

NORTHERN VALLEY SCHOOLS
Office of Curriculum and Instruction

Regional (Elementary Districts)
Teacher-Supervisor Competency Indicators Committee

INSTRUCTIONAL-SUPERVISORY MODEL

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Office of Curriculum and Instruction

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Committee**

INSTRUCTIONAL-SUPERVISORY MODEL

Introduction

Effective teaching and supervision are very complex processes. To be truly successful, a classroom teacher needs to master and employ a wide variety of competencies that both directly and indirectly affect student learning. Furthermore, research data indicate that in schools with positive and supportive cultures, students are more likely to reach their full potential and teachers are inspired to grow, take risks, and work in a collegial manner (Peterson, 1999; Urban, 1999.) The supervisory skills and behaviors of the principal and other supervisors of instruction are critical components of a supportive school climate (Bulach, Boothe, & Michael, 1999.)

The Northern Valley Elementary School District's Instructional-Supervisory Model seeks to describe, in significant detail, these teacher and supervisory competencies in order to promote a culture of reflection, problem solving, and continuous growth for teachers and supervisors. This Instructional-Supervisory Model will:

- provide the staff with a common vision of effective instructional and supervisory practices.
- be the driving force shaping professional development.
- describe a set of professional aspirations and targets that will form the basis for ongoing professional growth for teachers and supervisors.
- support professional growth activities such as study groups, peer coaching, and action research.
- serve as a guide for new teachers and their mentors.
- promote collaboration, raise the level of professional dialogue, and enhance professional communications.
- focus district and building goals.
- provide the foundation for fair, focused, and constructive supervision.

Most of all, however, it is expected that this model will ultimately lead to improved student learning.

In creating the instructional model, teams of teachers and administrators worked collaboratively for a two-year period to research, discuss, and write the competencies and indicators. These dedicated educators worked in small teams to review and discuss the current literature and national trends in effective teaching and the supervision of instruction. They combined research with their own professional experiences to generate teacher and supervisory competencies and indicators. Teams shared their perspectives with other teams and fellow educators over the two-year period and continually revised the document. The attached document is the final version of the committee's work.

The indicators listed in each area of competency for both the teacher and supervisory sections, are an inventory of significant components. These indicators are elements of effective teaching and supervision that have strong research support. The listings were never intended to be a static entity. As new research is conducted and the professional body of knowledge expands, the list should grow. In addition, no one instructional or supervisory segment would ever encompass the entire catalogue of indicators. The entire committee was united in their view that these lists of indicators should never be used as the basis for a check-list for the evaluation of teachers or supervisors. A "check-list" mentality would corrupt the intentions of the Northern Valley Administrators Association's mission and the extensive work of the committee. Rather, these documents were written to promote professional dialogue, collegiality, growth, and ultimately improved learning.

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Introduction References

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Peterson, K.D. (1999). Time use flows from school culture. *Journal of Staff Development*, 20, (2), 16-19.

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TEACHER COMPETENCIES

Domain: Preparation and Instructional Design

Competency: The teacher thoughtfully, thoroughly and effectively designs instructional lessons.

Benefits: Lessons presented in a logical order will provide the framework for individualized learning and understanding. They produce meaningful learning which promotes student retention of concepts. The lessons will be appropriate to the academic and affective needs of the students.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ planning for clear objectives/or focus
- ~ planning for meaningful purpose for the lesson
- ~ planning for objectives that are consistent with the district's curriculum reflecting the NJ State Core Curriculum Standards
- ~ planning for an introduction that motivates, creates interest and/or links to prior knowledge
- ~ planning for a variety of appropriate instructional activities that relate to the objectives
- ~ planning for instructional strategies which are matched to the learning styles, prior skills, and developmental levels and needs of the students
- ~ planning for time for guided and/or independent student practice, application and reflection as appropriate to the unit/lesson
- ~ planning for a summarizing activity which provides closure
- ~ planning for appropriate follow-up activities
- ~ planning for an effective assessment plan
- ~ planning for a list of materials and resources

Domain: Preparation and Instructional Design

Competency: The teacher demonstrates knowledge and understanding of both the content and process of the lesson

Benefits: Students will receive accurate information in an understandable way which leads to the internalization of the content.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ planning for accessing information from a variety of resources
- ~ planning for providing answers to questions or resources for answers to questions
- ~ planning for using language appropriate to grade level and content
- ~ planning for organizing and sequence the lesson's content
- ~ planning for checking for student understanding
- ~ planning for monitoring and adjusting the lesson
- ~ planning for modeling and demonstrate different aspects of the lesson
- ~ planning for providing students with opportunities for closure of the lesson

Domain: Preparation and Instructional Design

Competency: The teacher effectively plans to meet the needs of the students by incorporating activities that will demonstrate an awareness of learning styles.

