

Supervision of Instruction: A Developmental Approach

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Supervision Of Instruction A Developmental Approach

Carl D. Glickman



Supervision Of Instruction A Developmental Approach:

Supervision of Instruction Carl D. Glickman, 1990 Emphasizing democratic decision making this graduate level textbook takes a broad field approach to the multiple skills techniques and tasks of educational supervision Chapters can also be useful in planning and implementing direct assistance to teachers staff development and program evaluation Following introductory material sections cover knowledge interpersonal skills technical skills tasks of supervision and the function of supervision Annotation copyrighted by Book News Inc Portland OR [Supervision and Instructional Leadership with MyEdLeadershipLab with Pearson EText Package](#) Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon, 2013-03-11 ALERT Before you purchase check with your instructor or review your course syllabus to ensure that you select the correct ISBN Several versions of Pearson's MyLab check with the seller before completing your purchase Used or rental books If you rent or purchase a used book with an access code the access code may have been redeemed previously and you may have to purchase a new access code Access codes Access codes that are purchased from sellers other than Pearson carry a higher risk of being either the wrong ISBN or a previously redeemed code Check with the seller prior to purchase This leading text's emphasis on school culture teachers as adult learners developmental leadership democratic education and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners The Ninth Edition maintains its comprehensive approach to supervision and instructional leadership and presents new and engaging material throughout Chapters on knowledge interpersonal skills technical skills technical tasks and cultural tasks for successful supervision and instructional leadership are included and the authors emphasize the importance of collegiality understanding adult learning and development reflective inquiry democracy addressing diversity the change process and community building This is a resource that students purchase use in class and reference throughout their careers as educational leaders MyEdLeadershipLab MyEdLeadershipLab with Video Enhanced Pearson eText Included in this package is access to MyEdLeadershipLab with the new Video Enhanced eText for SuperVision and Instructional Leadership exclusively from Pearson MyEdLeadershipLab delivers customizable content and highly personalized study paths responsive learning tools and real time evaluation and diagnostics to help prepare students for the classroom MyEdLeadershipLab provides instructors and students access to the video enhanced Pearson eText which includes Full color online chapters with dynamic videos that show what course concepts look like in real classrooms model good teaching practice and expand upon chapter concepts Over 51 video links chosen by our authors and other subject matter experts are embedded right in context of the content you are reading Instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets Other features such as note taking and sharing highlighting search and more

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purposes practices structure and language of supervision The text s emphases on school culture teachers as adult learners developmental leadership democratic education and collegial supervision have helped redefine the meaning of supervision and instructional leadership The Eighth Edition continues the book s trend setting tradition by placing instructional leadership and school improvement within a community and societal context providing new examples of direct assistance professional development and action research and presenting an entire new chapter Supervision for What Democracy and the Good School Building on the success of previous editions the Eighth Edition addresses hot issues such as school improvement constructivist teaching professional development Chaos Theory and state mandated standards This is a resource that students purchase use in class and reference throughout their careers as education leaders Supervision and Instructional Leadership Enhanced Pearson Etext Access Card Carl D. Glickman,Stephen P. Gordon,Jovita M.

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supervision and how they are used in developmental supervision presents the technical skills of supervision such as observing assessing planning implementing and evaluating describes the technical tasks of supervision and deals with the cultural tasks of supervision A variety of learning aids ensure understanding of the theories and concepts SuperVision and Instructional Leadership Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon, 2013-01-30 This leading text s emphasis on school culture teachers as adult learners developmental leadership democratic education and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners The Ninth Edition maintains its comprehensive approach to supervision and instructional leadership and presents new and engaging material throughout Chapters on knowledge interpersonal skills technical skills technical tasks and cultural tasks for successful supervision and instructional leadership are included and the authors emphasize the importance of collegiality understanding adult learning and development reflective inquiry democracy addressing diversity the change process and community building This is a resource that students purchase use in class and reference throughout their careers as educational leaders New to this edition Reflective questions at the beginning and end of each chapter A discussion of new instructional leadership roles for supervisors and teachers Chapter 1 Coverage of cultures within cultures Chapter 2 An entirely new chapter The Dynamic School Chapter 3 The latest research on expert teachers Chapter 5 Explanation of 360 feedback Chapter 6 Role plays to practice directive control directive informational collaborative and nondirective behavior Chapters 7 8 9 10 Descriptions of technology for enhanced classroom observation Chapter 13 Discussion of collaborative walkthroughs Chapter 13 Role plays on group roles Chapter 16 Suggestions for involving collaborative groups in school improvement Chapter 16 Exploration of dialogue as an alternative form of group process Chapter 16 Presentation of a new tool for evaluating professional development sessions Chapter 17 Overview of developing curriculum units through Understanding by Design Chapter 18 Review of characteristics of successful action research Chapter 19 Also from Carl D Glickman Stephen P Gordon and Jovita M Ross Gordon 0133155366 Basic Guide to SuperVision and Instructional Leadership The Plus MyEdLeadership Lab with Pearson eText 3 e c 2013 0205625037 SuperVision and Instructional Leadership A Developmental Approach 8 e c 2010 0205578594 The Basic Guide to Supervision and Instructional Leadership 2 e c 2009 Also from Stephen P Gordon 0205268315 Professional Development for School Improvement Empowering Learning Communities 1 e c 2004 **The Basic Guide to SuperVision and Instructional Leadership** Carl D. Glickman, Stephen P. Gordon, Jovita M. Ross-Gordon, 2012-02-28 A comprehensive guide for aspiring school supervisors and instructional leaders This brief version of Glickman Gordon and Ross Gordon s SuperVision and Instructional Leadership A Developmental Approach continues to break new ground by exploring challenging and reshaping the field of educational administration A valuable resource for both aspiring and practicing school leaders this book is a necessity for any school leader s library While retaining an emphasis on collegiality school culture teachers as adult learners developmental supervision reflective inquiry

