

Michael E. DiPaola • Wayne K. Hoy

Principals Improving Instruction

*Supervision, Evaluation,
and Professional Development*



Principals Improving Instruction Supervision Evaluation And Professional Development

Michael DiPaola, Charles A. Wagner



Principals Improving Instruction Supervision Evaluation And Professional Development:

Improving Instruction Through Supervision, Evaluation, and Professional Development Michael DiPaola, Charles A. Wagner, 2018-02-01 In this second edition of *Improving Instruction Through Supervision Evaluation and Professional Development* we ve maintained the conceptual framework while updating sections to provide the most recent research on instructional strategies that have the most promise of helping all students learn Modifications of the law resulting from the reauthorization of the 50 year old Elementary and Secondary Education Act Every Student Succeeds Act ESSA 2015 and their implication for practice are embedded throughout this new edition Updated data collection tools for classroom observations are also provided We included a link to a website that contains all the observation tools in electronic format so that observers can have the opportunity to collect data on a tablet or laptop save the observation data as a PDF file and e mail those data to the teacher observed This new edition recognizes the reality that all principals are responsible for supervision evaluation and professional development of their teachers tasks that are neither simple nor without conflict The primary audience of this text is aspiring and practicing principals We hope to help them understand both the theory and practice of supervision evaluation and professional development However observing instruction collecting data for reflection and having conversations about teaching are not the sole provinces of principals Master teachers teacher leaders and teacher colleagues can also benefit from the supervisory sections of the book especially the chapters on high quality instruction improving instruction and the classroom data collecting tools The book provides numerous tools specifically designed to collect a variety of data in classrooms to improve instruction Embedded in each chapter are exercises to apply Theory into Practice by responding to a set of questions posed by the key issues of the chapter After the explication and illustration of the key concepts and principles of the chapter actual Instructional Leadership Challenges as described by a successful practicing principal for reflection and analysis Surmounting All Odds Ronald D. Henderson, **Surmounting all Odds - Vol. 1&2** Carol Camp Yeakey, Ronald D. Henderson, 2003-09-01 This text integrates the core instructional leadership tasks of all principals supervision evaluation and professional development It is a practical hands on approach based on sound theory and research *Qualities of Effective Principals* James H. Stronge, Holly B. Richard, Nancy Catano, 2008 Shows principals how to successfully balance the needs and priorities of their school and continuously develop and refine their leadership skills **Threading the Evaluation Needle** Todd A. DeMitchell, Mark A. Paige, 2019-12-10 Teachers stand at the intersection of educational goals directing students down the road to success or to the byways of diminished opportunities They are the most important school variable effecting student achievement Consequently placing and retaining only qualified and effective teachers in our nation s classrooms is a critical responsibility of school leaders Effective supervision and evaluation requires that the school leader possess the knowledge of effective instruction exhibit skills in documentation of professional conduct and embrace a professional approach with the will to place and keep students

at the center of school policy and practice decisions Supervising and evaluating teachers is a difficult but essential work Research shows that time and expertise are necessary to effectively supervise and to build a case for adverse employment decisions when necessary *Threading the Evaluation Needle The Documentation of Teacher Unprofessional Conduct* addresses the legal and professional knowledge that structures discipline and dismissal in the public schools The authors based on their educational legal and research experience provide templates for various types of documentation necessary to effectively build a case for discipline This book seeks to give principals the tools and knowledge to institute in good faith a fair and accurate documentation system

Instructional Supervision Sally J. Zepeda, 2013-09-27 This highly regarded book is a must have resource for all graduate level students and prospective school leaders enrolled in courses in instructional supervision It is also a valuable guide for anyone currently in a leadership position with responsibility for supervising student teachers Dr Zepeda provides both practical tools and strategies needed for classroom observations and pre and post observation conferences laying a strong foundation for effective instructional supervision in preK 12 schools The updated third edition includes research supported strategies to help supervisors work successfully with teachers authentic case studies classroom examples and field experiences in depth coverage of professional development and its link to teacher evaluation reflection prompts pragmatic tips self assessments and suggested activities

Finding the Time for Instructional Leadership John C. Leonard, 2010-09-16 *Finding the Time for Instructional Leadership* is centered on the principalship and is designed to offer busy school leaders time management strategies for finding the time to be genuine instructional leaders Leonard provides a set of tactics called keys that will guide readers reflection on the issue of instructional management These seven keys offer principals suggestions for overcoming the daily barrage of secondary responsibilities that redirect valuable time and energy away from academics The keys offered are not in a prioritized must do list nor are they intended to be an all or none approach Principals searching for time solutions are encouraged to consider each of the keys and adopt adapt or reject the suggestion to fit their personal leadership circumstances

The Principal as Instructional Leader Sally J. Zepeda, 2014-01-09 First Published in 2013 Routledge is an imprint of Taylor Francis an informa company

Systems Thinking for School Leaders Haim Shaked, Chen Schechter, 2017-03-02 This book presents a new approach to school leadership Holistic School Leadership whereby school leaders lead schools through systems thinking concepts and procedures Facing growing complexity change and diversity school leaders need to regularly apply the systems view and perform at the systems level This book proposes a holistic approach providing school leaders with systemic principles of action for excellence in education What a wonderful book once I started it I couldn't put it down The book masterfully makes a systems leadership perspective accessible and grounded in the reality of the daily life of educators Holistic School Leadership is a must read for anyone who has the responsibility for making schools better places from professors to emerging teacher leaders Karen Seashore Louis Regents Professor of Organizational Leadership Policy and

Development University of Minnesota Shaker and Schechter have constructed a much needed bridge to the future of educational leadership a future of systemic thinking and positivity Joseph Murphy Professor of Education and Public Policy Peabody College of Education Vanderbilt University Shaker and Schechter offer a comprehensive yet concise account of the meaning of systems thinking The authors systematically develop their Holistic School Leadership approach with compelling examples carefully attending to the perennial challenge of implementation Important reading for scholars and practitioners of school leadership and management James P Spillane Olin Professor in Learning and Organizational Change Northwestern University This is the most important book on systems thinking since Senge s 1990 seminal work on learning organizations Shaker and Schechter demonstrate the critical and practical utility of systems thinking for school leaders a must read for all reflective practitioners Wayne K Hoy Professor Emeritus The Ohio State University Holistic School Leadership provides an innovative and exciting look into a new perspective on educational leadership that holds tremendous potential in reshaping educational research policy and practice The idea of interdependence alone makes this powerful new book required reading for anyone concerned with the future of education and educational leadership in particular Give yourself your colleagues your students and your system the gift of the wisdom in this book Alan J Daly Chair and Professor Department of Education Studies University of California San Diego In this informative book Shaker and Schechter offer a fresh application of systems thinking to schools and to the work of school leaders This book is a useful addition to the bookshelves of both those who prepare and those who support school leaders Megan Tschannen Moran Professor of Educational Leadership College of William and Mary

Common Core English Language Arts in a PLC at Work®, Leader's Guide Douglas Fisher, Nancy Frey, 2013-03-15 Professional development embedded within the PLC culture is vital to successfully implementing the Common Core State Standards Integrate the CCSS for English language arts into your school s instruction curriculum assessment and intervention practices with this straightforward resource Using specific leader driven examples and scenarios discover the what and how of teaching so you can ensure students master the standards

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