Benefits: By meeting the individual needs of each student, they will experience social, academic, and emotional growth and success in a non-threatening environment.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ planning for providing activities that accommodate various learning styles
- ~ planning for providing opportunities for students to take risks
- ~ planning for making available a variety of resources
- ~ planning for using validated strategies to develop higher order thinking skills
- ~ planning for using varied groupings when appropriate
- ~ planning for providing a summarizing activity which offers closure
- ~ planning for providing appropriate follow-up activities
- ~ planning for creating an effective assessment plan
- ~ planning for providing appropriate materials
- ~ planning for being cognizant of environmental concerns that can affect student learning

Domain: Instructional Effectiveness

Competency: The teacher exhibits enthusiasm and respect for learning.

Benefits: The teacher:
~ encourages student interest and curiosity
~ encourage student involvement
~ inspires further learning in students
~ values self reflection and professional growth

Indicators:

Among the indicators of this competency that might be observed are:

- ~ using positive facial expressions
- ~ using positive gestures
- ~ having eye contact
- ~ moving around room
- ~ creating a warm, comfortable atmosphere
- ~ encouraging student/teacher active participation
- ~ encouraging student/student active participation
- ~ developing and implement class rules which promote a respect for learning
- ~ participating in professional courses, workshops, seminars, etc.
- ~ maintaining a physical appearance of the room that will reflect current lessons and/or themes
- ~ displaying current samples of children's work
- ~ modeling life-long learning; look for and share ideas with colleagues
- ~ using a voice that reflects enthusiasm and the context

Domain: Instructional Effectiveness

Competency: The teacher establishes and maintains student attention during the lesson.

Benefits: The students:
~ feel they are an integral part of the lesson
~ connect current lesson to previous study
~ show interest and curiosity by relating to personal relevance
~ increase memory and understanding
~ believe outcomes are related to their own actions
~ gain a positive perception of their own efficacy through repeated experiences of success

Indicators:

Among the indicators of this competency that might be observed are:

- ~ anticipatory sets
- ~ graphic organizers
- ~ study questions, class journals
- ~ predictions
- ~ charts
- ~ classroom manipulatives
- ~ children's personal materials related to lesson

- ~ media and technology such as videos, overhead projectors, computers, tapes, music, TVs, radios
- ~ classroom discussions, participatory activities, cooperative learning (i.e., Think, Pair, Share)

Domain: Instructional Effectiveness

Competency: The teacher provides clear and sequential instructions.

Benefits: The use of clear and sequential instructions:

- ~ allows students to stay on task
- ~ provides clarity
- ~ builds memory
- ~ encourages incremental learning
- ~ enhances initial learning and long-term memory
- ~ builds connections between specific bodies of knowledge
- ~ increases childrens' self-esteem
- ~ builds students success rate

Indicators:

Among the indicators of this competency that might be observed are:

- ~ asking questions in logical, effective sequences
- ~ reviewing lesson activities
- ~ giving clear written and verbal directions
- ~ emphasizing key points and instructions
- ~ checking students' understanding through the use of questioning and/or guided/independent practice
- ~ using graphic organizers and charts
- ~ providing models

Domain: Instructional Effectiveness

Competency: The teacher employs varied instructional strategies to address the learning styles and needs of students.

Benefits: The teacher may:

- ~ stimulate students curiosity
- ~ stimulate students thinking
- ~ awaken their desire for deep understanding
- ~ improve a student's chances of learning
- ~ foster intrinsic motivation
- ~ increase interest and engagement
- ~ allow students to feel competent and capable in the learning situation

Indicators:

Among the indicators of this competency that might be observed are:

- ~ applying current brain research in lesson design
- ~ integrating the selective use of instructional technology
- ~ using visual, tactile, kinesthetic, and/or auditory strategies
- ~ providing choices so that students can pursue individual interests using individual strengths
- ~ uses a model to structure instructional segments (i.e., Learning Styles approach, Multiple Intelligences approach)

Domain: Instructional Effectiveness

Competency: The teacher incorporates questioning techniques that promote higher order student thinking.

Benefits: The teacher:

- ~ introduces higher order questioning techniques
- ~ encourages students to explain their reasoning
- ~ allows students to make connections between past and present learning
- ~ increases student motivation to learn
- ~ sparks discussion/debate among students

Indicators:

Among the indicators of this competency that might be observed are:

- ~ asking questions in logical/effective sequence
- ~ making use of classroom questioning to engage student interaction and to monitor student understanding
- ~ structuring questions so as to focus students' attention on key elements in the lesson
- ~ asking a combination of lower-cognitive (fact and recall) and higher-cognitive (open-ended and interpretive) questions to check students' understanding and stimulate their thinking during classroom recitations
- ~ asking lower-cognitive questions that most students will be able to answer correctly when helping students to acquire factual knowledge
- ~ allowing "wait-time" when questioning students

- ~ continuing to interact with students whose initial responses are inaccurate or incomplete, proving their understanding and helping them to produce better answers
- ~ creating conditions, such as those found in cooperative learning groups, which encourage students to discuss information leading to student generated questions
- ~ distributes the questions across gender and ethnic groups

Domain: Instructional Effectiveness

Competency: The teacher employs practices that encourage the transfer of learning and long-term retention.

