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Introduction

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Intent and Rationale

The *Handbook of Educational Supervision* offers a view of the field of supervision as it has evolved to the present. We hope that, through this spotlight, the *Handbook* points the reader to the research, theory, and applications about supervision that have surfaced in the broader fields of educational leadership and teacher preparation to keep pace with what occurs in practice in preK-12 schools in the United States. This handbook is important because much of what we know about supervision rests between its theory and its applications in schools and systems that have provided fertile ground for supervision as we know it today.

Ultimately, we hope that the reader will see that supervision as a field has not only evolved and endured in its intents and purposes, but has also grown from complexities and variances in practice and through contributions across other closely related fields of study that extend its theories and foundations. Getting to the point of creating a handbook was an arduous task given the time that elapsed from the watershed *Handbook of Research on School Supervision*, edited by Ed Pajak and Gerald Firth in 1998. To frame this *Handbook*, we examined research, theory, applications, and translations of supervision and intersections with other fields that support school improvement. This chapter establishes the intent and rationale of the handbook, explaining the purpose of the text and the why behind the purpose. An overview of the organization of the text, highlighting the sections and chapters is offered.

From our analysis of textbooks on supervision and leadership, along with conference presentations from such bodies such as the American Education Research Association, the University Council of Educational Administration, and the Council of Professors of Instructional Supervision (COPIS), exemplars emerged that showed how leadership broadly and finitely has incorporated and extended the purposes and intents of supervision, how the field of supervision has changed and moreover served as the foundation and legacy of theory, research, and practice. For these reasons and more, we believe the field of supervision, albeit fraught with tensions and controversies, has been foundational for practices, constructs, and further understandings in other fields.

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The following are tensions that we identified in our analysis:

- Clinical supervision in the historical context *vs.* today's high-stakes accountability reality;
- Individual adult learning *vs.* professional community;
- Power and control *vs.* empowerment and trust;
- Beginning teacher clinical supervision *vs.* comprehensive induction systems;
- Observation *vs.* action research, portfolio development, etc.;
- Administrative feedback *vs.* peer coaching and collaboration;
- Motivation and compliance *vs.* reflection and cognitive development;
- Evaluation *vs.* professional development and job-embedded learning;
- Individual problem solving *vs.* professional capacity building in schools;
- Individual teacher changes *vs.* school and system changes to improve the learning environment;
- Individual conferences *vs.* courageous conversation within a professional learning community.

Aims of the *Handbook of Educational Supervision*

The field of supervision in practice and in research has evolved to be much more inclusive and broadly constructed. The social, political, and historical contexts in which practices have emerged are vast—*No Child Left Behind Act* (NCLB) of 2001 (2002), *Race to the Top*, *Every Student Succeeds Act* (2015), the emergence of digital learning environments, restructuring of schools (e.g., charter schools), the dramatic change in school demographics that create shifting communities of students and teachers, and advancements in fields such as adult learning and professional learning. These changes necessitate asking critical questions to frame the field of supervision for today and tomorrow. Hence, the primary aim of the *Handbook* is to examine the concepts, research, practices, and aims of supervision that are embedded broadly and finitely in and across leadership within PreK-12 schools and their systems.

A secondary aim of the *Handbook* is to examine the theoretical constructs that have been drawn from the field of supervision that have been expanded upon in other fields. These theoretical constructs have served to deepen our understanding of the field (e.g., mentoring, coaching, learning communities) as practices have evolved to meet the needs of school personnel.

Another aim of the *Handbook* is to serve as a bridge to other fields of study that share the same intents, purposes, and tensions but that have pushed through to frame supervision as a construct for growth and development of personnel and impetus for school improvement.

Finally, this *Handbook* examines the conflicts inherent in the field of supervision, with intent to expand discussion within the field by including perspectives of leading scholars in closely-related fields in education such as leadership, the politics of education, teacher leadership, and so on.

Objectives of the *Handbook*

Complementing the aims of the *Handbook* are eight primary objectives:

- 1) To draw attention to the critical aspects of supervision that have evolved across fields in leadership, policy, teacher preparation, and professional learning.

