

LEARNING EXCHANGE PROTOCOL
PURPOSE OF SuperVISION
WHAT ARE YOUR BELIEFS/VALUES?
HOW DO YOUR VALUES INTERSECT WITH EXPERIENCES & CURRENT PRACTICE?

Based on Saphier, J. (1993). *How to Make Supervision and Evaluation Really Work: Supervision and Evaluation in the Context of Strengthening School Culture.*

Super VISION is the super power that you bring to seeing student and teacher actions and reactions in classrooms by observing and collecting useful evidence. After collecting, however, a step we often miss is analyzing that evidence and using evidence – rather than judgments or perceptions – to have conversations with teachers.

Frank Lyman , the originator of think-pair-share, says about supervision: *I come to see, I come to learn, I come to have conversations about practice.* The project tag line indicates that you should “innovate, inquire, iterate, and impact” teacher practice by the ways you are an instructional leaders – or SuperVISION⁴ to the 4th power. In other words: **What is the exponential usefulness of your supervision/observation and conversation processes with teachers and groups of teachers?**

Grissom, Loeb and Masters (2013) examined the work of 100 principals over three years, 2008, 2011, and 2012 using in-person, full-day observations. These are the findings:

- Principals spent between 10-17% of their time on instructional leadership tasks
- In examining the associations between leadership behaviors and student achievement gains, they found that **principals' time spent on general instructional functions did not predict student achievement growth.**
- In particular, time spent on teacher observation and evaluation in which the principal had **coaching conversations** with teachers supported student learning.
- When the principals **used the aggregate information** they gathered from multiple teachers to **develop the school's professional learning program**, this practice predicted positive achievement gains.
- In contrast, **time spent on informal classroom walkthroughs negatively predicts student growth**, particularly in high schools.

For more information on this study, you can check the resources on the ECU blackboard for the full study and a synopsis.

Your task is to look at a set of statements about what principals do in terms of supervision and evaluation; in other words, **what do you value about your role as supervisor (or coach) of teacher practice?** Secondly, how does what you value compare to what you *actually do in your practice as a leader*.

Task 1-A: Use the green cards to put in rank order according to your values and beliefs about your role as a leader who supports teachers to improve their practices.

Task 1-B: Appreciative Listening Protocol- Sit knee-to-knee with a partner and, one at a time for 2 minutes each, share your rankings. Share the reasons, in particular, for the what you ranked first and why.

Task 1-C: In a 5 min. discussion, share similarities and differences in your rankings.

Task 2-A: We recognize you have to balance the tension between supervising and evaluating teachers. Use the blue cards to put these items in rank order according to what you currently do in your practice as a supervisor/evaluator.

Task 2-B: Partner with a different person to discuss the discrepancies or dissonance between your values and current practices in observation.

Task 3-C: Create an illustration of the themes that summarize the difference between your values and beliefs and what you currently do in your practice as a supervisor/evaluator.

<p>Role: Cheerleading</p> <p><i>Validating teachers' effectiveness in a believable and strength-building way</i></p>
<p>Role: Facilitating</p> <p><i>Helping teachers think about and plan to meet self-set goals</i></p>
<p>Role: Stimulating</p> <p><i>Stretching teachers' thinking about their instructional decisions</i></p>
<p>Role: Problem-Solving</p> <p><i>Facilitating teachers' analyzing and solving classroom problems</i></p>
<p>Role: Monitoring</p> <p><i>Monitoring for fidelity of curriculum implementation</i></p>
<p>Role: Directing</p> <p><i>Directing teachers to weak areas in their teaching and helping them improve</i></p>
<p>Role: Making Decisions</p> <p><i>Deciding about teacher placement, hiring, commendation, promotion, tenure</i></p>
<p>Role: Remediating</p> <p><i>Identifying incompetent teachers and dealing with them through remediation, counseling out of the profession, or dismissal</i></p>
<p>Role: Valuing</p> <p><i>Confirming the paramount importance of good teaching</i></p>