known as “the goals of the learning process” (Bloom, 1995). According to Guskey (1988), Bloom's work focused on theory and practice of mastery learning. Bloom believed that students varied levels of learning were based on the quality of instruction they received, and history of the learner. Bloom believed that students could master any subject, when instructed with appropriate, high quality learning (Bloom, 1968). Since Blooms' theory, modern classroom applications have gained much interests among educators around the world.

# Bloom's Taxonomy Revised

Bloom's Taxonomy	
Original (1956)	Revised (2001)
Evaluation	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering
Noun	Verb
<p>Thinking is an active process and verbs describe actions. Knowledge does not describe a category of thinking and was replaced with <b>Remembering</b>. Comprehension and synthesis were retitled to <b>Understanding</b> and <b>Creating</b>, respectively, to better reflect the nature of thinking for each category.</p> <p>One can be critical without being creative (i.e., judge and idea and justify choices) but creative production often requires critical thinking (i.e., accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things).</p>	

**Bloom's Taxonomy was developed in the 1950's and is still used today to categorize ways of learning and thinking. A revised model was developed in the 1990's to better fit educational practices of the 21<sup>st</sup> century, the nouns have been changed to verbs.**

Taxonomy of Cognitive Objectives

- 1950s- developed by Benjamin Bloom
- Means of expressing qualitatively different kinds of thinking
- Been adapted for classroom use as a planning tool
- Continues to be one of the most universally applied models
- Provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking
- 1990s- Lorin Anderson (former student of Bloom) revisited the taxonomy
- As a result, a number of changes were made(Pohl, 2000, Learning to Think, Thinking to Learn, pp. 7-8

**Level 1:** Remembering: Exhibit memory or previously learned material by recalling facts, terms, basic concepts, and answers.

**Level 2:** Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

**Level 3:** Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

**Level 4:** Analyzing: Examine evidence to support generalizations.

**Level 5:** Evaluating: Present and defend opinions by making judgments about information, validity or ideas, or quality of work based on a set of criteria.

**Level 6:** Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.



## Hunter's Seven-Step Lesson Design

### **Madeline Hunter's Seven-Step Lesson Design**

Organized lesson plan consisting of eight elements

1. Anticipatory Set
2. Objective
3. Instructional Output
4. Modeling
5. Checking for Understanding
6. Guided Practice
7. Independent Practice
8. Closure

**Madeline Hunter's Seven Step Lesson Plan.** Madeline Hunter's Seven Step Lesson plan outlines a format for teachers to use when planning and presenting a lesson. Hunter's lesson plan is a curriculum guide that provides teachers an organized lesson consisting of eight elements to maximize student learning. Teachers are able to provide effective instruction no matter the grade level of students, subject matter, students economic background, or teaching style.



## Hunter's Lesson Design

1. Anticipatory Set
2. Objective
3. Instructional Output
4. Modeling
5. Checking for Understanding
6. Guided Practice
7. Independent Practice
8. Closure

- 1) **Anticipatory Set** - A short activity, dispatch or prompt that focuses the students' attention and ties previous lessons to today's lesson.
- 2) **Purpose** - An explanation of the importance of this lesson and a statement concerning what students will be able to do when they have completed it.
- 3) **Input** - The vocabulary, skills, and concepts to be learned.
- 4) **Modeling** - The teacher demonstrates what is to be learned
- 5) **Guided Practice** - The teacher leads the students through the steps necessary to perform the skill using multiple modalities.
- 6) **Checking For Understanding** - The teacher uses a variety of questioning strategies to determine if the students are understanding.
- 7) **Independent Practice** - The teacher releases students to practice on their own.
- 8) **Closure** - A review or wrap-up of the lesson.

