

# Planning for Staff Supervision

"Out beyond ideas of wrongdoing and rightdoing, there is a field. I'll meet you there."  
*Rumi (translated by CBarks)*



# Planning for Staff Supervision

## 1. Staff Descriptors

- Educational background of teachers
- experience levels of teachers
- grade levels/subjects taught
- contract status of teachers
- how many teachers at each grade/subject
- unique characteristics that are important to consider
- succession planning
- mentoring/induction of new staff

For each teacher... (beyond the above)

- ✓ What are their strengths?
- ✓ What are their professional learning needs?
- ✓ What have they worked on in the past with regard to their PGPs?
- ✓ What support or guidance have you provided?

## 2. Professional Needs

- how/when do I explain the process of supervision/evaluation to staff
- how/when do I review the TQS to develop shared understanding
- how/when do I discuss Policy 2.1.5

## 3. Support and Guidance

- what kind of support or guidance do I provide?
- what is the evidence that I have provided support and guidance?

The role of Instructional Leadership

- Support and Guide Teachers
- Improve Instruction
- Improve Student Achievement through Optimum Student Learning
- Support and Share Best Practices

## 4. Some lenses that you may be using:

- Brain-Based Learning
- Differentiated Instruction
- Understanding by Design
- Multiple Intelligence
- Checking for Understanding
- 'Marzano' Lesson Design
- Balanced Literacy
- Whole Language Learning

Whatever lens you use:

- Know the major components of the strategy your school or district is embracing
- Recognize the basic structure of each strategy in practice
- Know the vocabulary [key phrases] of each strategy and use it when working with teachers
- Be able to comment on how what you are seeing in the classroom relates to appropriate implementation of the strategy

#### 5. Relationship to the TQS

- how do I use the TQS document in my supervisory practices?

#### 6. Style

- how do I plan for the time?
- do I stick to the plan?
  - ✓ why?
  - ✓ why not?
- how do I gather the information I need?
- What do I document/record/share?
- how do I observe the teaching of teachers?

#### 7. Timelines

- what does a supervision timeline look like in my school?

