

The directive informational supervision education essay

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Programs provide evidence of candidate knowledge of supervision strategies that ensure that teachers across the district maximize time spent on high-quality instruction and student learning; management theories on effective district time, priorities, and schedules. The focus of any school district is high-quality instruction and student learning and achievement. Outline a plan that indicates at least three teacher supervision strategies that a district can employ to ensure that teachers maximize time spent on high-quality instruction and student learning. Additionally, describe at least one management theory that could be used to assure that district priorities and schedules are adhered to.

Grading Rubric Points Criteria 10 Candidate describes three or more supervision strategies that ensure that teachers across the district maximize time spent on high-quality instruction and student learning. At least one management theory regarding effective district time, priorities, and schedules is presented.

8 Candidate describes two supervision strategies that ensure that teachers across the district maximize time spent on high-quality instruction and student learning. One management theory regarding effective district time, priorities, and schedules is presented.

6 Candidate describes one supervision strategy that ensures that teachers across the district maximize time spent on high-quality instruction and student learning. One management theory regarding effective district time, priorities, and schedules is presented.

4-0 No supervision strategies that ensure that teachers across the district maximize time spent on high-quality instruction and student learning are evident. No management theory regarding effective district time, priorities, and schedules is presented. There are various ways to incorporate supervision of

a teacher but the administrator must choose the right one that will be the most effective for that particular teacher.

DIFFERENTIATED SUPERVISION

Differentiated supervision tries to foster a more positive outlook toward the supervisory method since it recognizes the distinctiveness of individual educators. In other words differentiated supervision aims to carefully consider the individual differences among teachers. Individual teachers have different needs in addressing their professional growth and development. Therefore, the use of different supervisory strategies or methods to address the teacher's uniqueness is imperative in creating a learning atmosphere that is conducive to the improvement of that teacher. Furthermore, effective supervision fosters a teacher's stage development, improves problem areas, and ensures confidence therefore enhancing the educational experience a teacher's students will receive. " Differentiated supervision can help principals realize that educators of all levels of experience come to schools with their own talents, philosophies, and professional beliefs they have developed and used to construct their teaching styles, methodologies, and learning strategies." There are different supervision strategies incorporate into differentiated supervision such as: Directive supervision Directive informational supervision Collaborative supervision Nondirective supervision

DIRECTIVE SUPERVISION

Directive supervision is used when either the teacher is new and needs more directive management, or when the teacher is struggling and needs close monitoring. In some instances, the supervising staff member is considered to

have greater knowledge or expertise than the new or struggling teacher. When the supervisor takes on a directive style of supervision, he/she is also taking direct ownership of the problem and the corresponding solution. The role of the supervisor is very prescriptive and very active. The supervisor typically would initiate contact with the faculty member and direct the focus of all subsequent meetings. " This is used best when teachers have little expertise, involvement, or interest in instructional problems and time is of the essence." Therefore, to help new or struggling teachers the incorporation of directive supervision strategy would be appropriate.

DIRECTIVE INFORMATIONAL SUPERVISION

Directive informational supervision is often the mode appropriate for many new teachers, at least for their first year or two at the school. Once the teacher gather confidence in their teaching, they will become more self-directed and will subsequently need less supervision. The directive informational supervision approach is used to help guide new teacher as they become more familiar and confident in their teaching styles and strategies. In this case, the supervisor still constantly takes a very active role in terms of " outlining the direction and choice of the teacher," and is still primarily responsible for all aspects of supervision. Veteran teachers might occasionally need directive informational supervision at various crucial periods in their careers. For example, if a veteran teacher takes on new teaching or other responsibilities in which he/she has little experience, this strategy might be most appropriate. For instance, a tenured teacher might be expected to integrate new technology into the curriculum. This might be difficult and unnerving, so a little more directive guidance could be very

useful. Again, the idea is for all faculty members to take more of this responsibility on themselves and to move on to supervisory modes that are more self-directed.

COLLABORATIVE SUPERVISION

Collaborative supervision is an excellent mode for the majority of non-tenured faculty, especially if they already have some experience teaching and are very strong in their areas of expertise. Likewise, this approach is often used when the supervisor and the faculty member have roughly equivalent expertise. The supervisor helps the colleague to explore all possible alternatives, yet decisions lie within the responsibility of the faculty member, not the supervisor. The supervisor helps to clarify and provide some focus, but the faculty member has ultimate authority and cannot be vetoed by the supervisor. The supervisor would utilize such supervisory behaviors as negotiating, problem solving, and presenting. Again, the ultimate goal is for the faculty member to become totally self-directed.

NONDIRECTIVE SUPERVISION

Nondirective supervision is the mode that is designed for the outstanding faculty member. Quite often, the supervisor helps this very good faculty member ask the right questions. While both the faculty member and the supervisor are still considered equals and colleagues, the individual faculty member is considered more of an expert in the particular area than the supervisor. In nondirective supervision, the self-directed faculty member often initiates contact with the supervisor. The supervisor may be asked for a different viewpoint, perspective or suggestion about a specific issue or

problem to be solved. The nondirective approach is not necessarily a hands-off approach. The supervisor does play an active role, but much of that role is defined by the faculty member. The supervisor would use such supervisory behaviors as reflecting, encouraging, clarifying, and listening. <http://www.cluteinstitute.com/proceedings/2012%20LV%20Papers/Article%20436.pdf>
<http://developmental-supervision.wikispaces.com/What+is+Developmental+Supervision>

TYPES OF TEACHER SUPERVISION

The supervision of teachers is the comprehensive ongoing process of facilitating teachers' professional growth and development throughout their careers. Quality teacher supervision enhances the performance and instructional effectiveness of teachers, thereby increasing the probability of desired student learning opportunities and results. Teacher supervision may take the form of self-supervision, peer supervision, and administrative supervision. Self-supervision is the process where teachers assume personal responsibility for improving their own performance. Self-assessment is an important element of professional work. Teachers are encouraged to regularly reflect on and self-analyze their own teaching performance, and to incorporate self-supervision strategies. Such strategies include the analysis of the teacher's videotaped instruction, analysis of student learning, peer observations, peer teaching, implementation of professional goals, self-selected reading, and participation in various other self-selected professional development and self-assessment activities. Peer supervision is the process by which a peer teacher assumes a shared responsibility for improving another teacher's performance. Teachers are encouraged to participate in <https://assignbuster.com/the-directive-informational-supervision-education-essay/>

available peer supervision strategies, including peer coaching and mentoring. Peer coaching feedback may be provided to GIPS teachers by a teacher designated and trained to effectively coach other teachers.

Mentoring is a process by which a trusted and experienced person takes a direct professional and personal responsibility for facilitating the growth and development of a less experienced individual. The district's mentor teacher program is designed to provide novice teachers with professional and personal support through a structured, yet flexible, process and set of activities that results in high performing, reflective practitioners.

Administrative supervision is the process by which an administrative supervisor assumes responsibility for monitoring and improving a teacher's performance. Administrative supervision strategies include conducting classroom observations to observe the teaching and learning process; reviewing artifacts of teaching; monitoring evidence of student learning; and establishing and monitoring professional goals.

DIFFERENTIATED SUPERVISION

Differentiated Supervision aims to carefully consider the individual differences among teachers, on one hand, and the human relations between the supervisor and the teachers, on the other. Thus it gives the teachers the opportunity to choose the kind of supervision they want. Differentiated supervision has the potential to foster a more optimistic disposition toward the supervisory process since it acknowledges the uniqueness and dignity of individual educators.