

Final Outcome (6)

Educational Leadership Final Reflective Journals for SuperVision and Evaluation

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Supervision and Evaluation: People, Programs and Performance Appraisal

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Journal Entry 1

Making use of your newly developed platform how would you approach the supervision of teachers? What expectations would you have for your teachers in their instruction of students? What areas of the teaching and learning process would you focus on with your teachers to insure students learn the proper knowledge?

This week the teacher whose class I observed asked me if he could see the PowerPoint I produced for this class. I thought that it must have been impactful for him to allow me to observe his class.

In retrospect, I realize that the observation process was put in place to establish a system of accountability to the stakeholders involved. It is designed to keep tabs on teachers and apply the “just right” amount of pressure to situations so as to produce positive, quantifiable results.

Many elements of my tool were steeped in commentary and note-taking. There were also opportunity to check off boxes and keep it real for some teachers who clearly didn't make to mark. When doing all of it, I found myself realizing that we are in an all-around people industry and there is an awesome responsibility connected to having the hearts and souls of so many in your hand – Teachers, because it is their livelihood and students because how we prepare them directly connects to their future livelihood.

As a teacher, who has come fairly recently into the field (although I have been involved in education since my eldest son enrolled in Englewood, NJ's pre-K program and he just turned 25), I realize that certain measures are put in place to keep order and not necessarily to promote a creative learning environment, which is a HUGE part of my platform as an administrator. It is presumably better to start off with a metaphorically closed barn rather than try to close the barn door after the horses have escaped. The metaphor I present simply means that it is good to start

off as close to how you want things to go because it is hard to rein people in after there is relative disorder.

My conclusion is that a lot of the work of supervision begins in the hiring process. Veteran teachers often have their ways that work in place already and incentives to change direction are needed to produce voluntary results. I have not been in the midst of an administrative setting, but I believe that working with people, meeting them where they are and establishing a respectful environment can produce positive results. A listening ear with intuitive and firm resolve on issues pertaining to student academic and social growth is a requirement for evaluating teachers.

Journal Entry 2

Having spent a significant amount of time this weekend discussing and participating in small group activities associated with researching, planning and developing a PowerPoint program on Achieve NJ, what important aspects of Achieve NJ fit your personal supervisory leadership platform?

From my immediate vantage point as a teacher and administrator-in-training, I can honestly say the Achieve NJ seems fair at face value. If a teacher comes to the position with the desire to reach each of the students in front of him or her, there is a greater likelihood that the tools used to evaluate said teacher will reflect that work. What I am discovering is that there is a hopefully small but strange assortment of people who have resorted to teacher, not to make a difference, but to make a living. Achieve NJ and its multiple measures has the capability to flush out people unfit for this super influential and important position. There are many good things and a few things that could be altered about Achieve NJ.

The multiple measures of assessment enable teacher's strengths to become visible. The weight should be more evenly distributed, however, between teacher practice and student achievement, in my humble opinion. The caveat to making this equation more balanced, is that teachers have learned to put on "a dog and pony show" for the observation that doesn't reflect their day-to-day reality. So some teachers, who are not very effective, appear to be on paper because of this loophole.

It is good to know that if you are tenured and highly effective (based on those multiple measures) that as a teacher, you receive a less stringent evaluation process. I would only add that some measurably significant adjustment in salary accompany that honor. Teachers, too, need to eat and live.

As an instructional supervisor my leadership platform is based my supervisory approach from Glickman's collaborative, which is described as when "both supervisor and teacher share information and possible practices as equal in arriving at a potential mutual plan." (Glickmn, Gordon & Ross-Gordon, p. 92) I believe in expanding the horizons of teachers through peer-conversations and professional developments. Teacher cognition varies due to their age and experience. As a supervisor, I would pride myself on the same approach I use for teaching students, which is:

When a student is motivated, the sky is the limit as to what he or she can achieve in all facets of life. My goal is to have an intrinsic understanding of each of my students' needs and abilities so that I can find a way to help each of them reach for the stars and beyond.

References

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J. (2013). *The basic guide to supervision and instructional leadership*. Pearson, The United States of America.