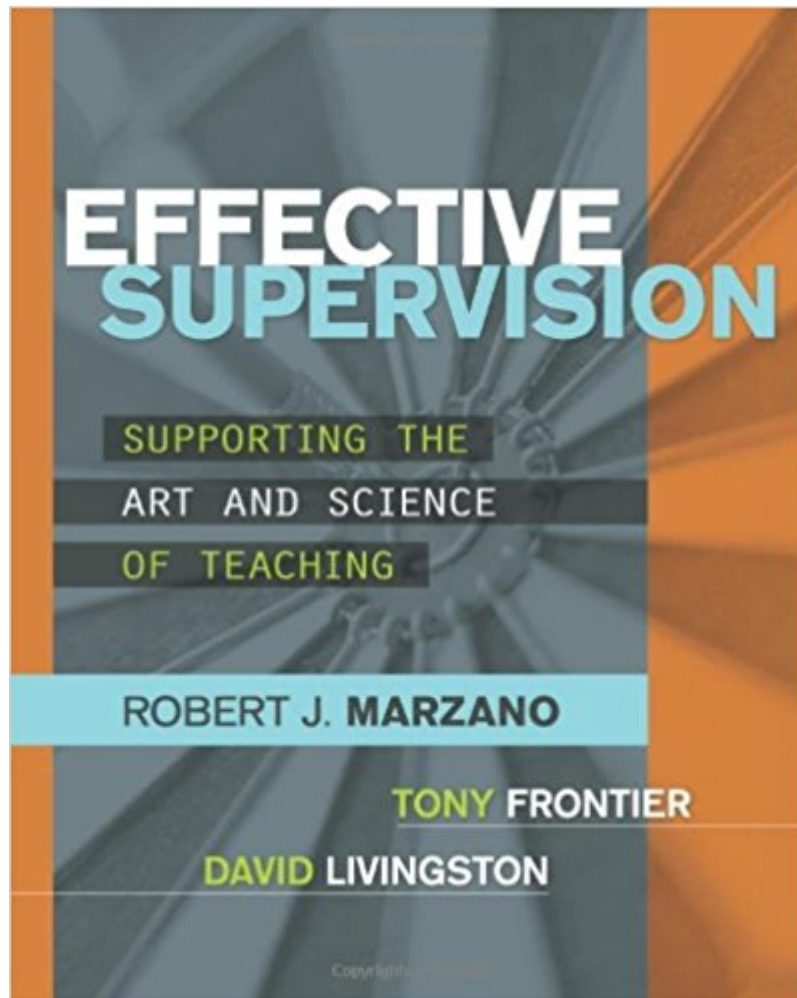




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Effective Supervision: Supporting The Art And Science Of Teaching



Synopsis

Effective Supervision shows school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies.

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Customer Reviews

In Effective Supervision, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills:

- * A well-articulated knowledge base for teaching
- * Opportunities for teachers to practice specific strategies or behaviors and to receive feedback
- * Opportunities for teachers to observe and discuss expertise
- * Clear criteria for success and help constructing professional growth and development plans
- * Recognition of the different stages of development progressing toward expertise.

The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and achievement. As the authors note, "The ultimate criterion for expert performance in the classroom is student achievement. Anything else

misses the point."

Dr. Robert J. Marzano is CEO and co-founder of Marzano Research Laboratory, which specializes in school reform efforts to enhance student academic achievement. Over his 40 years in education, the central theme of his work has been translating research and theory into practical programs and tools for teachers and administrators. He is the author of more than 30 books, 150 articles, and more than 100 curriculum guides and related materials for teachers and students.

CAUTION: I am a practicing administrator with extensive experience observing and providing feedback to teachers. Teacher evaluation is a hot topic right now. I get it. We all do, and while I appreciate the depth of history about teacher supervision that is covered in this book, there is not much here to help practitioners of teacher evaluation get better at providing meaningful feedback to teachers. For instance the authors write, "If student achievement is not linked to teacher evaluation, teachers have little incentive to develop into experts." They got that one wrong. This is simply not true. Teachers don't need a ranking from a state test in order to be motivated to be an expert. There is not a one-to-one correlation between expertise as a teacher and student scores on large scale, summative, standardized tests. The large scale tests that districts and states have been using lately to call out the effectiveness of individual teachers is a completely flawed model. Those tests were never designed to measure the expertise of individual teachers. They were designed to measure the overall quality, progress, and improvement of the system (school or district) in general. The fact that states are using these tests for high stakes (diploma requirements) is not an good excuse or a best practice. However, the recent practice has increased student motivation to do their best on the state tests. Side note: Interesting. Expert teachers inspire their learners, and inspiration is hard to measure. The seed of inspiration doesn't bear fruit in less than 9 months. However, even experts need meaningful feedback to improve, and experts are always improving. Intrinsically motivated teachers are no different. They will seek out feedback and training. Student learning is an important part of the effective teacher equation, and any teacher worth their salt can rattle off (and show you) a variety of ways (summative and formative, formal and informal) they measure student learning, achievement, and growth. The key to developing teachers into experts does not rely on more or better tests that "link." It relies on finding people who care and providing them exceptional training and support. FYI: that equation works for other school leaders as well.

Marzano looks at 40+ aspects of effective teaching with his usual sense of balance and realism. He

offers a clear, multi-tiered rubric for teacher evaluation with an emphasis on teacher growth and critical insights into teaching and student learning. This book could easily begin and end the conversation for performance based evaluation being held between teachers and principals across the nation. As a 26 year teacher (NBCT) and a brand new principal this book provides me and others the place to begin the dialogue that will lead to classroom excellence for all teachers. No teacher will ever achieve the highest levels of performance in all 41 areas, but every self-critical educator will be able to affirm his strengths and improve his "developing" areas. Both teachers and principals will benefit by studying this book even if they are unfamiliar with Marzano's extensive body of work. This book would best be used collaboratively in an atmosphere of safety, trust, and professionalism with a goal of improving classroom instruction over several years. (Politicians, please pay heed to Marzano's wisdom when he alludes to the reality that schools do not change profoundly in less than a decade and teachers do not hit their greatest understanding of teaching until after their twelfth year in the classroom and beyond. It would be best for all concerned if teachers did not make laws and politicians stayed out of classrooms.) Principals, I strongly urge you to read Kim Marshal's book first and apply Marzano's work to the fourth and final area Marshal addresses. Teachers on professional growth plans or plans for improvement will find this work helpful and insightful.

Nothing new here. Perhaps the best use of this book is as a reminder of what we all know and use. Good teaching is good teaching. This book can be useful to administrators who are poor evaluators. There is nothing in here that is not in Marzano's Art and Science of Teaching.

I like this book because it is research based and gives practical, specific ideas about classroom supervision. It is shorter than most of the Supervision books and yet has what is needed to help supervision become a way for student learning to improve. I also appreciate that it is available as a hard copy or a soft copy in e-book form. The forms are also available for free on-line.

I am late writing this review, but better late than never. Book was as described. Also, quick shipping. Thanks!

Incredibly practical rubrics and discussions about ways to build an effective program of teacher supervision and evaluation.

New administrator and seasoned leaders will benefit from this book. If they are in high stakes and performance based settings, this text allows historical and leading to contemporary views in staff evaluation models.

Great Deal!

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