Model for instructional supervisor's effective leadership

Instructional Supervision Model Paper

An impartial education for all students includes collaborative and intensive strategic planning that involves many participants. For example, instructors, parents, support staff, administrative staff, and board members. Therefore, the presence of an instructional supervisor determines instructors and students' best methods of practice within the classroom. Instructional supervision is ensuring the mission statement of a school district is being met by equipping, empowering, and overseeing the learning environment instructors are providing (" Instructional supervision," n. d.). Furthermore, instructional supervisors collect feedback on the curriculum provided and the impacts they may contain. However, to ensure an instructional supervisor remains effective as a leader, elements provide a foundation for an efficient model. I have selected the following elements because I believe they correspond with my morals, values, and beliefs within the classroom.

Student-Centered Element

Personalized learning encourages students to progress through the material at their own pace and achieve goals driven towards their learning needs (Culatta, 2016). Individualization empowers students in making decisions that are relevant to their education. Furthermore, student-centered learning engages students in education based on their skills, abilities, and interest. Thus, allowing students to master multiple concepts utilizing various methods to achieve goals set (Marshall, 2018). Zou and Xie (2018) reported a positive correlation between students' achievement and personalized learning methods.

As a former English Language Learner, a personalized learning method improved my vocabulary, problem-solving, and reading skills. The curriculum given to me as a student contributed to a positive learning experience of encouraging interest and active learning. Therefore, I selected this element because I believe each student should enjoy their learning experience. According to Buckingham and Clifton (as cited in Marzano, Waters, & McNulty, 2005) a leader will create a system where organization members will flourish based on their interest, skills, and abilities. The theorists continue by stating that aiming at constructing and training strengths within individual organization members, a group system functions at a high-performance rate. Buckingham and Clifton's theory relate to personalization method by encouraging students to focus on strengthening their skills and abilities (Marzano, Waters, & McNulty, 2005). Thus, becoming confident in their abilities to achieve in their mastered knowledge, abilities, or skills.

Educational Opportunities Element

Darling-Hammond (1998) reported that there are unequal opportunities provided among students with diverse backgrounds. Therefore, leading to a decrease in educational achievement among students with racial backgrounds and low socio-economic school districts. Providing academic opportunities to all students is vital for students to achieve in furthering their education. The value of education relies on the number of opportunities that provided for students to succeed. Furthermore, opportunities allow students to utilize additional tools provided to surpass goals set. Former President Barack Obama once stated, opportunities requires effort, however, the end results show students' academic success (Strauss, 2016).

I selected educational opportunities as an element because of the limited opportunities provided to students at my local school district. Many students stop short of receiving a degree because of the limited amount of resources administered. Fullan (as cited in Marzano, Waters, McNulty, 2005) describes a leader as an innovator that creates equal opportunities for all students and ensure transitions occur for prepared students. Furthermore, a leader should promote strong relationships and persuade collaboration within organization members. Fullan's theory relates to equal opportunities by describing how a supervisor should provide resources to educate and safeguards students' learning experience. Furthermore, identifying various opportunities appropriate for each students' education needs.

Educational Guidance Element

Parankimalil (2015) defines educational guidance as a method of assisting students to achieve their optimal success at their academic development. Additionally, educational guidance directs students into making the appropriate decisions related to their courses, curriculum, and school life. According to the Teacher Training Programs (as cited in " Educational guidance," 2016) educational guidance ensures students meet their satisfactory performance, selecting the appropriate courses that best fit the student's abilities, assist students in the break of failure, and place students where the environment is flourishing. Research has shown that educational guidance promotes competencies in social and personal development, career planning, and academic achievement. Educational guidance impact students' achievement by succeeding three basic components: personal and social development, academic development, and career development

(Shaterloo, & Mohammadyari, 2011). Therefore, students' academic performance improvement occurs when guidance and support are present among students.

I selected educational guidance as an element to impact students' behavior within the classroom. I have witnessed students' misbehavior due to lack of attention from the instructors. The placement of students in an environment where guidance is present may assist students in selecting choices that will succeed expectations. In Covey's theory (as cited in Marzano, Waters, & McNulty, 2005) effective leaders must exhibit seven characteristics to ensure students are grasping basic skills of life. For instance, Covey's characteristic of " begin with the end in mind," describes how identified goals ensure the correct guidance is prescribed (p. 21). Covey's characteristic relates to educational guidance in developing a plan for students to view and achieve results. Creating a plan prior to actions establishes an understanding of the skills and knowledge needed to succeed in their education.

