

SUPPORTIVE SUPERVISION

Becoming a Teacher of Teachers



A Joint Publication

NATIONAL ASSOCIATION OF
PRINCIPALS

Albert J. Coppola — Diane B. Scribner — Gerard E. Connors

Supportive Supervision Becoming A Teacher Of Teachers

SJ Ball



Supportive Supervision Becoming A Teacher Of Teachers:

Supportive Supervision Albert J. Coppola, Diane B. Scricca, Gerard E. Connors, 2004-02-20 This is a comprehensive and exceptionally practical blueprint for school supervision in the 21st century At a time when national standards for administrative preparation are in the wings this book should become required reading in schools of educational administration John Kappenberg Director of Research Sewanhaka Central High School Floral Park NY Successfully meet the needs of staff and students and become a teacher of teachers As an administrator new or experienced you are faced with a myriad of administrative curricular and supervisory tasks while at the same time expected to provide ongoing professional training for your staff How well prepared are you to deal effectively with the day to day business of supervising teachers What specific support and training opportunities did you receive in order to be the successful leader everyone expects *Supportive Supervision* offers that much needed and fully integrated support system for the building level supervisor By providing a clear path and focus the authors present a highly usable hands on guide that will help fill in the blanks created by districts and schools unable to distribute resources equally for the development and training of their supervisors Using a practical approach chapters focus on key points including Improving your own leadership and supervisory skills Collaborating with staff on establishing school wide goals focused on academic improvement Implementing effective lesson planning with supportive and meaningful classroom observations Recruiting and hiring the right teachers while meeting the professional development needs of all staff A three part process and writing mode for the annual teacher evaluation Achieve what you first set out to do when you became an administrator embrace the future by creating a school environment that successfully and creatively meets the needs of all staff and students **Evaluating Teaching** James H. Stronge, 2005-11-02 This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system Schools That Succeed Karin Chenoweth, 2020-01-15 Informed by years of research and on the ground reporting *Schools That Succeed* is Karin Chenoweth's most inspiring and compelling book yet an essential read for educators who seek to break the stubborn connection between academic achievement and socioeconomic status Chenoweth draws on her decade long journey into neighborhood schools where low income students and students of color are learning at unexpectedly high levels to reveal a key ingredient to their success in one way or another their leaders have confronted the traditional ways that schools are organized and have adopted new systems all focused on improvement In vivid profiles of once embattled schools Chenoweth shows how school leaders doggedly and patiently reorganized internal systems in order to prioritize teaching and learning resulting in improved outcomes that in many cases exceeded statewide averages From how they use time to how they use money schools that succeed combine a deep belief in the capacity of their students to achieve with deliberate systems focused on student needs As a result they create vibrant places where teachers want to teach and students want to learn **Agency in Teacher Supervision and Mentoring** Alisa Bates, Mary

Burbank,2019-01-22 Offering an in depth examination of field supervision and the role of the university supervisors in preparing teachers this book addresses the challenges of providing novice teachers with quality supervision through the support and guidance of teacher education programs Through a research based lens Bates and Burbank discuss the role responsibilities and opportunities of the university supervisor Critically examining the supervisor as an agent of change who is positioned to empower early career teachers the authors dissect the necessary preparation and support new teachers need in contemporary K 12 classrooms Instructional Supervision Sally J. Zepeda,2016-08-12 This essential text for prospective school leaders enrolled in instructional supervision and evaluation courses provides the knowledge and practical tools to improve teacher effectiveness Melding theory and practice this book is a definitive guide to successful classroom observations pre and post observation conferences and approaches such as action research peer coaching and mentoring The fourth edition of this text has been thoroughly updated to meet the needs of school leaders in today s educational climate Features new to this edition include Additional and updated tools to support school leaders in conducting effective classroom observations and assessing teachers professional learning needs New case studies suggested fieldwork and extended reflections to outline practical applications for the strategies discussed Suggested readings to supplement the information included in this book Expanded discussions of professional learning communities and the topic of motivation New chapters on teacher evaluation and instructional strategies that support personalization and learning technologies This book offers strategies to work with teachers at all stages in their careers laying a strong foundation for effective instructional supervision in PreK 12 schools Many of the templates and tools in this book are also available as free eResource downloads from our website www.routledge.com 9781138649347 An Evidence-based Approach to the Practice of Educational Leadership Ronald W. Rebores,Angela Lynn Evans Walmsley,2007 This text presents a thorough and current best practice treatment of Educational Leadership in schools and school districts that addresses the complex use of quantitative and qualitative evidence in the decision making process The text covers the full range of introductory issues faced by school leaders today and emphasizes areas that are critical and timely The authors address standard leadership topics and also further explore current social cultural technological and economic realities This text utilizes ISLLC ELCC guidelines so that students can develop a leadership approach that reflects current standards and is organized around the processes and procedures necessary for implementing effective learning environments **Mentoring to Support Teacher Candidate Development** Clayton Smith,Geri Salinitri,Xuan Tai Nguyen,2025-11-13 This book explores the variety of ways in which mentoring can be used to support teacher candidate development It provides an overview of how mentoring can be used in teaching practice and specifically how it can be employed to support the development of a range of student types including in risk students additional language students and international learners It focuses on the soft or generic skills that enhance employability and the ability to work comfortably with others such as communication skills critical thinking problem solving life long learning

ethics and leadership This book is designed to be used in pre service teacher education programs in service teaching and beginning teacher induction **Jsl Vol 5-N6 JOURNAL OF SCHOOL LEADERSHIP**,1995-11-01 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

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Supervision in Schools Raymond C. Garubo, Stanley William Rothstein, 1998-01-26 Does fear or trust dominate relationships in your school s classrooms How well do supervisors listen to and respond to teachers How well do teachers listen to and respond to students How are problems identified and solved Supportive Supervision in Schools is a guide for teachers and administrators who want to create good school climates and a school culture that encourages professional growth and development among staff members It uses a conferencing method to allow teachers administrators and students to discuss and reflect upon what they are doing inside the school building Old ideas about leadership models have not been supported by empirical research and have not influenced the way school leaders and teachers do their work This book points to specific skill areas that need attention It specifies that the creation of supportive environments occurs in weekly individual and group conferences The authors stress the importance of listening and speaking so that messages are not distorted or misunderstood and emphasize trust building Using actual examples this work shows how to construct supportive environments and how to identify and resolve problems **The Business Educator** ,1910 **The Journal of the National Education Association**

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