Benefits: These practices:

- ~ increase learning
- ~ build a foundation for future learning
- ~ develop a student's self confidence to facilitate further risk taking
- ~ enable students to apply prior knowledge to new situations

Indicators:

Among the indicators of this competency that might be observed are:

- ~ providing instruction in study skills, such as paraphrasing, outlining, developing cognitive maps and advanced organizers
- ~ using open-ended questions
- ~ expecting students to contribute to classroom discussions and other participatory activities
- ~ using independent practice through assigned tasks
- ~ providing opportunity for self-directed learning
- ~ using graphic organizers
- ~ establishing a safe emotional climate where risk-taking is the norm and students feel that wrong answers are as much a part of learning as right answers
- ~ highlighting ideas of lessons regarding what is important
- ~ designing closure activities

Domain: Instructional Effectiveness

Competency: The teacher provides constructive feedback and reinforcement to students regarding their learning progress.

Benefits: This feedback and reinforcement:

- ~ keeps student on task
- ~ provides motivation
- ~ increases opportunities for success
- ~ clarifies expectations
- ~ provides encouragement and guidance
- ~ assists the students in establishing personal learning goals

Indicators:

Among the indicators of this competency that might be observed are:

- ~ giving students immediate feedback on their in-class assignments
- ~ giving students timely feedback on their written assignments
- ~ using rubrics
- ~ using students' self-evaluations
- ~ giving praise to acknowledge growth, effort, and achievement
- ~ making use of peer evaluation techniques
- ~ providing computer-assisted instructional activities that give students immediate feedback regarding their learning experiences
- ~ conferring with students

Domain: Instructional Effectiveness

Competency: The teacher appropriately employs effective cooperative learning instructional procedures.

Benefits: The cooperative learning activity:

- ~ increases student interest
- ~ maximizes student engagement
- ~ promotes higher order thinking
- ~ develops productive collaboration and group skills
- ~ increases short-term learning and long-term retention
- ~ improves student relationships
- ~ leads to greater confidence and self-esteem
- ~ improves student attitudes toward learning and school

Indicators:

Among the indicators of this competency that might be observed are:

- ~ clearly stating objectives that are worded in terms of student achievement
- ~ an introduction that motivates students to "buy into" the targeted objectives and group procedures
- ~ a clear and complete set of task directions
- ~ positive and unambiguous reminders regarding work and behavior expectations
- ~ strategically structured work groups (size and makeup)
- ~ equal opportunity for every student to learn
- ~ positive interdependence
- ~ assigned roles
- ~ a room arrangement that fosters face to face interaction
- ~ access to the knowledge and skills needed to succeed with the tasks
- ~ opportunities and time to process information and complete the tasks
- ~ walking around providing clarification, encouragement, and support where needed
- ~ individual accountability
- ~ positive recognition of groups and individuals
- ~ structured post-activity reflection focused constructively and sensitively on group and individual behaviors that contributed to or hindered both task and interpersonal success
- ~ training students how to provide constructive feedback and positive reinforcement

Domain: Instructional Effectiveness

Competency: The teacher will integrate what is being learned in different lessons within and across the content areas.

Benefits: Students will:
~ become aware that knowledge and learning connect across the curriculum
~ develop interest and curiosity about the lesson content

Indicators:

Among the indicators of this competency that might be observed are:

- ~ making reference to other subject areas
- ~ relating lessons to other areas of study
- ~ connections within the discipline
- ~ relationship to real world and current events

Domain: Instructional Effectiveness

Competency: The teacher makes a smooth transition from one activity/lesson to another.

Benefits: The teacher will:
~ maintain momentum and student engagement
~ increase time on task

Indicators:

Among the indicators of this competency that might be observed are:

- ~ having materials readily available
- ~ making transitions between ideas
- ~ signaling a shift in activity, pace, or level
- ~ "foreshadowing" what comes next
- ~ maintaining momentum

Domain: Instructional Effectiveness

Competency: The teacher will provide students the opportunity to make some significant choices.

Benefits: The teacher:
~ gives children ownership of their learning
~ increases motivation
~ addresses the learning styles of the students

Indicators:

Among the indicators of this competency that might be observed are:

- ~ choosing assignments for homework
- ~ opportunity to choose a partner
- ~ opportunity to choose a culminating activity

Domain: Professionalism and the Teacher

Competency: The teacher interacts in a positive manner with the professional and support staff.

