

Supervision of instruction creative writing examples

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Education

Supervision of Instruction

Becoming an effective supervisor of instruction requires many years of high-level competencies and various leadership/managerial training to enhance and reinforce teaching practices and improve student learning. On my part, some of the leadership skills that I presently have are, as follows: good interpersonal relation building, positive outcome making, outstanding communication / listening, superior emotional stability, to name a few.

Possessing said leadership strengths will “ enhance student achievement [] and develop a system that encourages, supports, and recognizes teacher expertise” . In view of my leadership strengths, they might hinder my ability to be a successful evaluator when they are taken to the extreme or not balanced (e. g., circle of friends over enforcer of rules/regulations?).

My skills lie more in the supervisory area as compared to the evaluation area because teacher-professionals are much easier to manage given my very strong communication, managerial and/or interpersonal skills. Nonetheless, evaluation area is also an important supervisory skill because I will consider putting in records what I actually observed in the field. In occasions where I have to enter teachers’ classrooms, I am highly comfortable to evaluate them because I have learned to consider beforehand teachers’ background and past performance / evaluation record. Thus, aside from what I already officially know about the teachers concerned, I will also interview teachers concerned and the chair/s that is/are directly in charge of the teachers, but keeping in mind, at the onset that “ rule regarding how to share observations should be established” .

In terms of the accuracy of my skills in observing a situation, most of the time, I will initially make informal observations and then the “ systematic gathering of quantitative or qualitative observation data” . Subsequently, I will also employ mixed informal and formal follow up observations. I will evaluate a situation objectively using a set of criteria that the school formally uses. Sometimes, I will also then have to develop my own sub-criteria just to make sure that I take note of the relevant details in my observation. On the other hand, some of the biases that I might have about teaching, which would impact on my ability to offer objective feedback, will be the inadequacy of factual information required in an holistic analysis and interpretation of a situation. In view of my one of the facets of my personality, I possess a very strong, yet balanced overall affective evaluation of my own worth as a person. Oftentimes, I attach myself with other peoples’ feelings so that I avoid hurting the feelings of anyone (that is, as much as I could).

Concerning effective teachers’ characteristics, they must know how to motivate and inspire students to learn better considering that “ effective teacher-student relationships are the keystone of teaching” . Since most teachers have mastery over their subject matter, are well-prepared to execute the lesson using appropriate instructional materials, assess students’ progress so as to make the necessary adjustments, provide learners with feedbacks, and so on, they should meet their set objectives according to the standard level of learning proficiency. In addition to effective teachers’ characteristics dealing with different situations, they should also have positive attitudes, set high expectations, ooze with

creativity, deal fairly with others, have sense of belongingness, use interpersonal touch, have sense of humor, admit their mistakes, respectful of other individuals, compassionate and forgiving, and so forth.

In consideration of the elements of effective instruction, the satisfying years of teaching students equate to learners attaining their maximum potentials. I will ensure that teachers provide students with a safe and conducive teaching-learning environment. Additionally, I will make my communication clear to everyone so that teachers so that teachers and students work together in harmonious ways (e. g., meeting the lesson objectives, “focus[ing] on learning,” attaining expected outputs, and other related requirements of the subject) . As a teacher-facilitator, I will use various teaching strategies, techniques, methods and approaches so that meaningful or worthwhile experiences take place. There are other elements (e. g., demystifying practices/performances) that I will consider highly significant for the success of my students and my profession. Regarding my understanding of people, in general, I believe they are basically good given their upbringing, social interactions, level of understanding, and so on. Further, for me, a glass is either half-full or half-empty depending on its intended use (e. g., interpretation of reality).

I believe I will be a good time manager considering that I will then prepare in my mind and more so, on my planner, control over specific activities so as to keep on being effective, efficient and productive most of the time. I should also consider reflective dialogue by initially planning the specifics of the observation until such time the didactic assistance for teachers. In doing so, my time management skills will positively influence my ability to get

evaluation punctually because I prioritize over the tasks at hand and for considering the continual improvement of the teachers. I will also delegate works to competent personnel so that I can do other more important activities (e. g., follow up on other teachers' concerns) . For instance, to be highly successful conducting conferences, I will do pre-observation and post-observation conference. I will provide immediate and constructive feedback while attempting to address teachers' concerns the soonest time possible. In addition, I will make sure that all is well before, during, and immediately after the conduct of the conferences. Another example is that, since I am also good at rhetoric, euphemism, psychology, and so on, especially, in cases where I have to deliver unpopular info, bad news or criticisms, my claims should be supported / backed up by factual evidence. I will also ensure that I have addressed the correct person and that I try as much as I could to avoid fallacious arguments.

In giving praises, I commend people when it is due them considering that many teachers cannot help “ but be influenced by the judgments a supervisor is making” despite the fact that being “ nonjudgmental is a legitimate concern” . Before, during, and after a conversation and/or good conduct of the person concerned, I will use appreciative remarks, give a letter of commendation, recognition during a milestone event, or other occasions. However, in line with bringing a baggage from former evaluations, I will do so only if I am certain (extra careful) that they are relevant to the situation. Most of the time and as much as I could, I don't want to carry one because it might only negatively influence my evaluation skills. For me, past records are part of the past; what is more important for me is the present

performance of the individual I will be evaluating. Second, third, etc. chances are better than the previous ones, so to speak.

About the question, “ Will your leadership style impact on your ability to evaluate?” I strongly believe that my leadership style will affect my ability to evaluate for the simple reason that it requires a good deal of people skill to make individuals act according to one’s legitimate wishes. As a participative-transformational leader, I prefer people from sharing their creative or diverging views because that is how precisely I get genuine feedback.

Modesty aside, although I may be the most knowledgeable leader of the group, I like fresh ideas or higher quality contributions on a regular basis (e. g., through brainstorming). Nonetheless, I should be the guider and final decision maker, especially when it comes to critical decision making. Thus, I will see for myself more as a leader for my visions whereas I will be a bit more of a manager then because of my excellent skill dealing with a diverse group of people. I think that being either a leader or manager will greatly impact my progress or development as a supervisor/evaluator because people always cling to someone they can rely on most of the time. As a leader, people expect to follow whatever examples (“ model competencies”) I set before them whereas as a manager, individuals like to be guided properly regarding immediate/urgent matters . Fortunately, it is not hard to strike a balance between being a leader or manager because I have then what it takes to be what I am capable of and outstandingly proficient in doing.

Lastly, it stressed me more if I am not sufficiently flexible over regular plans.

A few of the physical characteristics that is manifested in me when I am

stressed is being silent. I go to some nearby quiet place just to let go of my stress. To deal with my stress, I read a book (e. g., bible), listen to classical music, play computer game, or talk to someone I am comfortable with.

Works Cited

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