Creative Environment Element

The academic success of students relies on different components implemented by an instructor, for instance, a creative environment is a component often forgotten. A creative environment assists students in becoming innovative and encourages active learning. A student's environment significantly impacts their communication, emotional, and social skills. Evidence suggests that a creative learning environment increases emotional and thinking skills; improves academic performance;

enhances resilience and confidence; increase school attendance; and motivate and engage students in the curriculum (Davis et al., 2013).

I selected a creative environment element because I believe students should enjoy their learning experience. Obtaining students' attention is a difficult task, therefore, providing a creative environment may allow students to retain information clearly. Block's theory (as cited in Marzano, Waters, & McNulty, 2005) of creating a " social space" corresponds with creating a creative environment Block describes how a leader should create strategies through discussion, participation, and aim at learning solutions (Marzano, Waters, & McNulty, 2005). Therefore, Block's theory relates to a creative environment element by persuading a leader to develop an environment where students will collaborate on various topics to discover solutions. A creative environment may persuade students to trust their instructors to develop a healthy relationship between instructors and students.

Conclusion

Each of these elements allows instructional supervisors to create an education worthy of the students. Instructors should provide students with the learning experience that enhances skills and knowledge for their future career. I believe student-centered, educational opportunities, educational guidance, and creative environment elements will allow leaders to equip instructors with tools to improve students' learning experience. I hope through each element I may gain an understanding of the education needed for each student to succeed academically, socially, physically, and mentally.

References

- Culatta, R. (2016, March 21). The need for common language around personalized learning. Retrieved fromhttps://er. educause. edu/articles/2016/3/what-are-you-talking-about-the-need-for-common-language-around-personalized-learning

- Darling-Hammond, L. (1998, March 1). Unequal opportunity: Race and education. Retrieved from https://www. brookings. edu/articles/unequal-opportunity-race-and-education/

- Davis, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education – A systematic literature review. Thinking Skills and Creativitiy, 8(2013), 80-91. Retrieved from https://ac. els-cdn. com/S187118711200051X/1-s2. 0-S187118711200051X-main. pdf? _tid= e854c19d-9e78-412b-896e-ed1b363dc233&acdnat= 1547932699_9219a39b23c7224b91c8c979b867a557

- Definition of instructional supervision. (n. d.). Retrieved from http://ledraperportfolio. weebly. com/uploads/4/7/6/7/47674545/definition_of_instructional_supervision. pdf

- Marshall, K. (2018, January 18). Why personalized learning is important [Blog post]. Retrieved afrom https://blog. thinkcerca. com/the-importance-of-personalized-learning

- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

- Need and importance of educational guidance. (2016, January 25). Retrieved fromhttp://teachertrainingindia. co. in/blog/early-childhood-education/need-and-importance-of-educational-guidance/

- Parankimalil, J. (2015, January 24). Educational guidance. Retrieved from https://johnparankimalil. wordpress. com/2015/01/24/educational-guidance/

- Shaterloo, A., & Mohammadyari, G. (2011). Students counselling and academic achievement. *Social and Behavioral Sciences, 30* (2011), 625-628. Retrieved from https://ac. els-cdn. com/S187704281101946X/1-s2. 0-S187704281101946X-main. pdf?_tid= c810be0b-84e5-458d-82d0-01916fef5779&acdnat= 1547842210_0e611ee0183aae16aa9ebd46dca7ae9c

- Strauss, V. (2016, October 21). President Obama's education speech at D. C.'s Benjamin Banneker High School. Retrieved fromhttps://www. washingtonpost. com/news/answer-sheet/wp/2016/10/21/president-obamas-education-speech-at-d-c-s-benjamin-banneker-high-school-2/?noredirect= on&utm_term=. da1c4cb1a86b

- Zou, D., & Xie, H. (2018). Personalized word-learning based on technique feature analysis and learning analytics. *Educational Technology & Society, 21* (2), 233-244. Retrieved from https://eric. ed. gov/? id= EJ1175489