Benefits: Effective communication among faculty generates professional development, facilitates students' learning experiences, and creates a positive environment.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ sharing instructional techniques, strategies, and materials
- ~ encouraging professional exchange of ideas regarding students progress, curriculum
- ~ considering information pertinent to students' cultural diversity, learning styles, and special needs
- ~ listening to and soliciting ideas from the professional and support staff
- ~ serving as a mentor teacher

Domain: Professionalism and the Teacher

Competency: The teacher communicates effectively with students.

Benefits:

Effective communication with students:

- ~ maximizes student achievement.
- ~ causes students to feel cared for/appreciated.
- ~ enhances self-image.
- ~ enhances student/teacher rapport.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ identifying standards and clear expectations for student performance (academic, behavioral, social)
- ~ providing positive recognition of student achievement and accomplishments
- ~ demonstrating interest in student issues, both academic and social
- ~ making use of age appropriate communication skills and vocabulary

Domain: Professionalism and the Teacher

Competency: The teacher maintains positive, cooperative communication with administration.

Benefits: Constructive communication between administration and staff provides an opportunity to identify goals, focus on issues, share perspectives, and seek resources.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ sharing student and/or professional accomplishments
- ~ sharing special activities
- ~ discussing important educational concerns, (i.e., student, parent, teacher)
- ~ discussing needs and aspirations (PIP)

Domain: Professionalism and the Teacher

Competency: The teacher seeks opportunities for professional growth.

Benefits: Professional growth enhances instruction, classroom dynamics, and social interactions. Participation in professional growth activities, increases content area knowledge and promotes reflection, analysis and synthesis of new ideas.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ attending workshops, conventions, seminars, distant learning courses, curriculum planning, staff development sessions and/or internet-based courses
- ~ participating in state, regional, and/or local level committees
- ~ sharing ideas with colleagues
- ~ reviewing current practices
- ~ reviewing current professional literature

Domain: Professionalism and the Teacher

Competency: The teacher maintains professional ethics with students, parents, and colleagues

Benefits: The maintenance of professional ethics fosters a positive school environment.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ respecting confidential student, parent, and collegial issues
- ~ showing discretion when communicating with others
- ~ supporting school goals, objectives, policies, activities, etc
- ~ maintaining ongoing contact with students, parents, and colleagues
- ~ enlisting parent support for the students at home

Domain: Professionalism and the Teacher

Competency: The teacher handles non-instructional duties and responsibilities in a timely and effective manner.

Benefits: Handling non-instructional duties and responsibilities in a timely, effective manner enables teacher to focus on instruction.

Indicators:

Among the indicators of this competency that might be observed are:

- ~ maintaining up-to-date records (report cards, grade books, plans, portfolios)
- ~ preparing district required forms
- ~ maintaining a classroom environment conducive to learning

Domain: Classroom relationships and management

Competency: The teacher promotes good rapport within the classroom.

Benefits: Good rapport:

- ~ creates trust
- ~ establishes mutual respect
- ~ leads to fewer discipline problems
- ~ promotes risk taking
- ~ boosts self-esteem
- ~ fosters communication
- ~ allows for better transference of learning to take place
- ~ enables students to feel valued
- ~ encourages students to keep trying
- ~ promotes a positive learning environment

Indicators:

Among the indicators of this competency that might be observed are:

- ~ active listening and reflection by both teacher and student
- ~ calm, patient, enthusiastic support of students
- ~ teacher circulating around room
- ~ positive responses to students questions and answers
- ~ constructive criticism with sensitivity and without judgment
- ~ positive body language and facial expressions
- ~ acceptance of divergent thinking
- ~ students encouraged to self assess
- ~ awareness of what individuals need in relationship from teacher
- ~ equal acceptance and recognition of diversity: culture, gender, race, body type, social standing, ethnicity, and sexual orientation
- ~ using mistakes as teachable moments in positive ways
- ~ providing successful experiences for all children
- ~ adaptability/flexibility
- ~ involving students in decision making when appropriate
- ~ a healthy sense of humor
- ~ respect for people, ideas, opinions
- ~ appropriate social graces (common courtesy)

Domain: Classroom relationships and management

Competency: The teacher will create a positive student-centered learning environment.