and democratic schools this third edition continues to be a trend setter by placing instructional leadership and school improvement within a community and societal context and presenting three new chapters on the cultural tasks of supervision

SuperVision and Instructional Leadership Carl Glickman, Stephen Gordon, Jovita Ross-Gordon, Rachel Solis, 2024-07-30 Encyclopedia of Education and Human Development Stephen J. Farenga, Daniel Ness, 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine The book focuses on important themes in education and human development Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations This work integrates numerous theoretical frameworks with field based applications from many areas in educational research

Educational Supervision and Development Kazi Hoque, Malar Vili Subramaniam, Megat Ahmad Kamaluddin, Abdul Jalil Othman, 2016-05-23 Anthology from the year 2016 in the subject Pedagogy The Teacher Educational Leadership grade Post School The University of Malaya Faculty of Education language English abstract This book comprises five chapters Every chapter focuses on a specific topic Chapter one defines supervision and describes its classification in details with application Different empirical studies theories and models are analysed for clearer understanding on supervision Chapter two has the details of contribution of supervision in educational sector especially in the areas teachers preparation to become a better classroom teacher Chapter three portrays the scenario of supervisory practices in Malaysian schools in the areas of supervisory tasks directive supervision collaborative supervision and non directive supervision Chapter four is the result of an inquiry in Malaysia to find the level of engagement of teachers in supervisory practices while Chapter five is the result of investigation of the impact of supervision on teacher development in Malaysian perspective This book includes Malaysian cases to see to what extents supervisory theories link to practices **Approaches to Clinical Supervision** Edward

Pajak, 2000 **A Design for Instructional Supervision** Robert D. Krey, Peter Burke, 1989 Technical Skills for the Supervision of Instruction , 1989 **Journal of Curriculum and Supervision** , 1989 **Handbook of Instructional**

Leadership Jo Blase, Joseph Blase, 1998-01-08 A treasure trove of knowledge about instructional leadership Rich descriptions bring to life such concepts as inquiry reflection collaboration empowerment and learning community The authors enable the reader to encounter the spirit of schools where these ideas have become a reality From the Foreword by Stephen P Gordon Southwest Texas State University This book is the first comprehensive study of how instructional supervision is actually practiced and how it affects teachers The authors asked more than 800 K 12 classroom teachers how the best principals

encourage teacher growth and professionalism The answers provide in depth coverage on how teachers and principals interact The authors research proves that what principals say to teachers about teaching has a powerful effect and that positive instructional leadership enhances students learning Teachers offer words of advice for every principal who aspires to instructional leadership Find out what works best to motivate your teachers and use it The bottom line here is encouragement Principals will find out what they can do to dramatically enhance teaching in their schools They ll learn to Encourage teachers to continue their self improvement efforts Conduct effective instructional conferences with each teacher Provide and participate in ongoing staff development Encourage reflective practice by the entire staff Provide feedback based on individual teachers needs Make your staff the best it can be a community of learners engaged in professional service to students Get everyone working toward a collective practice of effective teaching Talk with your teachers and make sure they understand that you know what they re doing right Stress reflective inquiry as an effective technique for growth Practice real instructional leadership and build a learning community of teachers and students

The Assistant

Principal's Handbook Jeffrey Glanz,2004-04-19 Tips and tools to turn APs into VIPs Long considered an under appreciated and under utilized position the role of the assistant principal is finally getting the attention and respect it deserves In this truly indispensable companion current and prospective administrators will gain concrete suggestions and solutions to maximize their impact effectiveness and satisfaction in this critical position Uncovering major obstacles assistant principals have faced in trying to meet their personal and professional goals The Assistant Principal s Handbook uses this perspective as a backdrop for change based on democracy caring and respect In this perceptive exploration into the assistant principal s duties you will discover how to Hone leadership skills especially related to curriculum supervision evaluation and discipline Stimulate an atmosphere of learning and achievement Make the assistant principalship more than just a principal in training position Develop relationships with peers and teachers based on respect Share responsibilities with teachers as a way to build trust and collegiality Insightful chapters are packed with straightforward ways to avoid administrative frustration yet cultivate instructional support and the reflective exercises real life scenarios and vignettes drive home key points

Supervision for Today's Schools Peter F. Oliva,1989 *Supervision for Learning* James M. Aseltine,Judith O.

Faryniarz,Anthony J. Rigazio-DiGilio,2006-05-15 Provides information on how to transform a supervisory system into a performance based model that connects to student achievement and teacher professional development *Alberta Journal of Educational Research* ,1996 [Resources in Education](#) ,1985-08

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