For more information on Hunter's lesson Design visit:  
<http://iicti-part1-fall2011.wikispaces.com/file/view/madeline+hunter%27s+lesson+plan+format.pdf>  
<http://template.aea267.iowapages.org/lessonplan/>

**"The Madeline Hunter Model"**

Lesson Date and Time:	No. of Students:
Room Number:	Miscellaneous Information:
Teacher's name:	

**What is the lesson objective?**  
(What will the students learn and/or demonstrate?)

**Standards addressed and expectations of students:**

**Anticipatory Set:**  
(“The Hook” -- something to excite the student about the subject matter)

**Teaching/Instructional Process:**  
(Input, modeling, and checking for understanding)

**Guided practice and monitoring:**  
(Monitor orally individually or together; monitor via written language or via a task performance; monitor via group sampling or visual answers, e.g., “thumbs” -- you monitor to know if students are learning and lesson objectives are being met)

**Closure:**  
(Statements or actions by you that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned)

**Independent Practice:**  
(This can be a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings.)

Sample lesson plan

## Tomlinson's Theory on Differentiated Instruction

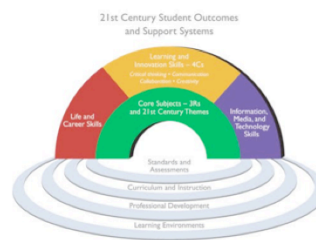
- Carol Ann Tomlinson's theory on differentiated instruction.
  - Meeting the needs of each learner
  - Uses principles from everyday classroom interactions
  - Lessons are based on individual need of students



**Carol Ann Tomlinson's differentiated instruction.** Tomilson's differentiated instruction focuses on meeting the needs of each learner. According to Tomilson (2000), differentiated learning allows teachers to use principles from everyday classroom interactions to incorporate lesson plan activities. Lessons are based on individual needs of students. In many cases, students have individual learning contracts. The primary goal of differentiation instruction is for teachers to know where they want to end up before they start, then plan on how to get there. To do this, a solid curriculum and instruction must be in place. Tomilson (1999) explains this as a difficult method for planning instruction, yet effective.

## 21<sup>st</sup> Century Curriculum and Instruction

- Teaches skills on core subjects
- Focus on applying 21<sup>st</sup> century skills across content areas
- Integrates supportive technologies
- Focused on knowledge and skills



**21st century curriculum and instruction.** The 21st century curriculum and instruction teaches skills on core subjects, focuses on the application of applying 21st century skills across content areas, integrates the support of supportive technologies, higher order thinking, and encourages the learning beyond school walls (21st Century Partnership, 2007). The 21st century curriculum is a design focused on knowledge and skills that blends information, media, thinking and innovative skills.



## Teacher Evaluation

To Enhance Teacher Effectiveness Administrators must know:

- (a) What to evaluate,
- (b) How to observe and analyze classroom observation
- (c) How to translate the results

### Teacher Evaluation

To enhance the professional effectiveness of teaching, staff administrators must be skilled in these areas:

- (a) Know what to evaluate,
- (b) how to observe and analyze classroom observation information and other data
- (c) how to translate the results of observations and the summary of data into meaningful conference that guides and encourages teachers to improve instruction.

Expectancies for teacher performance were enacted by California State Senate Bill 813 and are included in Section 44662 of the California Education Code. This section requires the governing board of each school district to establish standards of expected pupil achievement at each grade level in each area of study. Under this code, evaluation and assessment of certificated employee competency are required in four areas. These include: (1) the progress of pupils toward the district-adopted standards, (2) the instructional strategies and techniques utilized by the teacher, (3) the teacher's adherence to curricular objectives, and (4) the establishment and maintenance of a suitable learning environment. Although this code section prohibits the evaluation and assessment of certificated employee competence by the use of published norms established by standardized tests, it does give the board of education of each district authority to adopt additional evaluation guidelines and criteria. In addition, the school board in each district is required to establish and define job responsibilities of other certificated non-instructional personnel (supervision or administrative positions) whose responsibilities cannot be evaluated in the aforementioned four areas.



## Assessing Student Progress

- Students' background
- Academic levels
- Students interest
- Data from student records

### **Assessing Student Progress**

To assess student progress toward the established district standards and to facilitate the planning of various types of instruction, administration should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning lessons or teaching. This could include data regarding students' backgrounds, academic levels, and interests, as well as other data from student records to ascertain academic needs and to facilitate planning appropriate initial learning. It is important for the administration to note that information regarding students and their families is used by the staff for professional purposes only and is kept confidential as a matter of professional ethics.