- 2) To broaden the lens of supervision beyond what the supervisor does by showing how supervision has evolved to fit system changes and the leadership imperative to lead schools by building capacity.
- 3) To connect the work, purposes, and intents of supervision as they evolved to support leadership needed for increased student learning amid the complexities of accountability.
- 4) To illustrate how supervision has evolved to be a communal, collaborative, and proactive problem-solving strategy shared by a community of learners whose purpose it is to improve outcomes for students.
- 5) To focus on corollary fields of study and the research these fields have yielded to extend our notions of how people construct and reconstruct practices to learn from supervision.
- 6) To provoke conversation across fields of study to bring into focus the conflicts that have propelled the field and examine how cohesion has been achieved through unique and constantly emerging permutations of supervision.
- 7) To disseminate across fields insights into how, why, and in what ways supervision has evolved.
- 8) To capture the voices, perspectives, and research from top scholars in fields that have stewarded supervision across many configurations.

The chapter authors allow us to see how the past has shaped the constructs that have evolved to add to the knowledge and theory of a relatively small field and to broaden constructs across disciplines.

No longer should the field of supervision be firmly nestled and entrenched in a silo because its foundations—knowledge, theory, applications, and even inherent conflicts—pave the way for more current applications of its practices and more robust avenues for research and scholarship. By spanning fields of study, an increasing cadre of scholars have extended our thinking about the possibilities for educational supervision to evolve and transform to fit the complexities of schools and systems.

The field of educational supervision has been influenced by political entrenchment and folly at the state and federal levels and its focus on hyper-accountability in the name of teacher quality and effectiveness. The field is in a prime position to look at its legacies with pride and, hopefully, to embrace how other fields of study and their scholars have contributed to the larger discussion, responding to the increasing sense of urgency to create coherence across efforts to support teacher and leader growth.

An Overview of the Organization of the *Handbook* and Its Sections

The Handbook of Educational Supervision is divided into five sections and 25 chapters: Section I: The Context of Supervision; Section II: The Intents of Supervision; Section III: The Processes of Supervision; Section IV: The Key Players—Enactors of Supervision; Section V: The Outcomes of Supervision.

Within the organization of each section are chapters that examine topical areas, constructs, and models that have shaped the field of educational supervision. The five sections are organized to lead the reader from the historical foundations of supervision to its aspirational outcomes.

Of special note is that we have had the pleasure of working with some of the most prominent scholars in the fields that have embraced supervision, people who have served as trailblazers in carrying forward the messages that have shaped and will continue to shape the field, and who have provided thought-provoking scholarship within their chapters.

The Context of Supervision

The chapters in Section I: The Context of Supervision situate “supervision” in its historical context, in its foundations in adult learning and cognition, in the reform movements that focused on professionalization of teaching, and in the current context of high stakes accountability.

Historical Context

In Chapter 2, “A Policy and Political History of Educational Supervision,” W. Kyle Ingle and Jane Clark Lindle trace the history of educational supervision in the context of formal roles and sociopolitical dynamics of historical eras in education. They examine how historical events such as the Cold War, the civil rights movement, and the ongoing era of increased accountability through standards, assessment, and school choice options have shaped education politics and policy surrounding educational supervision.

Throughout the historical eras, Ingle and Lindle identify and examine the evolving roles and theories of educational supervision, including its shifting purposes and definitions. Moreover, they discuss the development of professional identities among teachers and educational leaders, the development of differentiation of educational supervision among educators and educational leadership roles and positions as well as the specializations and expertise within these roles. Considerable detail is offered in the discussion about the politicization of student learning outcomes and their conflation with accountability of states, districts, schools, and teachers and educational leaders.

The Foundations of Adult Learning and Cognition

In Chapter 3, “Foundations in Adult Development and Learning: Implications for Educational Supervision,” Stephen P. Gordon and Jovita M. Ross-Gordon provide a brief review of the literature on adult development as well as the major underpinnings of individual, group, and organizational learning embedded within the framework of educational supervision either through direct supervisory assistance or indirectly through learning groups facilitated by the supervisor. In addition, incorporating experiential, reflective, and job-embedded learning within supervision can augment individual learning through interactive and synergistic cycles of experiencing, reflecting, thinking, and acting.

