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A Plan for Supervision and Evaluation

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### Abstract

A successful supervisor is one who works collaboratively with his/her school staff to create a community which exemplifies and promotes the school's mission and vision. A supervisor can accomplish this goal by constructing and implementing an organized plan. This plan should include the following elements: direct assistance to teachers, curriculum development, professional development, group development, and action research. This paper provides a model of one such plan implemented by St. Cecilia Cathedral School in Omaha, Nebraska.

## A Plan for Supervision and Evaluation

The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (2008) Standard 1 states: “A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.” That vision of learning, of growing in mind, body, and spirit, is the purpose of education. As Catholic educators, our goal is to provide our learners with the skills, the knowledge, and the passion that will allow them to become successful, productive, and faith-filled individuals.

The supervision of teaching and learning is one of the most important jobs of a school administrator. Educational leadership, according to ISLLC Standard 2, “promotes the success of all students by advocating, nurturing, and sustaining a school culture and an instructional program conducive to student learning and staff professional growth.” It is through a systematic plan of supervision that an administrator can fulfill this mission. To be most effective, this plan should be implemented not by directing and assigning, but by “coaching, influencing, and assisting followers in fulfilling individual, as well as organizational, goals” (Green, 2005, p.29).

As a Catholic administrator, the leadership role expands to ensuring that the tenets of message, community, and service (United States Conference of Catholic Bishops, 1972) are an integral part of the teaching-learning process. The teachings and values of the Catholic Church must permeate the school culture and curriculum. It is the responsibility of the supervisor to ensure that this vision of Catholic education is realized.

### Philosophy of Supervision

The successful supervisor is one who exhibits the qualities of an effective school leader. An effective leader must have and model a clear vision. The supervisor should also be a servant leader who, through spiritual leadership, builds community, empowers the followership, and promotes the building of a school culture which is both Church and academic. This is

accomplished through open, supporting relationships, two-way communication, and creation of high expectations for both leader and followers. Most importantly, the school leader must be especially concerned with the promotion of instructional excellence.

The best approach for accomplishing these objectives is through what Glickman, Gordon, & Ross-Gordon (2007) term as collegial supervision, “purposeful adult interactions about improving schoolwide teaching and learning” (p.6). By working collaboratively, supervisors and teachers can create a school community that exemplifies their school mission and vision. In order to accomplish this, the supervisor needs to implement a plan that includes the following elements: direct assistance to teachers (both informal and formal), curriculum development, professional development, group development, and action research (Glickman et al., 2007).

**St. Cecilia School Supervision Plan Timeline**

Month	Supervisory Activity
August	<ul style="list-style-type: none"> <li>• Professional development                             <ul style="list-style-type: none"> <li>○ Pre-school-year staff development</li> </ul> </li> <li>• Group development                             <ul style="list-style-type: none"> <li>○ Review evaluation process</li> <li>○ Faculty set individual and group goals for school year</li> </ul> </li> <li>• Curriculum development                             <ul style="list-style-type: none"> <li>○ Introduce/review curriculum standards</li> <li>○ Introduce/review Archdiocesan assessments</li> </ul> </li> <li>• Action Research                             <ul style="list-style-type: none"> <li>○ Review School Improvement Plan</li> </ul> </li> </ul>
September	<ul style="list-style-type: none"> <li>• Direct Assistance                             <ul style="list-style-type: none"> <li>○ Walk-throughs</li> <li>○ Informal evaluations</li> <li>○ One-on-one assistance to new or struggling teachers</li> </ul> </li> </ul>
October	<ul style="list-style-type: none"> <li>• Direct Assistance                             <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> formal observations</li> </ul> </li> <li>• Curriculum development                             <ul style="list-style-type: none"> <li>○ End of 1<sup>st</sup> quarter review / chart curriculum standards</li> </ul> </li> <li>• Professional staff development                             <ul style="list-style-type: none"> <li>○ Individuals attend select workshops / seminars</li> <li>○ Archdiocese Teacher Conference</li> </ul> </li> </ul>
November	<ul style="list-style-type: none"> <li>• Curriculum Development</li> </ul>

