

Part 1 – Introduction
Chapter 1 – SuperVision for Successful Schools

- 1 Collegial schools establish goals consistent with the responsibility of education in a democratic society. Which of the following topics is *not* included?
 - a Action research
 - b Curriculum development
 - c Autocratic leadership
 - d Strategic planning

- 2 Which of the following represents less structured approaches that teachers may use in their classroom?
 - a Asking questions of the students
 - b Allowing students to work in small groups
 - c Presenting materials to the students
 - d Pacing the activities according to the student's goals

- 3 Group development includes
 - a revision of curriculum
 - b decision-making on mutual instructional concerns
 - c building cultural proficiency
 - d all of the above

- 4 Building community involves
 - a. moral action
 - b. professional learning
 - c. inquiry
 - d. all of the above

- 5 Congenial schools are characterized by the following:
 - a Teachers use their own discretion in their teaching methods.
 - b Teachers are relaxed in talking to students,
 - c Cooperative relationships between teachers and administrators.
 - d Administrators observe classrooms in a strict manner.

- 6 Most conventional schools have
 - a clear expectations for students and teachers
 - b organized schedules prepared by administrators
 - c teachers who are working with cooperative group of students.
 - d informal approach to instruction.

- 7 According to the schools described in the introduction, which of the following examples represent the collegial school?
- Germando Elementary Schools
 - Progress Middle School
 - Finnie Tyler High School
 - All of the above
- 8 Active learning, student engagement, and alternative learning opportunities for those experiencing difficulties can be observed in the following:
- Conventional schools
 - Congenial Schools
 - Collegial Schools
 - All of the above
- 9 Mission, values, and goals become the foundation for
- a covenant of learning.
 - action research in the schools.
 - stakeholders to work together on decisions in the school.
 - all successful schools.
- 10 SuperVision requires that there is a
- worldview, conventional paradigm, which maintains clear expectations on teachers' behaviors.
 - conventional, congenial, and collegial paradigm seen in schools.
 - paradigm shift toward the collegial model.
 - paradigm shift away from supervision from the past.
- 11 Collegial model for supervision encourages the following:
- Teachers' work on curriculum planning that follows the standards
 - Reflective inquiry as an ongoing process for all professionals
 - Professional moral service to students is the focus
 - Administrators' and teachers' step-by-step monitoring of instructional goals
- 12 Gordon discusses that teachers historically described supervision in the following way. Which of the follow applies to this research?
- Systematic approach that includes lesson plans, goals, and objectives
 - Paperwork that may must be given to the administrator on a regular basis
 - Method of evaluation that monitors instruction
 - All of the above
- 13 Instructional supervision may be characterized as a
- way to inspect and control, using directive supervisory behaviors.
 - method to achieve goals and objectives uniformly in schools.
 - systematic and collegial approach to improve student performance.
 - hierarchical approach to develop relationships between teacher and administrators.

- 14 Research states that instructional effectiveness has the following components:
- a Action research
 - b Professional development on instruction and classroom management
 - c Ongoing curriculum development and direct assistance to teachers
 - d All of above
- 15 Knowledge, interpersonal skills and technical skills are all pre-requisites for
- a developmental aspects for supervisor.
 - b teacher goals.
 - c community goals.
 - d student goals.
- 16 Leaders need to facilitate instructional improvement through building a knowledge base, which may be defined in the following way:
- a Adult and teacher development
 - b Understanding the norms for teacher behaviors
 - c Forecasting the ideals for teachers and schools
 - d All of the above.
- 17 Which of the following are characteristic of effective supervisory skills?
- a Plan specific methods for teachers to use in their classrooms
 - b Provide instruction from experts, who assist teachers
 - c Enable teachers to reflect, evaluate and modify their own instruction
 - d All of the above.
- 18 Which of the following leader's prerequisites reflect the scope of his/her supervisory role that leads to improved student learning?
- a Observing, planning, and assessing instructional improvement
 - b Positive and change-oriented relationships
 - c Knowledge in adult and teacher development
 - d All of above
- 19 What is the supervisory task that addresses diversity and builds communities?
- a Prerequisites
 - b Function
 - c Cultural
 - d Technical
- 20 Which of the following aspects are incorporated in technical tasks?
- a Curriculum Development
 - b Research on Effective Schools
 - c Professional Learning Communities
 - d Facilitation of School Change

- 21 Moral purpose, as the foundation for supervision, requires the following premise that
- a all stakeholders in schools are equal.
 - b schools promote a democratic approach for all.
 - c values, mission, and goals are stated according to standards.
 - d all of the above
- 22 SuperVision denotes
- a a common vision about teaching and learning.
 - b collaboratively making decisions on instruction.
 - c building a democratic community of learning.
 - d all of the above.

Essay Topics:

1. Define what is meant by the following statement, “The supervisory glue is a metaphor for success”?
2. Explain why collegial schools are more effective as successful schools than congenial or conventional schools.
3. Topics; Assess how SuperVision is considered a new paradigm for successful schools and how can it be developed in schools?
4. Describe how teachers and supervisor can be unified in improving student learning.
5. Explain the ways in which supervisors can facilitate change.
6. Reflect on the role of all stakeholders (supervisors, teachers, community, and parents) in building democratic and morally responsible schools.

Exercises

Academic

1. Compare this chapter’s definition of instructional supervision with at least four definitions of instructional supervision found in other supervision texts.
2. This chapter lists eight tasks of instructional supervision. Rank these tasks according to what you consider their order of importance. Write a rationale for your ranking.
3. Several recent studies and reports have cited shortcomings in U.S. public education and have called for educational reforms. After reviewing one of these studies, discuss the major educational problems the study cites and the major reforms it recommends.
4. This chapter describes two ineffective schools: Finnie Tyler High School and Germando Elementary School. For both schools, discuss at least three instructional problems likely to result from the type of supervision practiced by the respective principals. Discuss how each probable instructional problem could be avoided or better managed through more appropriate supervision.
5. Review three journal articles that deal with the tasks, roles, or responsibilities of instructional supervision. Write a summary of each article.