Gordon and Ross-Gordon make clear that organizational learning is multi-levelled, largely dependent on learning at the individual, group, and organizational levels. They also share their view that learning can occur when various aspects of adult development are deeply rooted in supervision programs

accompanied by high-quality implementation. Moreover, they remind the reader that supporting teachers in navigating developmental and learning experiences calls for a collective effort by supervisors and other educators in the school community.

The Context for the Professionalization of Teaching

In Chapter 4, “Theories of Professions and the Status of Teaching,” Pamela Martin Fry presents and then analyzes the history, concepts, and challenges of professions and how teachers develop as theoretical practitioners with higher degrees of jurisdictional autonomy, particularly in the areas of curriculum and teaching. Fry then examines the construct of the professionalization of teaching, tracing its history to the present day and offering insights about how leaders support teachers. The role of educational supervision is integral in supporting increased professionalization of teachers. The role shifts from one of managerial oversight to building networks between and among educational supervisors and teachers that reflect mutual trust, increased expertise, and reasonable strategies for accountability.

The Context of Job-embedded Learning for School Improvement

In Chapter 5, “Job-embedded Learning: How School Leaders Can Use Job-Embedded Learning as a Mechanism for School Improvement,” Kirsten Lee Hill and Laura M. Desimone explore the relationship between job-embedded professional development and organizational learning, highlighting the role that school leaders play in establishing professional development as a tool for school reform. They use policy attributes theory to support a framework and its utility as a streamlined way for school leaders to evaluate and shape support and leadership around professional development efforts.

Supervision in the Context of High-stakes Accountability

In Chapter 6, “Instructional Supervision in the Era of High-stakes Accountability,” Lance D. Fusarelli and Bonnie C. Fusarelli examine the changing nature of instructional supervision in an era of high stakes accountability, including the rise of performance-based assessment and accountability, federal efforts to improve teacher evaluation, barriers and obstacles to effective teacher evaluation, the use of value-added models and data-based decision making, and the role of university-based principal preparation in improving instructional supervision.

Fusarelli and Fusarelli provide a brief history of instructional supervision and teacher evaluation followed by a discussion of specific legislative reforms that instigate high stakes, performance-based accountability, causing transformational shifts in many levels of teacher supervision and evaluation (e.g., *No Child Left Behind Act* (2002), Race to the Top initiative). Critical issues of practice (e.g., value-added measures) tied to teacher evaluation and supervision are examined in light of federal policy. Although the passage of the *Every Student Succeeds Act* (ESSA, 2015) gives states and local educational officials more power and authority,

it is doubtful that states and districts will depart from focusing on the use of student testing scores for the purposes of teacher evaluation.

The Intents of Supervision

In Section II: The Intents of Supervision, chapters examine the “why” behind “supervision,” including the constructs of control and compliance, monitoring and evaluation, trust and empowerment, and emerging interests in professional capacity building. The chapters in this section move from targeting individual change to collective enactment and organizational culture.

Control and Compliance

In Chapter 7, “Accountability, Control, and Teachers’ Work in American Schools,” Richard M. Ingersoll and Gregory J. Collins suggest that few educational issues have received more attention in recent times than the problem of ensuring that elementary and secondary classrooms are staffed with quality teachers. Seemingly endless streams of commissions and national reports have targeted improving teacher quality as one of the central challenges facing schools.

Ingersoll and Collins offer a critique of the teacher accountability movement, drawing from a series of empirical research projects on the levels, distribution, and effects of accountability and control in American schools. They report that the control of schooling in the United States is relatively decentralized and that American teachers are less likely than teachers of other nations and their principals, to have substantial influence over key decisions in schools. The current educational reforms to regulate, monitor, and keep school teachers accountable for their work are important; however, reforms overlook critical considerations necessary for changes to endure and to promote the autonomy and engagement of those involved in the practice of teaching and supervision.

Monitoring and Evaluation

In Chapter 8, “Coming to Understand the Wicked Problem of Teacher Evaluation,” Helen M. Hazi portrays the practice of teacher evaluation, identifying its past and current influences. The metaphor of teacher evaluation as a wicked problem is a unifying element to examine enduring influences including its purposes, the classroom visit, the instrument, the generic teacher, the conference, and the law. Those influences become complicated by the national educational reform agenda that includes state oversight, metrics mania, multiple measures, and the infrastructure. The practice of teacher evaluation at present encourages the neglect of teaching and its improvement. Hazi argues that emerging influences in teacher evaluation tend to be cosmetic rather than leading to substantive changes.