	<ul style="list-style-type: none"> <li>○ School wide review of ITBS results</li> <li>○ 1<sup>st</sup> semester Archdiocesan curriculum assessments</li> <li>• Professional staff development <ul style="list-style-type: none"> <li>○ Group staff development topic</li> </ul> </li> </ul>
December / January	<ul style="list-style-type: none"> <li>• Direct Assistance <ul style="list-style-type: none"> <li>○ Schedule and conduct formative evaluations as necessary or requested</li> </ul> </li> <li>• Curriculum development <ul style="list-style-type: none"> <li>○ End of 2<sup>nd</sup> quarter review / chart curriculum standards</li> </ul> </li> </ul>
February	<ul style="list-style-type: none"> <li>• Professional staff development <ul style="list-style-type: none"> <li>○ Deanery Faith Formation</li> </ul> </li> <li>• Direct Assistance <ul style="list-style-type: none"> <li>○ 2<sup>nd</sup> formal observations <ul style="list-style-type: none"> <li>▪ post conferences</li> <li>▪ review year's goals</li> </ul> </li> </ul> </li> <li>• Curriculum development <ul style="list-style-type: none"> <li>○ 2<sup>nd</sup> semester Archdiocesan assessments</li> </ul> </li> </ul>
March	<ul style="list-style-type: none"> <li>• Professional staff development <ul style="list-style-type: none"> <li>○ Group staff development topic</li> </ul> </li> <li>• Curriculum development <ul style="list-style-type: none"> <li>○ end of 3<sup>rd</sup> quarter review/chart curriculum standards</li> </ul> </li> <li>• Contract decisions</li> </ul>
April	<ul style="list-style-type: none"> <li>• Curriculum development <ul style="list-style-type: none"> <li>○ School wide review of curriculum</li> </ul> </li> </ul>
May	<ul style="list-style-type: none"> <li>• Curriculum development <ul style="list-style-type: none"> <li>○ End of 4<sup>th</sup> quarter review / chart curriculum standards</li> </ul> </li> <li>• Action Research <ul style="list-style-type: none"> <li>○ Review and revise School Improvement Plan</li> </ul> </li> </ul>

### Direct Assistance

Direct assistance is a supervisory method to help teachers improve instruction. According to Glickman et al. (2007), it is “the provision of personal, ongoing contact with the individual teacher to observe and assist in classroom instruction” (p. 11). It is a crucial element of a successful school. This kind of assistance can be either informal or formal.

#### *Informal Direct Assistance*

Informal direct assistance may occur daily from the first day of school. As the supervisor conducts walk-throughs, the message that instruction is important is communicated to the students as well as the teachers. The supervisor can also know more “about how teachers are performing and making instructional decisions in their classrooms” (O’Rourke, Provenzano, Bellamy, & Ballek, 2007, p. 26). The walk-throughs may also help identify teachers who may require assistance. Follow-up remarks to the teachers, either through short notes or face-to-face conversation, may provide positive reinforcement and support to the teachers’ efforts. Comments in the daily faculty bulletin or the weekly parent newsletter about successful lessons observed by the supervisor not only reward those teachers, but provide motivation and ideas to other teachers. Likewise, constructive criticism may offer strategies to improve instruction results. Another “pair of eyes” is often helpful to catch small issues and prevent them from becoming big problems.

Informal direct assistance may be offered as a matter of standard procedure, or as an aid in a problem or potential problem situation. In the case of a new or struggling teacher, this help may take a variety of forms. It is important to thoroughly indoctrinate a new teacher to the philosophy and methodology of the school. New teachers may also need assistance in classroom management, meeting the challenges of learner diversity, and the pressures of duties and deadlines. Brock & Grady (2006) cite a study by Hughes that reveals that a principal can assist the beginning teachers in the following ways: “(a) articulate their expectations to beginners, (b) create a plan and schedule a time to help beginning teachers, (c) work with novice teachers in creating and implementing realistic goals, and (d) model collaborative working behaviors for the teachers” (p. 54). This help can be accomplished through pre-school-year workshops which familiarize the teacher with not only policies of operation, but the mission and vision of the school. Another help to new teachers is a mentor program. Assigning each new teacher to a veteran teacher who has been trained to be a mentor gives them someone to turn to for

information, direction, and a model. Organizing a support group of beginner teachers can also be beneficial. It provides a forum for the teachers to share their questions, their experiences, and their problems.