Benefits: A student-centered learning environment:

- ~ fosters student safety and security
- ~ fosters student feeling comfortable and competent
- ~ promotes risk taking by students
- ~ heightens students self-esteem
- ~ increases interest and motivation on part of student
- ~ creates a positive attitude toward learning
- ~ provides a clear sense of direction
- ~ creates incentive to meet or exceed expectations
- ~ increases confidence
- ~ promotes student ownership

Indicators:

Among the indicators of this competency that might be observed are:

- ~ exhibiting high interest and enthusiasm for learning
- ~ encouraging risk taking
- ~ generating a high degree of participation
- ~ creating classroom displays that reflect current curricular topics/students' work
- ~ by arranging furniture to promote student-to-student articulation
- ~ affording opportunities for students to extend learning

Domain: Classroom relationships and management

Competency: The teacher will seek constructive resolutions to conflicts/problems

Benefits: Constructive resolutions lead to:

- ~ increased feeling of safety
- ~ students learning multiple strategies to solve problems
- ~ students feeling empowered
- ~ a sense of community
- ~ greater attention to academic/learning tasks
- ~ positive social interaction
- ~ enhanced classroom productivity

Indicators:

Among the indicators of this competency that might be observed are:

- ~ teacher actively listens to concerns of students
- ~ teacher is aware of and responds to student behaviors - differentiated student management
- ~ evidence of conflict resolution/peer mediation techniques
- ~ teacher resolves conflicts in non-confrontational manner
- ~ rules are broad enough and procedures specific enough to address undesirable behaviors that may arise
- ~ teacher exhibits objectivity/fairness in solving conflicts
- ~ rules, expectations and consequences are mutually developed, consistently applied, and periodically reviewed for effectiveness
- ~ teacher enlists parental support

Domain: Classroom relationships and management

Competency: The teacher provides opportunities for students to develop self-discipline and responsibility

Benefits: Students:

- ~ learn time management
- ~ learn to prioritize responsibilities
- ~ increase personal accountability
- ~ become aware of consequences of action
- ~ exhibit increased confidence
- ~ will increase risk taking
- ~ develop organizational skills

Indicators:

Among the indicators of this competency that might be observed are:

- ~ students are aware of goals and expectations
- ~ students and teachers follow established classroom rules and procedures
- ~ assignments and class activities completed within established time line
- ~ students engaged with self and peer assessment
- ~ teacher encourages students to engage in self-directed activities when appropriate
- ~ teacher creates situations which provide leadership opportunities for students
- ~ teacher models and expects respect for property, equipment, and materials

Domain: Classroom relationships and management

Competency: The teacher actively engages the student in the learning process

Benefits: Among the benefits to students are:

- ~ enthusiasm for learning
- ~ sense of ownership
- ~ increased retention
- ~ heightened creativity
- ~ high motivation
- ~ greater participation
- ~ increased attentiveness
- ~ promotes greater exchange of ideas
- ~ facilitates assessment
- ~ helps teacher evaluate effectiveness of his/her lesson

Indicators:

Among the indicators of this competency that might be observed are:

- ~ conveying interest and enthusiasm during the lesson (both verbally and non-verbally)
- ~ utilizing signal response techniques
- ~ varying questions and practices wait time
- ~ designing lessons that appeal to a variety of learning styles
- ~ encouraging an open exchange of ideas and opinions
- ~ providing opportunities for students to reflect upon their own learning
- ~ making productive decisions about pace and scope of the lesson

Domain: Classroom relationships and management

Competency: The teacher models and encourages constructive/effective interpersonal skills

Benefits: The benefits are:

- ~ positive interaction and communications among students
- ~ students become more active listeners
- ~ students become more polite, well-mannered, respectful
- ~ student to student encouragement and praise
- ~ helps develop diplomatic relationships
- ~ environment of mutual respect

Indicators:

Among the indicators of this competency that might be observed are:

- ~ establishing behavioral parameters
- ~ fostering student to student encouragement and praise
- ~ encouraging more socially acceptable behaviors
- ~ increasing cooperation among students
- ~ creating an environment of mutual respect

Domain: Classroom relationships and management

Competency: The teacher will model and insist upon respect for individual differences.

Benefits: The benefits are:

- ~ positive, productive peer relationships
- ~ reduces stereotyping
- ~ enhances acceptance, empathy, sensitivity, awareness, equity, security, and comfort
- ~ fosters an appreciation for the unique gifts and talents inherent in all individuals

Indicators:

Among the indicators of this competency that might be observed are:

- ~ addressing gender issues
- ~ acknowledging that everyone has special gifts and talents
- ~ accepting and recognizing diversity: culture, race, body type, religion, social standing, ethnicity, socio-economic background, and sexual orientation
- ~ accepting and recognizing the diversity of abilities, learning styles, and special needs

Domain: Assessment and record keeping

Competency: The teacher designs and administers content-based assessments that provide data on student mastery of instructional objectives.

