



Supervision of Curriculum and Instruction

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.

Theresa Vadala, Ed. D.

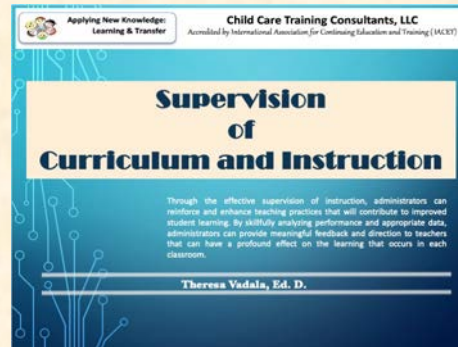


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Theresa Vadala, Ed. D

Child Care Training Consultants, LLC

Las Vegas, Nevada 89139



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**Dr. Theresa Vadala
(Instructor & Curriculum Designer)**





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Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).



Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



Supervision of Curriculum and Instruction

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.



Learning Objectives

Learning 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. Identify supervision and evaluation plans



AGENDA

PART 1: Historic Foundation of Curriculum and Instruction

- Curriculum Foundational Theories

PART 2: Teacher Evaluation

- Assessing Student Progress

PART 3: Instructional Strategies

- Monitoring Student Progress
- Adherer to Curriculum Objectives

PART 4: Three Stages of Supervisory Observations

- Supervisory Procedures
- Supervisory Observations
- Supervision and Evaluation Issues and trends



PART 1: HISTORICAL FOUNDATION OF CURRICULUM

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.



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



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.”

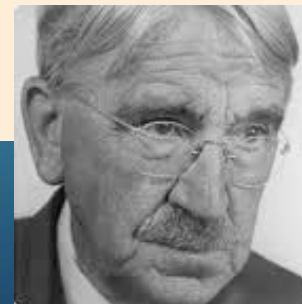


John Dewey's Theory of Education

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.

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



Tyler's Work on Basic Principles 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:

Four Basic Principles

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



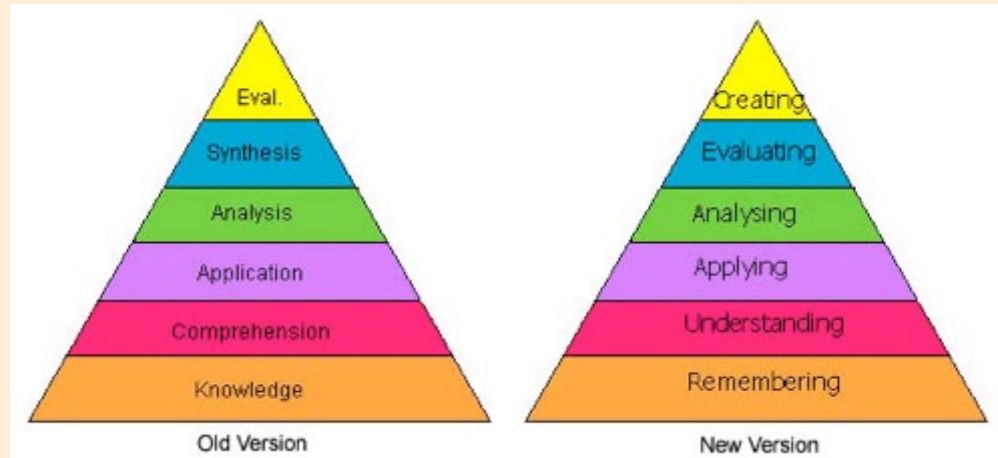
Bloom's Taxonomy of Learning

Bloom's three domains of learning

Cognitive

Affective

Psychomotor



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 Remembering. Comprehension and synthesis were retitled to Understanding and Creating, 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>	



Hunter's Lesson Design

- 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.



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

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.



PART 2: 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

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.



PART 3: INSTRUCTIONAL STRATEGIES

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

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
- Be cautious of Bird walking
- Distracts students thinking process
- Students become confused about the topic of the lesson

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.



PART 4: THREE STAGES OF SUPERVISORY OBSERVATION

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.



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

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.				



POST-OBSERVATION REFLECTIVE QUESTIONS

During the post meeting, the following reflective questions 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, 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: Grade: Room #: Theme:	Date: Time: Supervisor:
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?	



SUPERVISION AND EVALUATION ISSUES AND TRENDS

- 1) Directors/Supervisor 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,
- 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



SUPERVISION AND EVALUATION ISSUES AND TRENDS

Supervisors 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 supervisors' 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. Further, supervisors evaluate teachers in private meetings, which reinforces isolation, as opposed to collaboration. The evaluation instrument is also a difficult tool used to capture the essence of what and how to provide feedback to teachers. Although, some supervisors 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.



REVIEW

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. Identify supervision and evaluation plans

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