

# Can All Students Really Learn?

## Supervision of Tenured Teacher/Evaluation of Faculty

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### Standard I

The school administrator is an educational leader who promotes the success of all students by "facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

### Knowledge

- The administrator has knowledge and understanding of :
- Effective communication,
- Learning goals in a pluralistic society,
- Information sources, data collection, and
- Data analysis strategies

### Dispositions

- The administrator believes in, values, and is committed to:
- The educability of all
- The inclusion of all members of the school community
- A willingness to continuously examine one's own assumptions, beliefs, and practices.

### Performance

- The administrator facilitates processes and engages in activities ensuring that:
- The vision shapes the educational programs, plans, and activities.
- Assessment data related to student learning are used to develop the school vision and goals.
- The vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

### Scenario

As the principal of Westside High School, you have just completed your third year as the building level administrator. The MAP (Missouri Assessment Program -- state assessment test scores) results indicate continued declining scores. Your English department does not believe that all students can attain high levels of performance in the writing proficiency areas. In other words, they do not ascribe the school's vision that "all students can learn".

The problem is that the curriculum is not aligned with the MAP assessment. Your teachers, however, have maintained (and still are maintaining) that they "are teaching what the students need to know". You have asked the teachers to bring their curriculum and assessment materials to a meeting to review the alignment and work on re-aligning the total program. Each teacher will be expected to work with the entire "department" in a collaborative endeavor to align the curriculum, re-configure the classroom assessment tools, and improve MAP scores in their area.

You will provide teachers with appropriate information regarding our vision to achieve the goals of aligning the curriculum and assessment tools.

**Assignment**

1. Identify the issue/concern noted in this scenario. (Be specific)
2. How would you approach the problem?
3. What information and/or individuals would be involved in the decision-making process?
4. Make sure that this is your final answer because the scenario will self-destruct in thirty seconds.

## **Instructor's Notes and Scoring Guide**

For

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### **Questions and/or Instructional Activities**

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2. How would you approach the problem?
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### **Scoring Guide**

#### ***Score of Four (4)***

- Understand/identifies the problem
- Provides suggestions for specific feedback
- References specific supervision models
- Involves all primary stakeholders (teachers and/or others ) with decision-making processes

#### ***Score of Three (3)***

- Understands/identifies the problem
- Does not consistently demonstrate the philosophy of "all children can learn"
- Cites some (2-3) examples specific feedback
- Talks with the teachers about the concern

#### ***Score of Two (2)***

- Identifies some aspects of the problem/issue
- Provides little or no feedback to the teachers
- Very authoritative/makes decision without collaboration

#### ***Score of One (1)***

- Authoritative decision-making
- Makes Decision without collaboration or researching further