

Philosophy and Methodology for Teacher Supervision

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Traditional Problems with Common Teacher Supervision Practices

- Based on *Teacher Evaluation: A Study of Effective Practices* (1984) by Wise, Darling-Hammond, McLaughlin, & Bernstein
1. Principals often lack sufficient resolve and competence to evaluate accurately
 2. Lack of uniform evaluation practices
 3. These often lead to teachers being resistant to feedback
 4. Lack of training for evaluators

Basis for Beliefs

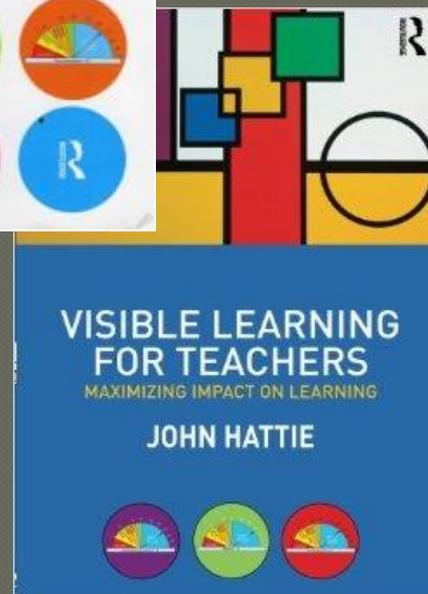
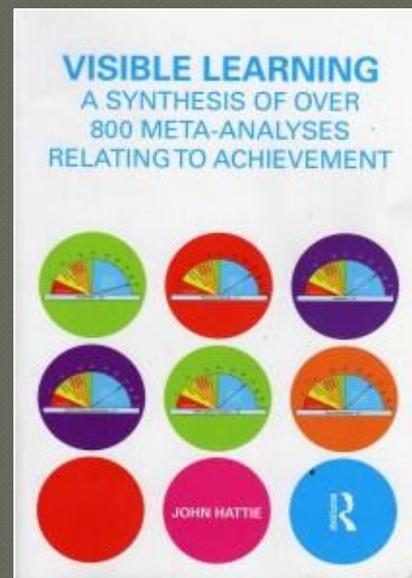
- *Visible Learning* (2009) and *Visible Learning For Teachers* (2012), by John Hattie
- *The Art and Science of Teaching* (2007) and *Effective Supervision* (2011), by Robert Marzano
- “I’m deeply troubled by the transformation of teaching from a complex profession requiring nuanced judgment to the performance of certain behaviors that can be ticked off a checklist.”
– Charlotte Danielson

Visible Learning and *Visible Learning for Teachers*, by John Hattie

Hattie

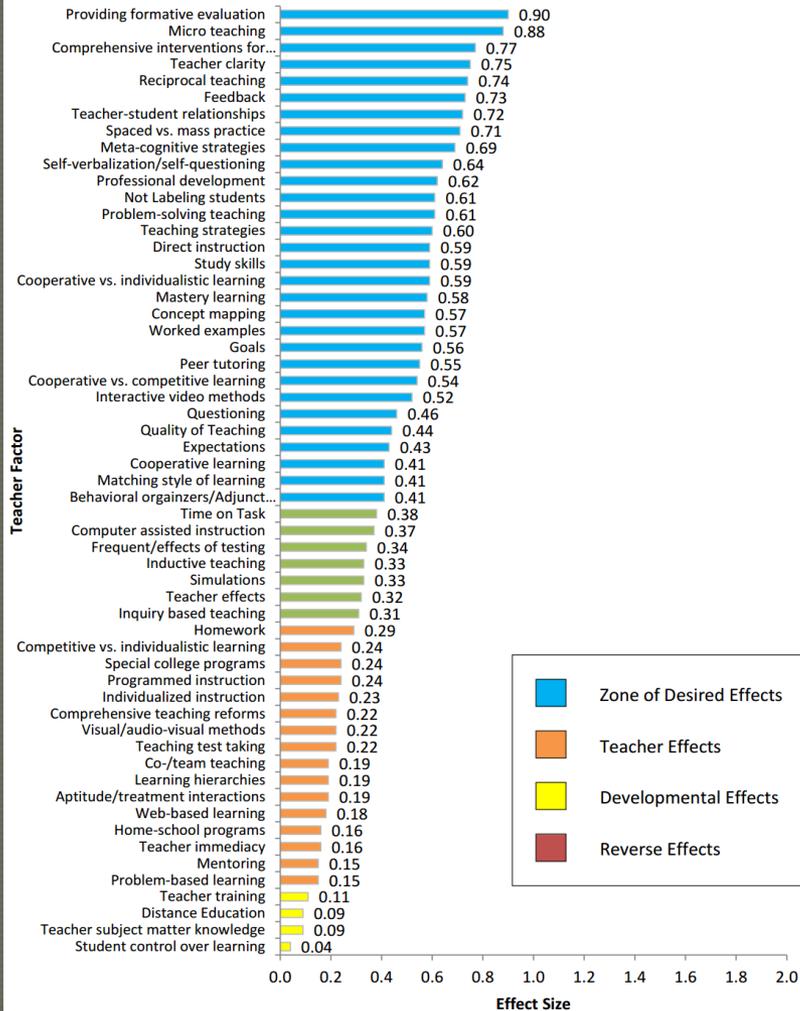
- 15 Years of Research
- 800+ Meta Analyses*
- 50,000 Studies
- 260+ Million Students
- Almost any intervention has a positive impact, but...
- Which factors have the greatest impact on student learning?

* Continued research includes over 1,000 Meta Analyses

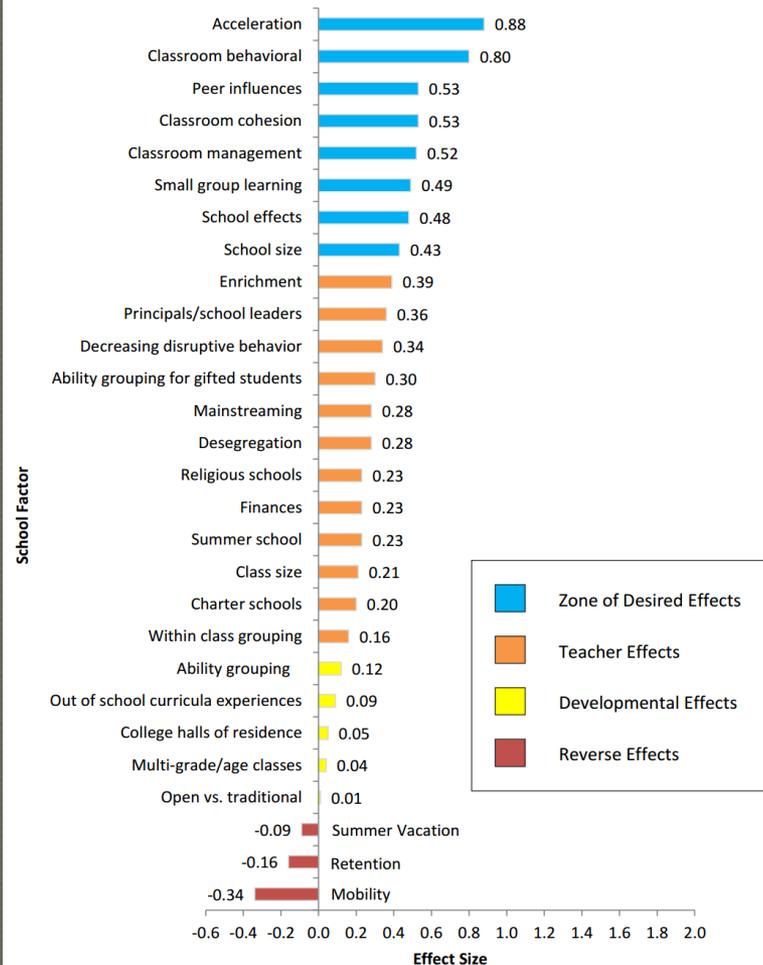


Various Factors' Effect on Student Learning

John Hattie: Teacher and Teaching Influences

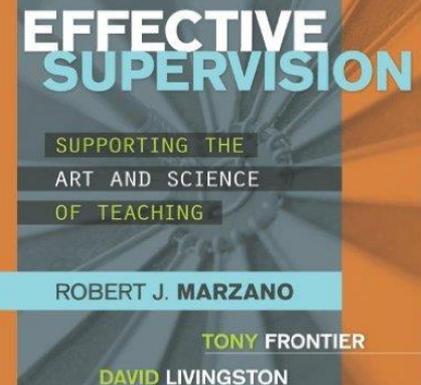
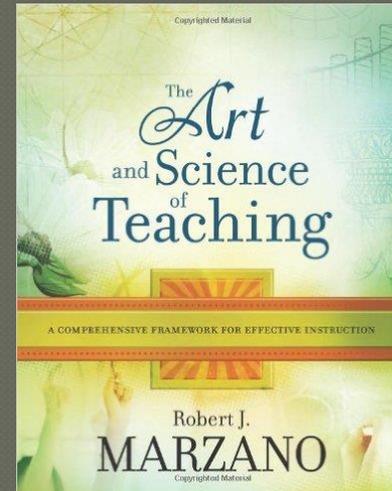


John Hattie: School Influences



The Art and Science of Teaching and *Effective Supervision*, by Robert Marzano

- Teaching as both an art and a science
- 60 specific elements across 4 domains of teaching expertise
- Emphasis on practices to support teachers to improve their skills



Philosophy

- ◉ Student Achievement is the ultimate goal
- ◉ Teacher is the primary facilitator of student achievement
- ◉ Principal's role is to support teacher to improve professional practices

Five Conditions for Effective Teacher Development

1. Well-Articulated Knowledge Base for Teaching
2. Focused Feedback and Practice
3. Opportunities to Observe and Discuss Expertise
4. Clear Criteria and a Plan for Success
5. Recognition of Expertise

Condition #1 – 4 Domains of Teaching

Domain 4: Collegiality and Professionalism

Domain 3: Reflecting on Teaching



Domain 2: Planning and Preparing



Domain 1: Classroom Strategies & Behaviors



STUDENT ACHIEVEMENT

Domain 4: Collegiality and Professionalism

Domain 1 – Classroom Strategies & Behaviors

Lesson Segment Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)
2. Tracking Student Progress
3. Celebrating Success

DQ6: Establishing Rules and Procedures

4. Establishing Classroom Routines
5. Organizing the Physical Layout of the Classroom

Note: DQ refers to Design Question in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Lesson Segment Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information
7. Organizing Students to Interact with New Knowledge
8. Previewing New Content
9. Chunking Content into “Digestible Bites”
10. Processing of New Information
11. Elaborating on New Information
12. Recording and Representing Knowledge
13. Reflecting on Learning

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
15. Organizing Students to Practice and Deepen Knowledge
16. Using Homework
17. Examining Similarities and Differences
18. Examining Errors in Reasoning
19. Practicing Skills, Strategies, and Processes
20. Revising Knowledge

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks
22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
23. Providing Resources and Guidance

Lesson Segment Enacted on the Spot

DQ5: Engaging Students

24. Noticing When Students are Not Engaged
25. Using Academic Games
26. Managing Response Rates
27. Using Physical Movement
28. Maintaining a Lively Pace
29. Demonstrating Intensity and Enthusiasm
30. Using Friendly Controversy
31. Providing Opportunities for Students to Talk about Themselves
32. Presenting Unusual or Intriguing Information

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating “Withitness”
34. Applying Consequences for Lack of Adherence to Rules and Procedures
35. Acknowledging Adherence to Rules and Procedures

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students’ Interests and Background
37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
38. Displaying Objectivity and Control

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students
40. Asking Questions of Low Expectancy Students
41. Probing Incorrect Answers with Low Expectancy Students

Example Element...

41: Probing Incorrect Answers with Low-Expectancy Students

For this element, the teacher probes incorrect answers of low expectancy students by requiring them to provide evidence for their conclusions and examine the sources of their evidence.

The desired effect of this element states that *all students who respond with incorrect answers are probed in the same manner.*

Developmental Scale

| Beginning | Developing | Applying | Innovating |
|--|---|---|--|
| Uses strategy incorrectly or with parts missing. | Probes incorrect answers of low expectancy students in the same manner as high expectancy students, but the majority of students are either not monitored for or not displaying the desired effect of the strategy. | Probes incorrect answers of low expectancy students in the same manner as high expectancy students and monitors for evidence of the level and quality of responses of majority of students. | Adapts and creates new strategies for unique student needs and situations in order for the desired effect to be evident in all students. |

Most Teacher Evaluation Models

- Almost exclusively based on Formal Observations of Elements articulated in Condition #1
- This is a misuse of Marzano's Model

My Preferred Method

1. Establish Shared Knowledge Base for Teaching and Learning
2. Provide for focused practice and feedback
 - Teacher self-reflection & goal-setting
 - Principal observe current practices – walk-throughs, informal sit-ins, formal sit-ins and provides pointed feedback
3. Opportunities to observe and discuss
4. Principal and teacher collaborate to evaluate teacher's growth and proficiency

My Preferred Method

1. Well-Articulated Knowledge Base for Teaching
 - Over time, become familiar with Marzano's Elements of Teaching, Hattie's Dimensions of Expert Teachers, etc.
 - Teachers Self-Assess current practices in order to set meaningful goals

My Preferred Method

2. Focused Feedback and Practice

- Teachers reflect on current practices with regard to Marzano's elements of teaching
- Teachers select one Element for focused practice and feedback and create a Goal/Personal Plan, and Principal provides a broad, schoolwide goal
- Principal's focus during informal observations will be those goals, to provide pointed feedback and support
- Lots of Observation – walk-throughs, informal sit-ins, and formal observations

My Preferred Method

3. Opportunities to Observe and Discuss Expertise

- “If teachers can not observe other classrooms, their method of generating new knowledge about teaching is limited to personal trial and error” – Marzano
- This is the only aspect not supported by the history of supervision and evaluation

My Preferred Method

4. Clear Criteria and a Plan for Success

- Student Achievement Data
- Clear Rubrics for Elements of Teaching
- Individualized Growth Plans, developed by teacher, approved and supported by principal

My Preferred Method

5. Recognition of Expertise

- Research indicates that regardless of the field, 10 years of deliberate practice is need to reach “expert status”

Conclusions

- Student Achievement is the ultimate goal
- Research has identified certain teacher practices as having a positive effect on student achievement
- Principal's role is to help teacher improve their craft through:
 - Shared beliefs about teaching and learning
 - Goal-setting process
 - Freedom to practice new ideas and methods
 - Frequent observation and feedback
 - Opportunities for professional development and to observe other teachers and discuss