New or struggling teachers may benefit from observing master teachers in the classroom to learn new skills or techniques. Similarly, the chance to co-teach with a master teacher allows the teacher who needs assistance to plan and teach a lesson with guidance and direction. Finally, a chance to meet regularly with the supervisor can aid the new or struggling teacher by giving an opportunity to identify and solve problems as they occur.

#### *Formal Direct Assistance*

While the informal direct assistance take place throughout the year as needed, the formal assistance takes place at more regular times. At the end of the first quarter and at the beginning of the third quarter are summative observations. Although their primary purpose is to evaluate teacher performance, they may also be used to provide either positive reinforcement or suggestions to improve teaching pedagogy.

The fall semester observation is an annotated document recording specific observations and comments by the supervisor (See Appendix A). The supervisor prearranges with the teacher to observe a specific lesson. While observing, the supervisor looks for demonstration of the following criteria:

Respect and rapport	Communicating clearly and accurately
Establishing a culture for learning	Using questioning and discussion techniques
Managing classroom procedures	Engaging students in learning
Managing student behavior	Providing feedback to students
Organizing physical space	Demonstrating flexibility and responsiveness

The supervisor makes written comments of what is observed to support each of these criteria as well as suggestions as to how better incorporate the criteria into the instructional plan and classroom environment.

The early spring semester evaluation uses a second type of summative evaluation (See

Appendix B). Again, the supervisor prearranges with the teacher to observe a lesson. A detailed lesson plan (Appendix D) is completed by the teacher before the observation. This evaluation is based on five domains: Planning and Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Faith Community Member. Each domain has a list of indicators which are determined by the supervisor to be: Unsatisfactory, Basic, Proficient, or Exemplary. A set of rubrics (Appendix C) are used to guide this evaluation. After the observation is completed, a post-conference is held to discuss the evaluation. Discussion includes positive feedback as well as constructive criticism. Supervisor and teacher work together to determine a plan for improvement. The teacher's progress toward his / her individual goals for the school year is also discussed.

In March, contract decisions are made. Due to budget cuts, our school must eliminate one second grade classroom and one third grade classroom for the 2009-2010 school year. The teaching staff needs to be reduced by two teachers. In order to determine how to make that cut, the principal designed a *Guidelines for Determining a Reduction in Teaching Staff* (Appendix E). The guidelines include determination of where staff needs to be assigned, who is certified to teach these positions, and evaluation of the teachers which include the following criteria:

- Commitment to the Catholic Faith and Catholic education
- Planning and preparation skills
- Classroom environment
- Instruction processes, techniques, and skills
- Professionalism
- Personal skills
- Relationships
- Contribution to and support of the school
- Ability to perform tasks necessary with the reconfigured school program

#### Curriculum Development

A second part of a supervisory plan is the development of curriculum. Miller & Seller (as cited in Glickman et al., 2007) refer to orientations to curriculum. St. Cecilia School might be classified as a cross between the transmission position (the function of education is to transmit



facts, skills, and values to students) and the transaction position (education is dialog between the student and the curriculum). One of the strengths of our school is the experience of our teachers. They average 22 years of teaching experience. Most of the faculty has been trained in the transmission position. They are reorienting themselves to the transaction position more and more each year so that the majority of curriculum is now presented in this orientation.

Being an Archdiocesan school, we have assisted in the development of the Archdiocesan Curriculum Standards as well as the Archdiocesan Performance Assessments. These documents provide us with the guidelines for our curriculum on a school level. Curriculum areas where there are no Archdiocesan Standards yet developed (Music, Art, Physical Education) refer to state or national standards. During the pre-school-year faculty meetings, the staff will be presented with these documents and will be given instruction as to how they are to be used throughout the school year.

At the end of the 1<sup>st</sup> quarter, the staff will be instructed to refer to the Archdiocesan Standards Checklist and mark each standard that was covered during that quarter, as I = Introduced, D = Developed, or M = Mastered. This review also gives them a chance to see what standards are yet to be covered and helps them to plan for the next quarter.