Benefits: The content-based assessment will:

- ~ measure student's knowledge of material and content
- ~ provide information on setting new objectives that are consistent with local curriculum and state standards
- ~ allow for student accountability

Indicators:

Among the indicators of this competency that might be observed are:

- ~ regularly monitoring student's learning
- ~ designing assessments in which students have the opportunity to demonstrate higher level thinking skills
- ~ providing opportunities for higher level thinking skills when applicable
- ~ matching goals of lesson and curriculum
- ~ evaluating student's reading level
- ~ providing more than one way to answer question
- ~ assessing what was actually taught
- ~ maintaining consistency between instruction and assessment tool
- ~ providing ample time including review
- ~ using clear, specific directions
- ~ using traditional and alternative tools of assessment

Domain: Assessment and record keeping

Competency: The teacher designs and administers assessments of higher level thinking skills that will provide data on mastery of instructional objectives.

Benefits: The performance assessment will:

- ~ allow teachers to assess for understanding
- ~ enable students to demonstrate application of concept
- ~ address different learning styles
- ~ enable students to make a personal connection
- ~ encourage students to do their personal best

Indicators:

Among the indicators of this competency that might be observed are:

- ~ designing assessment strategies to meet individual student needs (multiple intelligences and different formats)
- ~ assessing through on-going observation of student performance
- ~ providing opportunities for student self-evaluation
- ~ defining clear standards for student performance
- ~ drawing activities from students' life experiences

Domain: Assessment and record keeping

Competency: The teacher maintains records that provide an accurate understanding of student Learning.

Benefits: These records will provide:

- ~ the teacher with an accurate understanding of student learning and progress
- ~ the student with a clear picture of personal growth
- ~ the teacher with opportunities to recognize student effort
- ~ an opportunity to identify students' strengths and weaknesses

Indicators:

Among the indicators of this competency that might be observed are:

- ~ routinely monitoring student performance
- ~ maintaining cumulative samples of student work
- ~ clearly and accurately recording student progress

Domain: Assessment and record keeping

Competency: The teacher uses data from assessments to improve instructional practices to continuously monitor and improve student learning.

Benefits: Using this data will:

- ~ assist in creating lessons which are specific to students' needs
- ~ give student a clear picture of his/her progress
- ~ keep parents and other relevant professionals informed of student growth
- ~ allow teachers to review instructional methods

Indicators:

Among the indicators of this competency that might be observed are:

- ~ encouraging students to do their personal best
- ~ communicating data directly with students
- ~ forming groups or partnerships
- ~ sharing data with parents and appropriate professional staff
- ~ reevaluating and adjust teaching strategies

NORTHERN VALLEY SCHOOLS
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SUPERVISORY COMPETENCIES

Domain: Planning/Problem Solving

Competency: The supervisor demonstrates planning and problem solving skills and is able to motivate and mobilize all participants

Benefits:

- ~ provides effective planning and problem solving research-based information
- ~ includes, motivates, and mobilizes all interested parties
- ~ is proactive
- ~ involves stakeholders in sharing responsibilities for decisions affecting classrooms, schools, and community
- ~ gives credibility to individuals and groups whose values and opinions may conflict
- ~ establishes professional partnerships
- ~ provides opportunities for development of collaborative skills
- ~ resolves problems before they reach crisis level
- ~ seeks and encourages feed back and suggestions
- ~ provides objective, constructive strategies to identify and resolve problems

Indicators:

Among the indicators of this competency that might be observed are:

- ~ effective planning and problem solving skills
- ~ effective conflict resolution skills
- ~ effective group process and consensus building skills
- ~ the modeling of the collaboration process for staff
- ~ maintains open dialogue with school/community groups
- ~ creates procedures which are designed and implemented to maximize opportunities for successful problem solving and planning
- ~ a proactive, preventive approaches
- ~ knowledge, tools, and skills needed to manage time, resources, and priorities
- ~ knowledge, tools, and skills needed to facilitate systematic short and long range planning and problem solving within the organization
- ~ knowledge, tools and skills needed to affect collaborative planning of and implementing of professional growth for individuals and/or teams
- ~ provision of time and training for professional growth
- ~ on-going exposure to new ideas and models for planning and problem solving
- ~ ability to motivate others to share and invest in the value and necessity of systematic planning
- ~ encouragement of intellectual dialogue and reflective thinking
- ~ active use of technology
- ~ use of measurable data and outcomes to improve and enhance student achievement
- ~ attention to the law, the vision, and mission of the district, board policy, and administrative regulations

Domain Interpersonal Skills

Competency: The supervisor demonstrates ethical behavior

Benefits:

- ~ trust, credibility and respect are shared by students, staff, parents, and community members

Indicators:

Among the indicators of this competency that might be observed are:

- ~ maintaining confidentiality
- ~ promoting respect, honesty and fairness
- ~ respecting of professionalism of staff members
- ~ giving credit to staff members
- ~ equitable treatment
- ~ bringing ethical principles to the decision-making process
- ~ presenting information accurately

Domain: Interpersonal Skills

Competency: The supervisor will demonstrate respect for the teacher as an individual and a professional

Benefits:

- ~ increases willingness to take risks
- ~ increases personal and professional motivation
- ~ increases school morale
- ~ promotes open-mindedness and flexibility

Indicators:

Among the indicators of this competency that might be observed are:

- ~ creating a more secure and confident environment
- ~ being open to suggestions and supportive to teachers decisions
- ~ willing to explore and dialogue new ideas
- ~ communicating consistently and problem solving issues that arise
- ~ trusting professionals and their judgments
- ~ is open to varied perspectives
- ~ acknowledging teachers' achievements

Domain: Interpersonal Skills

Competency: The supervisor demonstrates the ability to communicate effectively.

Benefits:

- ~ existence of a shared understanding of school procedures, needs, and expectations

Indicators:

Among the indicators of this competency that might be observed are:

- ~ facilitating communication among colleagues
- ~ promoting collaborative decision-making
- ~ communicating procedures and expectations clearly and consistently
- ~ listening effectively
- ~ offering help in a positive way
- ~ offering praise

Domain: Group Organizational Dynamics

Competency: The supervisor generates ideas and fosters collaboration.

Benefits:

- ~ promotes articulation of current practices, methodology, and research
- ~ promotes the self-reflection process on the part of all educators
- ~ promotes risk-taking, resourcefulness and initiative
- ~ promotes a varied and enriched mode of curriculum delivery; one that enhances the learning process for all students
- ~ promotes an atmosphere whereby the roles, opinions, and ideas of colleagues are valued and appreciated

Indicators:

Among the indicators of this competency that might be observed are:

- ~ schedules that provide for team planning
- ~ teams clearly identified and working effectively toward a common goal
- ~ resources available to assist teams in the realization of ideas, goals, and initiatives
- ~ a framework that promotes involvement of special subject/resource personnel in the design and implementation of interdisciplinary team projects
- ~ teachers and administrators involved in meaningful professional development opportunities

Domain: Group Organizational Dynamics

Competency: The supervisor involves all stake holders in decisions affecting the school (students, staff, parents, community members).

Benefits:

- ~ all stake holders feel ownership and support the innovations
- ~ schools function as democratic communities, sharing a common responsibility for student learning
- ~ a supportive, non-threatening forum for the exchange of ideas, concerns, and suggestions is created
- ~ the cultivation of a school climate and culture that encourage and value the ideas, initiatives, and concerns of students, staff, parents, and community members

Indicators:

Among the indicators of this competency that might be observed are:

- ~ evidence of productive school-based committees and planning teams
- ~ priorities for school goals, objectives, and initiatives established in cooperation with teachers, students, parents, and community members
- ~ team and faculty meeting agendas collaboratively developed by teachers and supervisors
- ~ school vision, mission, and philosophy effectively communicated to staff, parents, students, and community members
- ~ major decisions involving changes made by multifaceted representation from all stake holders groups

Domain: Group Organizational Dynamics

Competency: The supervisor understands and applies current educational research-based theory and practice.

Benefits:

- ~ brings updates and new approaches on best practices in education to faculty
- ~ provides a model for staff and students
- ~ makes available the latest techniques and methodology in education for the students
- ~ is viewed and utilized as a resource person
- ~ cultivates a vision for the school regarding professional teaching and student learning

Indicators:

Among the indicators of this competency that might be observed are:

- ~ educational workshops and seminars are provided
- ~ opportunities and suggestions for appropriate workshops for staff members are provided
- ~ appropriate resources for staff members are provided
- ~ the recognition, study, and application of emerging trends
- ~ the sharing of the supervisors own professional development experiences with staff as appropriate

Domain: Group Organizational Dynamics

Competency: The supervisor creates a work environment that respects, values, and appreciates the efforts, initiatives, ideas, and opinions of others.

Benefits:

- ~ encourages educators to view the work environment as supportive, collegial, and professional
- ~ encourages educators to feel “good” about coming to work and contributing to the vision of the school
- ~ a flow of positive energy throughout the school which enhances productivity and morale
- ~ risk-taking on the part of staff and, ultimately, the students

Indicators:

Among the indicators of this competency that might be observed are:

- ~ active listening is commonly practiced
- ~ staff meetings designed to promote an exchange of ideas
- ~ frequent and appropriate praise and encouragement
- ~ supervisor who is a visible and accessible member of the educational team
- ~ supervisor who supports staff members in their professional quests and celebrates the success of students and teachers
- ~ supervisor who demonstrates commitment, enthusiasm, and love for the profession and leads by example

Domain: Knowledge

Competency: The supervisor has a knowledge and understanding of pedagogical theories and practices.

Benefits:

- ~ promotes life-long learning for self and school community
- ~ fosters student learning as the fundamental purpose of public education

Indicators:

Among the indicators of this competency that might be observed are:

- ~ encouraging and modeling life-long learning
- ~ modeling specific teaching/learning strategies
- ~ leading teachers through an analysis of the instructional practice
- ~ helping the teacher analyze classroom successes and challenges
- ~ applying, implementing, and assisting teachers with current pedagogical strategies

Domain: Knowledge

Competency: The supervisor possesses a knowledge and understanding of supervisory techniques.

Benefits:

~ enables the supervisor to differentiate supervision on an individual basis

Indicators:

Among the indicators of this competency that might be observed are:

- ~ utilizing different techniques when working with individual teachers
- ~ facilitating the improvement of teacher development
- ~ demonstrating an awareness of current supervisory models
- ~ sustaining a dialogue regarding opportunities for professional growth
- ~ collaborating with teachers to identify and work toward personal, classroom, school, and district goals

Domain: Knowledge

Competency: The supervisor has a knowledge of the NJ Core Curriculum Standards at each grade cluster as well as the scope and sequence of the district curriculum.

Benefits:

- ~ helps teachers prepare students for ESPA, GEPA, HSPA
- ~ enables the supervisor to understand the placement of a lesson in the scope and sequence of the curriculum

Indicators:

Among the indicators of this competency that might be observed are:

- ~ understanding the use of curriculum maps
- ~ being familiar with New Jersey Core Curriculum framework lessons
- ~ encouraging articulation at grade level, multi grade, interdisciplinary meetings
- ~ participating in the development and implementation of a school-wide curriculum plan

Domain: Knowledge

Competency: The supervisor has a knowledge of how to assess instructional effectiveness.

Benefits:

- ~ enables the supervisor to plan for school improvement based and measured on student performance data

Indicators:

Among the indicators of this competency that might be observed are:

- ~ sharing and analyzing test results
- ~ setting goals based on the review of student performance data
- ~ sharing the responsibility for students' academic performance
- ~ clearly specifying the roles and responsibilities for various aspects of the school improvement effort
- ~ reviewing programs and practices shown to be effective in other school settings

Domain: Knowledge

Competency: The supervisor will have knowledge of educational law and keeps abreast of individual district contracts and board policies.

Benefits:

- ~ enable the supervisor to build mutual respect with teachers
- ~ promotes consistency and security in the educational community
- ~ honors the contractual agreements reached

Indicators:

Among the indicators of this competency that might be observed are:

- ~ acting within the confines of contractual agreement(s)
- ~ informing staff of changes in state law
- ~ adhering to state and federal codes

Domain: Knowledge

Competency: The supervisor has a knowledge of child development.

Benefits:

- ~ demonstrates understanding of age appropriate lessons and experiences
- ~ provides guidance to staff and parents
- ~ constructs appropriate questions regarding developmental needs of children

Indicators:

Among the indicators of this competency that might be observed are:

- ~ engaging teachers in dialogue about developmental stages and the appropriateness of lessons
- ~ engaging parents in dialogue about developmentally appropriate objectives and expectations
- ~ working with staff to make appropriate decisions about the purchase of instructional materials

INSTRUCTIONAL-SUPERVISORY MODEL

Implementation: Strategies and Issues

Meaningful change requires time. Experts concur that the total time frame from the initiation and implementation stages of a successful educational innovation to its institutionalization into the culture of a school is lengthy; three to five years for moderately complex changes and five to ten years for major restructuring efforts (Fullan, 1991.) A review of the literature on educational change reveals that large numbers of reform efforts fail to become institutionalized because innovations are never successfully implemented. Frequently the required time and/or resources are not devoted to the project. In other cases, the advocates of the innovation do not convince stakeholders that the change is authentic or meaningful.

For this Instructional-Supervisory Model to become part of the culture of the Northern Valley Elementary School districts, careful attention and effort is required in implementation. The regional committee worked for almost two years in the initiation stage of the project. The burden now shifts to district-level implementation efforts. Establishing meaning, communications, resources, processes, and time are all factors that require local attention.

To integrate the regional committee's construct into local practices requires the establishment of a standing district implementation committee. This group should allocate resources, conduct informational sessions, review current practices, recommend new procedures and opportunities for collegial exchanges, establish time-lines, and communicate their recommendations to the various stake holder groups within the district. Ideally the district implementation committee would consist of members of the regional committee, the superintendent, and other teachers and administrators.

As the district begins the implementation process, the standing committee should monitor events and modify the plan to meet conditions. This on-going oversight helps to provide flexibility by adjusting the plan to unexpected circumstances. In addition, the district implementation committee should collect data and conduct evaluations of the Model as it becomes operational.

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