

A Big Problem With Supervision

Scott Wegner

Southwest Missouri State University

Standard 2:

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

1. applied motivational theories.
2. applied adult learning and professional development models
3. the change process for systems, organizations and individuals.

Performance

The administrator facilitates processes and engages in activities ensuring that all individuals are treated with fairness, dignity, and respect.

Standard 5:

A school administrator is an educational leader who promotes the success of all students by acting with integrity fairness, and in an ethical manner.

Knowledge

The administrator has knowledge and understanding of professional codes of ethics

Standard 6:

A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context

Knowledge

The administrator has knowledge and understanding of the laws as related to education and schooling

Scenario

The minute you met him, you liked him. Joe was a mainstay of the school and the community. A teacher with 27 years of service, deacon of the church, a football coach with an 80% winning average, well-liked and well known by every man woman and child in the small rural town of 2,016 souls.

There was just one problem.

After making two informal visits to Joe's classroom it was very apparent that Joe didn't know anything about teaching. In his physical education class students do not dress out and girls, who do not want to get their hair wet taking a shower, were allowed to simply sit and watch class. He has no written no lesson plan, and it appears that the sole activity from September to April is one-on-one basketball.

In a conversation with Joe you have determined the following: Joe

- Has not been evaluated by an administrator in 12 years.
- Is teaching on a "general certification" which the state offered 30 years ago. It essentially allows him to teach anything. He has little background in any subject area and none in P.E.
- Confides in you that he has no idea how to write a lesson plan.
- Is six years from retirement
- Is unsure about his ability to change at this stage of his life

In speaking with the superintendent you find that:

- This situation has been known by faculty, students, and administration for some time.
- The community is unaware or has tolerated the situation.
- Community expectations for the P.E. program are not high.
- The state has no testing program for students in P.E.
- No other data is available on students in P.E.
- She would like you to do something about it.

Assignment

Outline your strategies for working with Joe. Discuss the nature of your relationship during the upcoming year(s) and the prognosis for Joe's future.

What work do you anticipate having to do with:

- The superintendent.
- The board of education
- The faculty.
- The community.

Instructor's Notes and Scoring Guide

For

A Big Problem With Supervision

Scott Wegner

Southwest Missouri State University

Extended Learnings:

Develop a district-wide supervision/ professional development plan, then make a presentation detailing how it would remediate the current problem and how it will prevent the "problem of Joe" in the future.

Topics that students should be able to use or address:

- Professional development models
- PBTE
- Legal Issues of Supervision/Evaluation
- Confidentiality
- Ethical frameworks
- Professionalism and Staff Relations
- Change Processes
- Community Relations
- Motivation
- Adult learning theory
- Instructional Climate
- Creating shared vision
- Instructional Models
- Classroom Organization

Scoring Guide

Criteria	Level One	Level Two	Level Three
The administrator has knowledge and understanding of:			
Applied motivational theories.	Fails to recognize that Joe has self confidence/ motivational issues and no plan to address them	Details motivational issues from a researched-base standpoint with specific practical suggestions for motivating Joe	Recognizes issues related to confidence/ motivational issues
Applied adult learning and professional development models	Does not address recognized professional development models	Details adult learning and professional development from a research-based standpoint with a well-articulated plan of action.	Selects a plan that addresses professional development
The change process for systems, organizations and individuals.	Thinks of change as an external force	Details a research-based plan for making change for Joe as well as other publics	Recognizes that change is a process requiring time and effort to make internal and deals only with Joe
professional codes of ethics	Does not articulate a proper professional relationship nor confidentiality issues	Has a specific framework of reference regarding professional relationships with faculty as well as other publics	Discusses ethics of professional relationships or addresses confidentiality
the laws as related to education and schooling	Does not address legal issues surrounding PBTE	Anticipates potential legal issues of previous supervision practices as well as their own actions	Addresses legal issues of PBTE
The administrator facilitates processes and engages in activities ensuring that:			
all individuals are treated with fairness, dignity, and respect	Does not dignify Joe's previous contributions nor potential for change	Makes sure that Joe is given a fair chance of improving, building on his strengths, maintaining confidentiality and assuring his status among other faculty	Shows compassion for Joe and his situation