During the 2<sup>nd</sup> quarter, the results of the Iowa Test of Basic Skills are received. These results are used to critically review the progress of our students in the various curriculum areas. The strengths and weaknesses of curriculum are determined. This prompts investigation into what can be done to improve the areas that are not as strong as we would like them to be. During this time the grade levels that have a required 1<sup>st</sup> semester Performance Assessment are completing that process and reporting the results.

As the 2<sup>nd</sup> quarter ends in January, the teachers are asked once again to visit their Archdiocesan Standards Checklist. Using a different color for this quarter, they are asked to mark as I, D, or M those standards which were covered during this 2<sup>nd</sup> quarter. Again, this is an

opportunity to plan for the 2<sup>nd</sup> semester to make sure that all curriculum standards will be covered by the end of the year.

It is during the 2<sup>nd</sup> semester that the majority of Archdiocesan Performance Assessments are scheduled. Teachers make plans as to when and how these assessments will be completed. As they are accomplished, the results are reported to the principal who, in turn, reports them to the Archdiocese of Omaha Catholic Schools Office.

The end of the 3<sup>rd</sup> quarter brings about the third review of Archdiocesan Standards Checklist using a third color to record each standard that was Introduced, Developed, or Mastered. Again, the teachers determine which standards need to be addressed during the final quarter.

The 4<sup>th</sup> quarter provides the opportunity to review the curriculum of the school as a whole. This year, surveys given to faculty, 8<sup>th</sup> grade students, and graduates of St. Cecilia who are currently in 11<sup>th</sup> grade, will provide this review. The results of these surveys, along with other appropriate data, will determine our new School Improvement Goal for the next SIP cycle (see Action Research, p.13).

At the end of the 4<sup>th</sup> quarter, the Archdiocesan Standards Checklists are marked once more with a fourth color. These checklists are compiled across the grades. Observations are made as to which standards need more attention as well as which standards may have been covered multiple times. These observations would be addressed at the beginning of the new school year.

#### Professional Staff Development

A third element of a supervisory plan is professional staff development, “the learning opportunities for faculty provided or supported by the school and school system” (Glickman et al., 2007, p. 11). To “enlarge a teacher’s knowledge, appreciation, skills, and understandings of his or her work” (Glickman et al., 2007, p. 352), staff development improves not only the quality

of the faculty but the quality of the school and the quality of the students.

The pre-school-year August faculty meetings are a good place to start this process. For the 2009-2010 school year, our faculty will implement a school wide discipline program called *Love and Logic* beginning with a staff development in-service. In the program

Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices. Love and Logic is a way of working with children that puts parents and teachers back in control, teaches children to be responsible, and prepares young people to live in the real world, with its many choices and consequences (<http://www.loveandlogic.com/faq.html#whatis>).

The faculty will be given introductory information about the program this spring. Over the summer they will be given the book, *Teaching with Love and Logic*, to read. The August seminar will be taught by a certified trainer.

Suggestions for other individual staff development seminars are given to the faculty to choose at least one to attend each year. The use of NCLB funds to pay for the workshop registration helps to make this a reality. Some of the workshops attended by teachers during this past school year have been: *Children and Cyberspace Danger*, *Autism and Asperger's Syndrome*, *Nebraska Literacy Conference*, and *Getting Struggling Readers On Track*.

The Archdiocese of Omaha Catholic Schools Office provides an Archdiocesan Teacher Conference each fall. Generally this conference offers keynote speakers about timely educational issues as well as individual breakout sessions on topics that might be of special interest to a variety of educators. The fall 2008 conference was a break from the typical plan in that the day was a Catholic Schools Symposium which centered on discussion and consensus of possible initiatives to assure the viability of the Archdiocese of Omaha Catholic School System.

Each February, the faculties of the schools of the Northeast Deanery of the Metro Archdiocesan schools gather for a Faith Formation Workshop. The speaker presents information on such topics as scripture, morals, catechesis, or social justice.

Finally, in the spring, our school will have a staff development workshop that will focus

on a topic that will help our faculty implement our new staff development goal.

Successful professional staff development must involve all participants, be based on school wide goals, and incorporate best practices (Glickman et al., 2007). It is a necessary part of any supervisory plan to ensure development of a school's most precious resource, its teachers.