Trust and Empowerment

In Chapter 9, “Discretion and Trust in Professional Supervisory Practices,” Megan Tschannen-Moran and Christopher R. Gareis examine the significance of

professional discretion and trust in daily supervisory practices that lead to fruitful results at the individual and organizational levels. Tschannen-Moran and Gareis identify the current barriers that detract from the full benefits of discretion (standards, accountability, bureaucracy, and evaluation). They explicate the critical roles of supervisors and supervisory practices (professional development, action research, coaching, and mentoring) that foster trust, and they provide different examples from the field that portray how supervisors enhance teacher development through the use of both discretion and trust.

Professional Capacity Building

In Chapter 10, “Managing Collaborative Inquiry for Continuously Better Practice: A Cross-Industry Perspective,” Jane G. Coggshall, Catherine Jacques, and Judith Ennis explore how the teaching and medical professions have approached the improvement of practice and outcomes through practitioner-led collaborative inquiry. The purpose of this chapter is to inform the smart design of effective professional learning systems for teachers. There is a description of roles of evidence and facilitation in selected collaborative inquiry designs in both industries, and considerations for supervision and policy are provided. In many ways, Coggshall, Jacques, and Ennis accentuate how different fields within teaching and medicine can adopt ideas and learn from each other, and collaborate for the purpose of collectively improving and supporting practices.

In the process of collaborative inquiry, key players—namely teachers, facilitators, supervisors, and professional development providers—must be aware of certain roles and critical skills for practice to flourish. Educational supervisors, for example, must establish the structural, cultural, social, and technical conditions necessary for robust collaborative inquiry practices in order to ensure positive outcomes. In the end, supervisors must fully embrace the notion of supporting both system and individual performance through sustained efforts.

The Processes of Supervision

Section III: The Processes of Supervision examines the ways “supervision” has been conducted: observation and feedback by supervisors and building administrators; mentoring and induction of beginning teachers; peer coaching; collaborative learning; and action research and reflective practice. The processes move from external monitoring of individual teacher practice to collaborative enactment to reflective practice as a hallmark of the profession of teaching.

Observation and Feedback

In Chapter 11, “Observation, Feedback, and Reflection by Supervisors and Administrators,” Judith A. Ponticell, Sally J. Zepeda, Albert M. Jimenez, Philip D. Lanoue, Joyce G. Haines, and Atakan Ata explore three interrelated supervisory practices—intent and impact of classroom observation, feedback, and reflection on practice. They identify the roles of teachers, principals, and superintendents in supporting and building capacity for instructional leadership. They also

address the enduring challenges in enacting effective practices that confirm teachers' professionalism and provide meaningful professional learning experiences.

Feedback and reflection are two sides of the same coin. Under the best circumstances, feedback should occur frequently, be tailored to individual needs, and allow for analysis and reflection. But, more often than not, feedback given to teachers continues to be supplanted by performance ratings and judgmental statements that overshadow thoughtful reflection about instructional practices.

Implications for leaders are offered. Principals need to build capacity at the school level by supporting leadership among educators and by creating a culture that fosters collaboration and forges trusting relationships geared toward learning. Superintendents must work alongside school leaders by reinforcing the practice of classroom observations and feedback as a necessary norm of school culture. In the era of high stakes accountability, leadership needs to be practiced collectively by skillful group members, rather than individual leaders.

Mentoring and Induction of Beginning Teachers

In Chapter 12, "Teacher Mentoring in Service of Beginning Teachers' Learning to Teach: Critical Review of Conceptual and Empirical Literature," Jian Wang systematically reviews both conceptual and empirical literature on the function of teacher mentoring, typically designed to nurture and support novice teachers in improving their teaching practice. Wang also examines teacher mentoring practices and the influences of mentoring program policy; mentor training; school contexts, cultures, curriculum, and teaching organization; and the administration of teacher mentoring practices. The findings, methodologies, and directions for future research on teacher mentoring are synthesized, and the implications of these findings for policy makers and practitioners are discussed. Gaps in the research about various functions and aspects of mentoring are identified with specific evidence that these gaps are worth further exploration.

Peer Coaching

In Chapter 13, "Peer Coaching in Education: From Partners to Faculties and Districts," Bruce Joyce and Emily F. Calhoun offer the view that peer coaching was invented because most people in most complex fields, not just education, when working alone without support have serious difficulty in transferring new complex knowledge and skills into the workplace for the long term. Through peer coaching, the gap between training or self-instruction and transfer to the workplace is usually bridged. Joyce and Calhoun provide the research base, academic reforms, and practices that shaped the creation and evolution of peer coaching. More importantly, Joyce and Calhoun pose a critical question, "How do teachers learn?" to address professional development, the problems of transfer, and the affirmation of teachers working together. They offer key practices to support robustness in coaching across schools and systems.

Collaborative Learning

In Chapter 14, “From Supervision to “Super Vision:” A Developmental Approach to Collaboration and Capacity Building,” Eleanor Drago-Severson and Jessica Blum-DeStefano describe a collaborative, developmental approach to leadership and supervision that supports individual and organizational capacity building. They identify and explain the key principles of constructive developmental theory, and they offer in detail four research-based, collaborative pillar practices—teaming; providing adults with leadership roles; collegial inquiry; and mentoring—that can be employed with developmental intentionality to support growth and instructional improvement. Drago-Severson and Blum-DeStefano provide insightful strategies that supervisors can use to support teachers and their ways of knowing, cautioning that approaches must be differentiated.

Action Research and Reflective Practice

In Chapter 15, “Encouraging Reflective Practice in Educational Supervision Through Action Research and Appreciative Inquiry,” Jeffrey Glanz and Revital Heimann focus on the relationship between action research and appreciative inquiry in educational supervision. They suggest that action research and appreciative inquiry have the potential to serve as valuable research tools for scholars and practitioners of educational supervision to improve schools.

Glanz and Heimann acknowledge supervision as central to instructional improvement, and action research and appreciative inquiry are complementary methods to supervisory processes. Five forms of engagement are examined: external–internal collaboration; internally or organizationally based collaboration; participative inquiry; individual inquiry; and reflective self-study. They draw connections in these forms of engagement across action research and appreciative inquiry and focus attention on how supervision can be enhanced through such efforts.

The Key Players—Enactors of Supervision

The chapters in Section IV: The Key Players—Enactors of Supervision explore the ways “supervision” is influenced and enacted by various players within the supervision context: national policy/standards, state policy makers, local implementers (district administration and school leaders); and university preparation programs.

National Policy Standards

In Chapter 16, “National Policy and Standards: Changes in Instructional Supervision since the Implementation of Recent Federal Legislation,” Fred C. Lunenburg examines the history of federal legislation through the lens of the changes in supervisory practices designed to improve students’ academic success.

The increased role of the federal government in education, particularly efforts to hold schools accountable for achieving educational results for all children, has

changed the role of the supervision of instruction. The escalating pressure for schools to improve student performance, close the achievement gap, and ensure high-quality teaching necessitates that the correct support for teaching and learning is present, precisely central to the focus of school, and channeled through multi-interrelated practices, namely: (a) focusing on learning; (b) promoting collaborative work; (c) analyzing school data; (d) aligning curriculum, instruction, and assessment; (e) providing assistance; and (f) employing sound teacher evaluation with effective implementation to improve instruction. However, these practices are inconsequential unless school leaders establish a successful learning environment where the entire school community is committed to student learning and accepts responsibilities for success.

Lunenburg suggests a supervisory framework for accomplishing sustained district-wide success for all students, and the primacy of the work of the principal is examined. Principals foster a school's improvement, enhance its overall effectiveness, and promote student learning and success by developing the capacity of staff to function as a learning community. Developing and maintaining a positive school culture cultivates a learning community, the learning and success of all students, and the professional growth of faculty.

State Policymakers

In Chapter 17, “State-mandated Teacher Performance Assessments Developed during the Duncan Era,” Caitlin McMunn Dooley, Stephen J. Owens, and Mark Conley offer an overview of how teacher performance assessments (TPAs) were implemented throughout the United States during the reign of Arne Duncan as US Secretary of Education. A state-by-state overview of policy enactment and a critique, as well as recommendations for improving assessment systems, are provided.

To frame this chapter, McMunn Dooley and her colleagues collected data from State Department of Education websites to examine states' TPAs. They found many states ($n=41$) developed new systems so as to receive federal funds, and the most commonly adopted model was the Danielson Group's Framework for Teaching Evaluation Instrument. They also report stateside trends relative to specific weights of qualitative and quantitative data measures used in teacher evaluation systems as well as the types and frequencies of classroom observations and the relationship between teacher evaluation and professional learning, for example.

This examination suggests that most states quickly implemented TPAs to receive federal funds, causing quality issues. Although student growth is an important component of teacher evaluation, it can cause unintended consequences, compromising TPA validity. Finally, teacher evaluation systems that are not positioned for teacher growth undermine education.

Local Implementers—District Administration

In Chapter 18, “Principal Supervisors and the Challenge of Principal Support and Development,” Laura K. Rogers, Ellen Goldring, Mollie Rubin, and Jason A. Grissom review the changing role of principal supervision in the context of

school district central office reform, from a compliance-focused middle manager in the system hierarchy to a developmental coach in support of principals as instructional leaders. The authors address tensions among the components of the new and old roles, and they describe challenges districts may face in redesigning the role.

Previously, two major movements, namely the *scientific management* movement (top-down compliance) and the *human relations* movement (more individual-focused), accounted for how supervision was performed in twentieth-century school systems. Subsequent criticisms, increasing demands, accountability, and newfound standards that followed these movements helped facilitate the current focus of supervision—a total shift toward improving instructional leadership capacity. However, recent studies regarding the mission of principal supervisors in supporting principals unveiled several challenges ranging from lack of experience in the role of principal supervisors to being the sole supporter assigned to a large number of principals and having additional administrative duties from the central office. Each of these scenarios deprive principals and their respective supervisors of meaningful learning experiences. With inherent tensions, national professional standards for principal supervisors set the tone for working relationships between supervisors and principals holding them accountable for their work.

Local Implementers—School Leaders

In Chapter 19, “The Principal: Building the Future Based on the Past,” Mary Lynne Derrington describes the progression of the principal’s teacher-supervisory role through the lens of change theory. Derrington then provides perspectives about the principal’s present supervisory responsibilities, and suggests future directions for principal supervision and evaluation of teachers.

One overarching change in the supervisory and evaluative roles of principals has been the shift from being authoritarian and controlling to acknowledging teachers as professionals, a step that requires the synergistic power of partnership and leadership within the school organization. For instance, the shift to formative supervision increased demands for individualized, job-embedded professional development. In turn, such professional development required the active involvement of other key educators (e.g., instructional coaches) to manage the various aspects of formative supervision and to reach the incredible potential of teacher effectiveness which cannot be achieved by a single individual—the school principal. Derrington concludes that supervision as we know it today has been influenced by the past, is shaped by the present, and will contribute to new knowledge in the future.

Local Implementers—University Preparation Programs

In Chapter 20, “Necessity Is the Mother of Re-invention: Making Teaching Excellence the Norm through Policy and Established Clinical Practice,” Nancy L. Zimpher and Jessica Fisher Neidl describe in detail the work of TeachNY, a nationally groundbreaking collaborative undertaken in New York State to re-invent teacher preparation policy and practice statewide. The aim of TeachNY

is to make teacher and school-leader preparation the clinical, rigorous professional discipline it must become to reliably meet the developmental needs of all students, regardless of district, and the complex, multiskill-driven workforce and sector demands of the twenty-first century economy. Begun in 2014, TeachNY is an ongoing process led and convened by the State University of New York, the largest comprehensive public university system in the nation, which produces a quarter of the state's teacher workforce, in partnership with the New York State Education Department. The work described in this chapter provides a model for other states and higher education systems and institutions that prepare today's and tomorrow's teachers and school leaders.

At a time when educational attainment is increasingly crucial for ensuring individual success, and knowing the role played by excellent teaching in attainment, states face an increasingly urgent demand for more excellent teachers. Zimpher and Neidl ask two key questions that supervisors need to keep at the forefront of their minds: how do excellent teachers become excellent teachers? And, when that question is answered, how can states ensure that every teacher, from prospective to novice to veteran, has the training and support she or he needs to enter the classroom every day fully prepared do their best so that students—no matter the school district, no matter what zip code they live in—can achieve their best?

The Outcomes of Supervision

In Section V: The Outcomes of Supervision, chapters examine the intended results of “supervision”: improving individual teacher practice; improving the school-wide learning environment; building professional community (aimed at high performance from teachers and in increased student achievement); and developing a supervisory identity.

Improving Individual Teacher Practice

In Chapter 21, “Improving Teacher Practice-based Knowledge: What Teachers Need to Know and How They Come to Know It,” Diane Yendol-Hoppey, Jennifer Jacobs, and Rebecca West Burns identify the practice-based knowledge that in-service teachers and teacher candidates need to develop strong instructional practice, and they identify how this practice based knowledge is developed. The authors establish that although evaluation might serve as a gatekeeper, improving teacher quality requires coupling evaluation with support that facilitates teacher practice-based knowledge development. They illustrate the importance of using the same approaches to teacher candidate learning as currently called for in the research-based, job-embedded, practicing teacher professional learning literature.

Yendol-Hoppey and her colleagues highlight the importance and complexity of developing and adopting an inquiry stance that is powerful enough to guide teachers through career-long learning via cyclical processes that include defining a problem of practice, asking related questions, finding a possible solution,

developing and implementing a plan, reviewing collected data, and sharing findings with others. The importance of providing for both individual and social learning through observation and reflection are examined.

Improving the School-wide Learning Environment

In Chapter 22, “Shaping the School-Wide Learning Environment Through Supervisory Leadership,” Erin Anderson and Diana G. Pounder characterize supervision in the broadest terms, suggesting supervision includes a full array of leadership and organizational policies and practices intended to support and improve a school’s teaching and learning environment. They establish that a school leader’s supervisory responsibilities go far beyond that of routine classroom observations, annual teacher performance evaluations, or even faculty development. Rather, supervisory leadership responsibilities include shaping school conditions that promote the central educational mission of effective teaching and learning. They suggest and discuss supervisory leadership practices that can favorably shape a school’s learning environment because school climate is an important factor to promote student achievement.

High-performing Teachers and Equity

In Chapter 23, “High-performing Teachers, Student Achievement, and Equity,” Kendall Deas describes how teacher evaluation and supervision have evolved in light of accountability and standards movements. Specifically, he examines the impact of policies originating from these movements have had on the quality of educational supervision for teachers as well as the overall goals of producing high-performing teachers, increased student achievement, and greater equity. Deas is explicit that there are inequalities inherent in the focus on student achievement and teacher effectiveness and quality because there are vast differences between states in terms of teacher preparation programs, licensing standards, access to professional development, and the enforcement of standards.

Developing a Supervisory Identity

In Chapter 24, “Supervisory Identity: Cultural Shift, Critical Pedagogy, and the Crisis of Supervision,” Noelle Arnold reports that as a result of the influence of neoliberalism on educational policy, educational leadership has become standardized, resulting in performance and audit-based supervisory practices. Moreover, school leaders will find enacting supervision difficult if they have not formulated and identified a professional identity that is inclusive of the cultural shifts that shape and reshape the types of programs and services that faculty and students need. Arnold’s premise is that you have to “see” yourself doing something before you can do it effectively.

Arnold proposes an emerging framework with four interrelated facets that lead to teachers and leaders focusing on student achievement as the core work of teaching. Collectivism (“one of us”) supports collaboration by bringing people to work together with the aim of increasing student achievement. Advantaging (“for us”) creates the advantage for teachers to engage in professional development

focusing on learning that leads to increased student achievement. Place-making (“a sense of us”) creates trust and connection to support a collective culture and vision for student achievement. Purposefulness (“making us purposeful”) takes into account others’ identity to create a frame for supervisory purposes.

In Chapter 25, “Conflicts, Convergence, and Wicked Problems,” we look at key points raised in the five sections of the *Handbook*—context, intent, process, enactors, and outcomes—considering educational supervision as a field of study and practice that is challenged to respond to the changing nature of the work of teachers, school and district leaders, and schools themselves. We also explore multiple ways in which educational supervision still struggles with a dual identity, caught between both philosophical and practical underpinnings of management, direction, and correction as well as professional learning, developmental support, and empowerment. Throughout the chapter, we provide commentary in relation to recurring themes of conflict, convergence, and wicked problems.

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