Administrators should determine if teachers are using the numerous formative and summative diagnostic processes available to assist in planning meaningful instruction. Formative measures include ongoing teacher monitoring of student progress during the lessons, practice sessions, and on daily assignments. Measures administered periodically like criterion-referenced tests, grade level examinations, or placement tests that are teacher-made or part of district-adopted material, also provide helpful information on the status of student learning as instruction progresses. Summative measures like minimum competency examinations, district mastery tests, the California Assessment Program examinations, and standardized tests provide a different perspective from the ongoing formative measures. This type of data enables the teacher to evaluate the long-term retention rate of their students and to compare student learning on a regional, state, or national basis.



## Student Records

- Systematic recording of student progress
- Skills related to standards
- Use information to plan instruction
- Maintain consistent and challenging expectations
- Keep parents informed on student progress

The administrators should verify that teachers are preparing and maintaining adequate and accurate records of student progress. This will include the regular and systematic recording of meaningful data regarding student progress on specific concepts and skills related to the standards for each subject for the grade level or course they are teaching. Once students' success levels have been identified from the records, the teacher should use the information to plan instruction and any necessary remediation and enrichment. By utilizing ongoing information on achievement, teachers can maintain consistent and challenging expectations for all students. Students and parents should be informed of the students' progress toward achieving district goals and objectives through comments on individual work, progress reports, conferencing, report cards, and other measures. Students should be encouraged to participate in self-assessment as a way of motivating students to improve academic achievement.



## Instructional Strategies

- Planning
- Preparing
- Presenting the lesson
- Monitoring student progress
- Conducting practicing lessons

### **Instructional Strategies**

When a profession deals with people, cause-and-effect relationships are never identified as certainties, only as possibilities. Therefore, there are no certainties in teaching. It is a situational process requiring constant decision-making which, when properly implemented, increases the probability of learning. Research on teacher effectiveness has been intensified in the last two decades. The results have helped identify an instructional process that provides a solid and basic framework for planning instruction which is helpful in guiding the administrator in what to look for when visiting a classroom. These steps include planning, preparing, presenting the lesson, monitoring student progress, and conducting practice sessions.



## Planning the Lesson

- Well defined objectives
- Provides direction
- Objectives facilitate learning
- Objectives include specific information

### Planning the Lesson

Formulating a well-defined objective of the lesson is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the specific content to be learned and the observable behavior the student will exhibit to demonstrate that learning has occurred. No matter how expertly the objectives are stated, objectives facilitate learning only if they are appropriate to the academic achievement of students. A well-written objective includes specific information on what is to be included in the lesson and what is not. This specifically expedites the next step, which is the identification of sub-skills or sub-objectives. A task analysis of each of the sub-objectives enables the teacher to sequence them in order of difficulty to provide a logical sequence to the lesson.



## Preparing the Lesson

- Appropriate planning for instruction occurs when teachers design a lesson that achieves the objective
- Birdwalking
- Distracts students thinking process

Administrators will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. This means everything the teacher and students do during the lesson is related to the objective. Birdwalking is a term coined by Madeline Hunter that refers to the inability of a teacher to focus on the objective of the lesson (Gentile, 1987). Instead, the teacher birdwalks, pecking at interesting ideas with what seems to be worthwhile or informative digressions, distracting the students' thinking processes and leaving the students confused about the topic of the lesson. Avoiding birdwalking does not mean there can never be spontaneity. The decision to adjust a lesson must be a conscious one where the advantage of postponing or interrupting the lesson is weighed against the disadvantage of interrupting the logic of the lesson (Gentile, 1987).



## Presenting the Lesson

- Focus of student attention
- Previous classes or discussions
- Review the lesson in advance
- Lesson activities must be related to objectives

### **Presenting the Lesson**

The beginning of each lesson provides the challenge of how to change the focus of students' attention from previous classes or discussions with friends to the objective of the lesson. Research indicates that the learning of facts is greatly facilitated when memories of organized principles and prerequisite concepts related to the lesson are reviewed at the beginning of the lesson. The focus portion, or anticipatory set as it is called by Madeline Hunter, requires the student overtly or covertly have the prerequisites in memory. The activity must be designed effectively to elicit information related to the lesson objective.