### Group Development

Another supervisory task involves group development, "the gathering together of teachers to make decisions on mutual instructional concerns" (Glickman et al., 2007, p. 11). The supervisor "needs to practice skills that enable the group to become more cohesive, responsible, and autonomous" (Glickman et al., 2007, p. 345). The faculty group that I supervise might be described as a medium-high task, high relationship group. The leadership style that works best is a democratic, collaborative style. The group members actively contribute information and opinions. My task is to guide the group in their tasks and help them to arrive at a consensus. By listening, clarifying, paraphrasing, and probing, the group is able to achieve their goals.

Group development is a focus of the pre-school-year faculty meetings. One of the group tasks presents the faculty with the faculty evaluation process so that they are familiar with its timeline and purpose. This is also the time for goal-setting. The faculty as a whole discusses and determines whole school goals for the new school year. Each individual teacher is also asked to set individual goals. Evaluation of progress toward these goals is included as part of the formal summative evaluation process.

For the 2008-2009 school year, this goal setting involved the refining of our school mission statement. Through small and whole group discussion, ideas were generated, revised, and agreed upon. The final mission statement served as the topic for group development during the school year where the faculty brainstormed ideas of concrete ways in which the school mission could be incorporated into the daily school culture and routine.

The 2009-2010 pre-school-year faculty meetings will set group and individual goals that

align with a new School Improvement Plan goal as well as the new school wide discipline program that will be introduced, *Love and Logic*.

### Action Research

Action research in education is, according to Glickman et al., “study conducted by colleagues in a school setting of the results of their activities to improve instruction” (p. 406). At St. Cecilia School, the action research is the main component of our School Improvement Plan, which is required for our State of Nebraska accreditation as well as our North Central Association accreditation.

We have been working toward the goal of improving writing in all subject areas for all students over the past few years. While that goal will be on-going, we are ready to begin the selection of a new instructional improvement goal. This current school year has focused on revisiting and revising our school mission statement. We are now in the process of gathering data for our school profile. This information includes demographic statistics, Iowa Test of Basic Skills results, teacher observations, and the results of surveys of students, parents, graduates, and teachers. From this information, we will select a new school improvement goal.

The next step is to research what are current best practices for our instructional goal. We then determine: What are some things that can be done in order to improve instruction in this area? Finally, we decide: What will be done to improve instruction in this area? Based upon those decisions, we will draw up a plan to implement each of the targeted objectives. The plan will include who is responsible for putting each task or objective into action as well as a timeline for implementation. Finally, a process for triangulating data will be determined to measure progress toward the goal.

As the faculty meets in August, we will review the School Improvement Plan process, specifically the action plan for our new instructional improvement goal. The responsibilities of each staff member will be clarified. Throughout the school year, the plan will be followed and

monitored. New data will be collected. At the end of the school year, the school, as a whole, will review the new data gathered and decide if the action plan needs any modifications. Those revisions will be put into practice with the next new school year.

### Conclusion

St. Cecilia Cathedral School was named a No Child Left Behind Blue Ribbon School by the United States Department of Education in 2007. While we are proud of that accomplishment, we are aware that it is not an end, but rather one step along a continuing journey. Our unofficial motto for this school year has been, “What makes a good school good is that it is always trying to be better.” That is indeed what we have been trying to do. A supervisory plan is necessary to ensure that this happens. Through direct assistance to teachers, curriculum development, professional development, group development, and action research, a supervisor can guide his / her school along the road to instructional excellence.

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## Framework for Observation of Teaching

### Observer Notes

Teacher	Subject	Date	
Observer	Class Period/Grade	Time In	Time Out
2a: Respect and Rapport Teacher Interaction with students Student Interaction		3a: Communicating Clearly and Accurately Directions and procedures Oral and written language	
2b: Establishing a Culture for Learning Importance of content Student pride in work Expectations for learning and achievement		3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation	
2c: Managing Classroom Procedures Instructional groups Transitions Materials and supplies Non-instructional duties Volunteers and paraprofessionals		3c: Engaging Students in Learning Representation of content Activities and assignments Groups of students Instructional materials and resources Structure and pacing	
2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student behavior		3d: Providing Feedback to Students Quality: accurate, substantive, constructive and specific Timeliness	
2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources		3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence	