

Supportive Supervision Becoming A Teacher Of Teachers

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Supportive Supervision: Becoming a Teacher of Teachers by ...

ERIC - ED495572 - Supportive Supervision: Becoming a Teacher of Teachers, Corwin Press, 2004-Feb-20. As an administrator, new or experienced, you are faced with a myriad of administrative, curricular, and supervisory tasks, while at the same time expected to provide ongoing professional training for your staff. How well prepared are you to deal effectively with the day-to-day business of supervising teachers?

Supportive Supervision: Becoming a Teacher of Teachers - ERIC

However, the national shortage of Educational Psychologists and the cost of external supervision present major barriers to supervision becoming part of the 'every day' in school. In other professionals working with children and young it is the norm for supervision to be provided by colleagues, who have received appropriate training, from their own profession.

The importance of supervision for teachers at all levels | Tes

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Supportive Supervision: Becoming a Teacher of Teachers by Albert J. Coppola is a fantastic book on the topic.

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Rather they complement and support one another. Building upon existing literature, and utilizing recent data, this paper challenges teacher educators to consider how pre-service teacher core beliefs and perceptions affect the dynamics of learning to teach and the establishment of a teacher identity.

Becoming a teacher: encouraging development of teacher ...

Supportive supervision encourages open, two-way communication, and building team approachesthat facilitate problem-solving. It focuses on monitoringperform- ance towards goals, and using datafor decision-making, and depends upon regular follow-up with staff to ensure that new tasks are being implemented correctly.

4. Supportive supervision - WHO

Follow and read their blogs, join a teacher's association and attend talks and workshops live or online. Inspiration rubs off and will create in you the desire to imitate these teachers in your daily teaching practices. Step three: become a collector of teaching ideas. It doesn't matter if you don't use the ideas you collect straight away.

Eight steps to becoming a more creative teacher | British ...

So you have decided that you want to become a teacher in a primary or secondary school in the UK but you don't have a degree. You want to know whether this is possible? Most routes into teaching require you to have a degree before being accepted onto Initial Teacher Training but since 2012 there is a route into teaching without a degree through the Qualified Teacher Learning and Skills (QTLS).

How to Become a Teacher Without a Degree | Key Skills ...

The path you take to becoming a teacher will depend on several factors, since certification requirements vary by state, subject and grade level. Once you determine those, you'll need to complete your education, and in some cases, get licensed or certified.

How to Become a Teacher - The Path to Being an Educator

ASCD Customer Service. Phone Monday through Friday 8:00 a.m.-6:00 p.m. 1-800-933-ASCD (2723) Address 1703 North Beauregard St. Alexandria, VA 22311-1714

Becoming a Constructivist Teacher - ASCD

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This highly usable, hands-on guide offers that much-needed and fully integrated support system for the building-level supervisor to truly become a teacher of teachers.

A practical guide for teachers and administrators who want to create good school climates and a school culture that encourages professional growth.

This CHOICE award-winning author has teamed up with national school resource experts to write a comprehensive book on supervision and improvement of learning. Everything you need to know about supervision and student learning, professional development, coaching and evaluation, standards, and creating an environment for professional growth are covered. The book starts with a history of supervision and then addresses models and standards for effective teaching, state and federal frameworks, supervision and evaluation for effective instruction, and strategies for effective professional learning and growth plans. Benefits and Features of Book: A comprehensive book covering all aspects of teacher supervision and professional development including an original framework for instruction. Each chapter objectives are aligned with the new ELCC, ISLCC, TLEC, and InTASC for accreditation and Learning Forward standards on professional learning. Many federal and various state data sources are included. Each chapter contains a comprehensive case study and exercises for practical application. Provides a blend of academic, theory and practical perspectives on how to implement and execute supervision and evaluation. Several handy resources are included in the appendixes.

Offering an in-depth examination of field supervision and the role of the university supervisors in preparing teachers, this book addresses the challenges of providing novice teachers with quality supervision through the support and guidance of teacher education programs. Through a research-based lens, Bates and Burbank discuss the role, responsibilities, and opportunities of the university supervisor. Critically examining the supervisor as an agent of change who is positioned to empower early career teachers, the authors dissect the necessary preparation and support new teachers need in contemporary K-12 classrooms.

As with most dynamic activities that are based on social and cultural contexts and rely on interactions, education is a complex and often ambiguous endeavor. Despite this complexity, scholars and educators are often required to find ways of defining and explaining what "good" teaching is and to incorporate these conclusions into teacher education. This book contains eight scholarly articles from various countries around the world and offers unique and up-to-date perspectives on relevant practices and pedagogies for teachers' professional education and development. In this international book, it is argued that there is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education systems from all over the world.

Improve instructional leadership with research-based practices and examples in the areas of quality teaching, enhanced curriculum, supportive supervision, and professional development.

Supervising Principals for Instructional Leadership specifies the conditions that district leaders can implement to help principal supervisors take a teaching and learning approach to their work. In particular, Meredith I. Honig and Lydia R. Rainey explore how these supervisors can most effectively support principals in becoming instructional leaders and developing the capacity to lead their own learning. The authors argue for a shift in supervisors' focus from a compliance and evaluation orientation to one in which they serve as learning partners for these principals. The professional development the supervisors offer principals must advance from group meetings focused on the delivery of information to intensive coaching differentiated to meet principals' needs. Using extended cases and detailed examples, the authors illustrate how supervisors associated with positive results teach rather than tell. These successful supervisors guide principals' learning with specific teaching moves such as modeling how to think and act like an instructional leader. Based on extensive research of district central offices, Supervising Principals for Instructional Leadership advocates for a transformation to the role of principal supervisors.

The student teaching experience is often considered one of the most influential aspects of teacher preparation. Key in the success of student teaching is the university supervisor. During the student teaching experience, the university supervisor is mainly responsible for helping pre-service teachers relate university coursework with the situated experiences in schools. However, much like the various other spaces and places in teacher education, facilitating teacher learning is an incredibly complex endeavor. This edited volume addresses the complexities of supervising student teachers from three distinct vantage points. First, salient issues regarding the supervision of student teachers such as the preparation of novice supervisors, negotiating power in the student teaching triad, and the low status of clinical teacher education are examined. Second, different pedagogical frameworks for the work of supervision are provided such as care theory, teacher education for democracy, and social justice. Finally, future directions for field-based teacher education are discussed, such as a call to reconsider where supervision takes place, the necessity to develop a pedagogy of supervision, 21st century trends facing clinical teacher education, and the value added by university supervisors to teacher development. Each of these chapters engage the supervision of student teachers through a mix of research, theory, and personal stories from the field. As such, this edited volume is designed for new supervisors, veteran supervisors, and supervision scholars.

In Effective Supervision, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills: * A well-articulated knowledge base for teaching * Opportunities for teachers to practice specific strategies or behaviors and to receive feedback * Opportunities for teachers to observe and discuss expertise * Clear criteria for success and help constructing professional growth and development plans * Recognition of the different stages of development progressing toward expertise. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and achievement. As the authors note, "The ultimate criterion for expert performance in the classroom is student achievement. Anything else misses the point."

This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system.

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