## Monitoring Student Progress

- Check for understanding
- Group signaling
- Group choral response
- Brief written responses
- Mini-diagnostic tests

It is clear that good teaching requires diagnosing student progress during the lesson and adjusting instruction accordingly. Periodic and formal assessments of student learning through a mid-term or final examination may be helpful in formulating grades, but are not frequent enough to enable the teacher to adjust the teaching to correct for misconceptions. When observing a lesson, administrators should note points in the lesson where teachers should monitor instruction as it progresses to enable them to immediately respond to students' misunderstandings and insure that all students are learning the material. Checking for understanding can be done in large groups by having all of the students signal the response at the same time to the same question. This can be done with the use of their fingers to signal multiple choice answers 1, 2, or 3, the first letter of a word, or thumbs up or down to indicate true or false (Hunter, 1982). Other techniques for group signaling include the use of individual chalkboards, ceramic tiles, or laminated cards on which students record their responses with a grease pencil or crayon and flash the answer. A group choral response can also be used. Students' understanding can also be checked through the use of brief written responses, or mini-diagnostic tests.





## Conducting Practice Sessions

- Opportunity for students to practice new lesson
- Teacher moves around room to support students
- Teachers provides individual assistance and praise
- Keeps students on task

Once students have an adequate level of understanding, research concludes that it is extremely important that students be given the opportunity to practice the new skill and its application. In the initial phase, practice should be conducted under the direct supervision of the teacher. Hunter refers to the process as guided practice. The teacher moves about the room providing support, encouragement, praise, individual assistance, and re-teaching. It can be particularly effective during this portion of the lesson if the teacher utilizes cooperative learning groups or heterogeneous grouping strategies to form practice groups. This provides an opportunity for peer-tutoring while the teacher circulates among the groups and keeps them on task while monitoring their level of understanding.



## Adherer to Curriculum Objectives

- Follow state frameworks, district curriculum guides, scope and sequence
- Charts, course outlines
- Lesson plans have defined objectives
- Plan include needs , interests, and special talents of students
- Lesson activities should include acquisition of new learning

Supervisors are required to evaluate and assess is the teacher's ability to adhere to curricular objectives. To comply with this requirement administrators should assure that teachers are utilizing state frameworks, district curriculum guides, scope and sequence charts, and course outlines to assist them in planning instruction. Lesson plans should have a clearly defined objective that is appropriate to the class learning level and consistent with established district, school, department, or grade level curriculum standards for expected achievement. Further, plans should incorporate the needs, interests, and special talents of students in the class and include enrichment or acceleration activities for students who complete basic tasks early. Activities in the lesson should revolve around the acquisition of new learning. Teachers should be encouraged by administrators to participate in recommending texts and supplementary materials and developing curriculum so they can utilize their knowledge of students' skills, needs, and interests in selecting a product that will more closely meet the needs of students in the school or grade level.



## Suitable Learning Environment

- Clear classroom routines
- Orderly learning environment
- Post and communicate classroom standards and procedures
- Maintain effective classroom control
- Emergency procedures posted and reviewed

### **Suitable Learning Environment**

Evaluators must verify that teachers establish and maintain a suitable learning environment. Therefore, each teacher should develop and implement clear classroom routines and appropriate standards at the beginning of each school year to insure the health, safety, and welfare of their students. This includes maintaining a clean, safe, and orderly learning environment that includes establishment of good work habits and discipline. Teachers should post and communicate the classroom standards and procedures as well as the consequences for misbehavior with students and their parents. Students should show evidence of respect for the rules in the classroom and on the campus. Teachers should strive to be fair, firm, and consistent as they maintain effective student control in the classroom and uphold the rules throughout the school.

Administrators should ensure that appropriate behavior is supported with regular and ongoing recognition and reinforcement activities. Mutual respect among pupils, teachers, and staff should be evident on campus and in classrooms. Everyone should work together cooperatively, communicate with sensitivity, and utilize appropriate language. Administrators and teachers should serve as role models for students in developing self-control, a sense of responsibility, and attitudes of tolerance and sensitivity. Emergency procedures should be reviewed with students and practiced regularly. In addition, administrators should verify that materials and supplies that will be needed in an emergency, including exit routes and student information, are readily available.

# Observations

- Observations
- Interviews
- Documents



## Gathering Data

Three main sources of information help identify a teacher's competency include: observations, interviews, and documents.

Observations should include walk-throughs conducted on at least a weekly basis. These brief visits, lasting only a minute or two, provide a quick look at teacher performance and classroom environmental factors. Walk-throughs are helpful in identifying ongoing patterns of behavior. An informal observation is an unannounced visit lasting more than 10 minutes during which the teacher's behaviors or classroom factors may be observed to document consistent trends or patterns of behavior. The informal observation can be followed by a written summary or conference with the teacher.

A formal observation is an announced visit lasting an agreed-upon amount of time. During the observation, the administrator records what was said by the teacher and the students. The formal observation also includes a pre- and post-conference and a written summary. The summary includes a description of the conference, observation, observer's judgments, and agreements or directions for changes in teacher behaviors, activities, or classroom environment. A peer observation is agreed upon by the teacher and peer and can be used to verify a trend or pattern of behavior perceived by the evaluator.



## Interviews

- Helpful source of obtaining information
- Student discussions
- Administrative team
- Classified employees

Interviews are also a helpful source of obtaining information. They can include discussions with students to verify perceptions. At times, parents request a conference to discuss their perceptions. In addition, other members of the administrative team or classified employees who are assigned to work in the classroom can be interviewed to provide their perceptions.



## Documentation

Documentation helps identify student trends and behaviors

- Written parent and student letters
- Complaint letters
- Students' work
- Portfolios
- Samples of student work

The review of various types of documents can be helpful in identifying trends or behaviors. These include written parent and student letters or complaint forms. Individual pieces of students' work, folders, or portfolio assessments which contain a number of samples of students' work also provide helpful information on their achievement. Documents should include both formative (ongoing assessment measures) and summative measures (culminating assessment) including homework, practice exercises completed in class, examinations, and student projects.



## Theoretical Framework

### **Marzano's Observation Plan**

- 1) Teachers can increase student learning through their increase in knowledge
- 2) Use common language of evaluation
- 3) Feedback provides opportunities for teacher growth
- 4) Student learning will occur

#### **Theoretical Framework.**

The theoretical framework for this observation plan is based on Marzano's observation plan. Marzano's effective evaluation practices reflect:

- 1) teachers can increase student learning through their increase in knowledge,
- 2) using a common language of evaluation provides a positive school improvement strategy,
- 3) feedback provides opportunities for teacher growth, and
- 4) with the appropriate application of Marzano's framework, student learning will occur.



## Three Stages of Supervisory Observation

- Preparation
- Observation
- Feedback

**The theoretical framework for supervisory observation involves three stages; preparation, observation, and feedback**

**Preparation:**

Stage one, preparation, includes the supervisor and the teacher working together to determine the focus of the observation. During the preparation stage, a discussion between the supervisor and teacher should include how to reduce anxiety during an observation, as observing teachers alters behaviors and interactions during an evaluation. Other topics of interests include self-reflection and how to make needed changes during an evaluation to accommodate the needs of a child.

**Observation:**

Stage two includes a direct or indirect observation of the teacher. The supervisor uses specific observation forms to track teachers specific competencies. A pre-observation form is completed by the teacher and used for supervisor to identify learning objectives, to determine what will be taught, how will students be assessed, how activities will be differentiated, and areas of focus for the supervisor to review. A post-observation form, completed by the supervisor will identify if learning objectives were followed, how students were assessed, if lesson activities were differentiated, if there was closure to a lesson, and how the next lesson will build on the current one.

**Feedback:**

During the third stage, the supervisor provides feedback to the teacher. Providing feedback to teachers can be a stressful process. Therefore, the supervisor should provide a private, yet comfortable environment while reviewing key competencies with the teacher. If possible, teachers are provided with feedback on the same day of the observation, however must be within two working days so teachers can connect feedback to future planning. The three stages, preparation, observation, and feedback involve a meeting between the supervisor and teacher. At the end of the evaluation process, the supervisor should summarize what was reviewed, check for understanding, and ask if clarification is needed.





## Marzano's Evaluation Model

### Four Domains

- Domain 1: Classroom Strategies and Behaviors
- Domain 2: Preparing and Planning
- Domain 3: Reflecting on Teaching
- Domain 4: Collegiality and Professionalism

**Marzano's evaluation model contains four domains:**

Domain 1: Classroom Strategies and Behaviors

Domain 2: Preparing and Planning

Domain 3: Reflecting on Teaching

Domain 4: Collegiality and Professionalism

Classroom strategies and behaviors,

**Domain 1**, consists of the following measures; formal observations, announced or unannounced informal observations, student surveys, documentation and materials, and video of classroom practices.

**Domain 2**, the planning and preparing stage is based on pre or post observation, artifacts, and common student assessments.

**Domain 3**, reflecting on teaching self-assessment, meeting on reflection, professional growth plan, discussions, and the study of lessons.

**Domain 4**, collegiality and professionalism include supervisor conferences, teacher surveys, discussions, and documentation. Marzano's observation and evaluation model and an ECE Classroom Observation tool are adapted for use with observing preschool.



## Supervisory Procedures

- Supervisors should observe teachers every 3 years
- The first two observations are structured and graded
- The third observation is not graded

During the academic year, every teacher is observed three times, for a minimum of three hours, unless further observations are needed. The first two observations are structured and graded. The third observation is not graded and may include an education specialist or a colleague with less experience to develop observational practice. Each time an observation is performed, the focus is based on a specific theme or subject.

Observations may be direct or indirect and may be performed inside or outside the classroom. Both supervisors and teachers are responsible for preparation of the observation process. Supervisors must provide teachers with relevant paperwork needed for the evaluation process. This process is presented in general to all staff during the orientation or weekly staff meetings. Forms include scheduling and completion of the pre-observation form. Teachers must complete needed forms and be prepared on day of, or week of the observation.



## Supervisory Observations

- Serves as a tool to study teachers specific abilities and behaviors
- Teachers can improve teaching strategies
- Importance of observational feedback
- Pre and post observation

### **SUPERVISORY OBSERVATIONS**

A supervisory observation plan serves as a tool to study teachers specific abilities and behaviors. During the observation process, supervisors record behavior patterns using objective statements. When supervisors observe teachers it is important to avoid biases, subjective observations, and to keep observations confidential. Supervisors are encouraged to have teachers construct a self-reflection on their observation experiences (Brookfield, 1995).

Understanding the heart of learning and interactions between teachers and students requires watching teachers' work (New America Foundation, 2011). With assistance, teachers can improve teaching strategies by using observation feedback to make those improvements.

Further, when a teacher's evaluation performance is less than effective, a conference, professional development plan or professional improvement plan is designed to address areas of concern. The pre-observation plan completed by the teacher prior to the date of the observation provides the supervisor with necessary information to understand what to observe. The post-evaluation plan provides the teacher with feedback on strengths of his or her instructional methods and any weaknesses needed to make improvements.



## Pre-Observation

- Completed by teacher prior to date of observation
- Provides supervisor with necessary information to understand what to observe

The pre-observation plan completed by the teacher prior to the date of the observation provides the supervisor with necessary information to understand what to observe. The post-evaluation plan provides the teacher with feedback on strengths of his or her instructional methods and any weaknesses needed to make improvements.

## Pre-Observation Sample

OBSERVATION INFORMATION				
Observer Name:		Observation Date:		
Program Name:		Class Observed:		
School Site:		Area of Observation		
Standard:		Theme:		
Start Time:		End Time:		
DESCRIPTION OF OBSERVATION				
Performance	Observation Notes	1	2	3
Knowledge gained from this observation will provide insight on a safe learning environment,				
Cultural diverse materials displayed				
Accessible materials to foster student learning				
Materials are rotated based upon student's developmental abilities.				
Lesson plans posted				
Classroom rules				
Behavior management,				
Types of transitions				
Opportunities for children to problem solve.				

The pre-observation plan completed by the teacher prior to the date of the observation provides the supervisor with necessary information to understand what to observe. The post-evaluation plan provides the teacher with feedback on strengths of his or her instructional methods and any weaknesses needed to make improvements.



## Post-Observation Reflective Questions

- In general, how did you feel about this teaching experience?
- At what moment did you feel most connected, engaged or affirmed as a teacher?
- At what moment did you feel most disconnected, disengaged or bored as a teacher?
- Was there a particular moment that caused you the greatest anxiety or distressed?
- What event surprised you most (e.g. a particularly positive or challenging situation, or an event that caught you off guard)?
- What would you do differently if you were to teach this class again?
- Based upon this teaching experience, what do you feel proudest about? Why?

During the post meeting, the following reflective questions based upon Brookfield's (1995, pp.72-74) recommendations include:

- In general, how did you feel about this teaching experience?
- At what moment did you feel most connected, engaged or affirmed as a teacher?
- At what moment did you feel most disconnected, disengaged or bored as a teacher?
- Was there a particular moment that caused you the greatest anxiety or distressed?
- What event surprised you most (e.g. a particularly positive or challenging situation, or an event that caught you off guard)?
- What would you do differently if you were to teach this class again?
- Based upon this teaching experience, what do you feel proudest about? Why?

Teachers are provided with feedback from their evaluation within 24 hours, however Glatthorn, Boschee, & Whitehead, (2009), points out that verbal feedback could occur the same of the observation if possible, and must be within two working days. Five days are allotted for written feedback that includes comments made by the person observed.

## Post-Observation Sample

Post-Observation Form	
Teacher:	Date:
Grade:	Time:
Room #:	Supervisor:
Theme:	
1. Were the learning objectives followed?	
2. How were students assessed?	
3. Was the lesson differentiated to meet the needs of all students? If so, how?	
4. Was there closure to the lesson? and Were students provided with opportunities to use critical thinking skills or understand that the activity ended?	
5. How will the next lesson build on this one?	

Teachers are provided with feedback from their evaluation within 24 hours, however verbal feedback could occur the same of the observation if possible, and must be within two working days. Five days are allotted for written feedback that include comments made by the person observed.



## Supervision and Evaluation Issues and Trends

- 1) Principals evaluating only a minimal amount of teaching,
- 2) Micro-evaluations of individual lessons,
- 3) Evaluation of lessons are atypical,
- 4) Isolated lessons give an incomplete picture of instruction,
- 5) Evaluation rarely focuses on student learning,

### **Supervision and evaluation of instruction issues**

The supervision and evaluation process often makes it difficult for teachers to perform in a naturally confident manner. Often times, principals have difficulty providing teachers with honest results in fear of devastating teachers self-esteem.





## Issues and Trends (Cont')

- 6) High stakes evaluation makes teachers nervous,
- 7) Supervision and evaluation reinforce teacher isolation,
- 8) Evaluation instruments are complex and challenging,
- 9) Evaluation tools allow for unrealistic teacher feedback, and
- 10) Most principals are too busy to produce an effective job on supervision and evaluation.

Principals often find themselves too busy to spend the needed amount of time in classrooms to supervise and evaluate teachers. The reality is leaders are so pressured with time constraints that little time is spent effectively evaluating teachers, thus, leaving teachers on their own a majority of the time. Another issue is that teachers are told the time and date of the evaluation. Teachers tend to perform their best for the principal's benefit when they know the day and time of their evaluation. Announced evaluation visits often distort the reality of teaching and tend to get teachers nervous. Evaluation rarely focuses on student learning. When a principal evaluates a teacher, principals have no way of knowing how much children are learning.

Further, principal's evaluate teachers in private meetings, which reinforces isolation, as opposed to collaboration. The evaluation instrument is also a difficult tool for principals to capture the essence of what and how to provide feedback to teachers. Although, some principals may find it easier to provide feedback on the observation, write up and having difficult conversations, others are not. When curriculum issues occur, teachers become overwhelmed and disconnected from the teaching process. Teachers may ignore curriculum issues by closing their classroom door and do their own thing. Teachers usually reverted to old textbooks and their "old way of teaching" whereas some teachers purchased their own curriculum and added their own activities. Using unknown curriculum weakens the cycle of curriculum teachers and administrators becoming disconnected from developing an effective curriculum system.



## Overview

- 1) Identified the historical foundation of curriculum to reinforce and enhance teaching practices.
- 2) Examined teacher evaluation methods to enhance the professional effectiveness of teaching staff.
- 3) Assessed student progress to ensure teachers are utilizing information from a variety of appropriate sources.
- 4) Evaluation plans help identify teachers' competency.
- 5) Identified issues and trends in order to improve teaching and learning.



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