

SUPPORTIVE SUPERVISION

Becoming a Teacher of Teachers



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

Supportive Supervision Becoming A Teacher Of Teachers

Sally J. Zepeda, Judith A. Ponticell



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 **English Language Program Administration** MaryAnn Christison, Fredricka L. Stoller, 2023-05-26 This volume provides both practicing and aspiring Language Program Administrators with knowledge about the research and theory that underpin key topics in educational leadership as well as practical guidance for the day to day management of language programs including budgets personnel decision making strategic planning advocacy and digital technologies The volume brings together 46 authors and contributors with a vast array of experiences as administrators of English language teaching programs all over the world in Asia Australia Europe the Middle East New Zealand North Central and South America South Africa Turkey and the United Kingdom As the need for more qualified administrators and leaders has increased more teacher education programs have added formal courses on leadership and program administration to their offerings Educators teaching these courses will find this volume to be an excellent core text to support students in developing their knowledge of and skills for language program administration All chapters are connected to the contemporary realities of language program administration and they offer practical guidance

to Language Program Administrators in ways that are adaptable to different administrative contexts globally 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

The Wiley Handbook of Educational Supervision Sally J. Zepeda, Judith A. Ponticell, 2018-09-11 An authoritative guide to educational supervision in today's complex environment The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts The text explores a wealth of topics including recent and dramatic changes in the complex context of today's schools This important resource Describes supervision in a historical context Includes a review of adult learning and professional community Reviews new teacher preparation and comprehensive induction systems Contains perspectives on administrative feedback peer coaching and collaboration Presents information on professional development and job embedding learning Examines policy and implementation challenges in teacher evaluation Written for researchers policy analysts school administrators and supervisors The Wiley Handbook of Educational Supervision draws on concepts theories and research from other closely related fields of study to enhance and challenge our understanding of educational supervision

Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022) Dyah Mutiarin, Achmad Nurmandi, Arie Kusuma Paksi, Zain Rafique, 2023-02-10 This is an open access book This proceeding consists of research presented in ICOSI UMY on 20-21 July 2022 at Universitas Muhammadiyah Yogyakarta The conference covers the topic of governance international relations law education humanities and social sciences The COVID 19 pandemic first time that occurred in 2019 has brought many changes that constrain all countries to adapt quickly The crisis has shown vulnerabilities and gaps in several primary systems including healthcare social protection education value chains production networks financial markets and the ecosystem One of the efforts that each country can take to rise from the COVID 19 pandemic is through strengthening multilateralism international solidarity and global partnerships Hence this conference raises the central theme Strengthening Global Partnership for Resilience This

theme covers sub themes that allow prospective scholars to submit their papers for Virtual Conferences presentation under the following scopes Social Sciences Humanities Educations and Religious Studies Presented papers will also get a chance to be published in our remarkable partner publishers Through the International Symposium on Social Humanities Education and Religious Studies ISSHERS and Asian Conference on Comparative Laws Asian COL we hope that participants will express their innovative and creative ideas to provide benefits and contribute knowledge to strengthen global partnerships among countries Finally all 75 papers published in this proceedings are expected not only as research output but can be developed further into prototypes or evidence for policy making

Supervision That Improves Teaching Susan

Sullivan,Jeffrey Glanz,2005 Supervision That Improves Teaching Second Edition is a practical guide to improving classroom instruction This book is user friendly and based on research and tested strategies and techniques It intends to assist readers in developing his or her platforms with the use of summary sheets and observation charts provided throughout the book The book offers future education leaders supervisory strategies and techniques necessary to promote teaching and learning It brings forth the goal of supervision in attaining and facilitating the process of instructional excellence in schools through curriculum and staff development action research and assessments

Jsl Vol 7-N5 JOURNAL OF SCHOOL

LEADERSHIP,1997-09-01 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

Reconceptualising the Learning Crisis in Africa Kwame

Akyeampong,Sean Higgins,2025-06-16 This book offers a powerful post colonial rejection of the so called global learning crisis that offers deficit models of the experiences knowledges identities and relationships of African children eroding their agency and dignity and undermining their learning opportunities and potential Three case studies of three accelerated learning programmes ALPs for out of school and lower achieving children in Ethiopia Liberia and Ghana illustrate multi dimensional models that re envision the purposes and pedagogies of basic education reconnect with the lived experiences of African children and teachers and promote the role of communities in improving children s learning Drawing on diverse social theory the chapters reveal the use of children s funds of identity and knowledge a material engagement with their natural environment and highlight the transformative use of local languages This book ultimately proves that a holistic approach to learning based on the relational and community rooted African philosophy of Ubuntu produces vital personal and academic benefits for African children This book will be of great interest to academics researchers and postgraduate

students in the fields of international and comparative education postcolonial studies African education education policy and transformative pedagogy It will also appeal to development strategists and NGOs working with the Education for All agenda

Designing Teaching Strategies R. Douglas Greer, 2002-07-17 can provide an educational system that treats the students and the parents as the clients

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