

# NELRC Webinar: Differentiated Supervision

## Pre-Session Reading

### ***Self-Assessment and Reflection: Characteristics of Differentiated Supervision***

Regardless of the type of supervision model you decide to apply or adapt, several conditions and characteristics are common to effective differentiated supervision. In preparing for the webinar, think about each of the following and how this looks in your own program. What areas of strength can you see, and what areas might benefit from further attention?

#### ***For all Staff***

- The focus of differentiated supervision is on development, not evaluation.
- The purpose of differentiated supervision is change. Thus, the culture must support a commitment to inquiry and continuous improvement.
- A hallmark of differentiated supervision is the collaborative process between the supervisor and the person being supervised with shared responsibility for determining goals. There is an emphasis on goals that are meaningful, timely, and focused.
- Inclusive teams contribute to planning so there is ownership among the staff (vs. buy-in from a top down approach). The process is transparent to all involved.
- Working conditions matter (e.g., salary, appropriate assignments based on expertise and ability,
- There is a recognition of the requisite working conditions and amount of time needed for this process. This awareness is reflected in a budget that supports adequate paid time for both supervisors and the people they supervise to do this work. Attention is paid to working conditions (e.g., salary, appropriate assignments based on expertise and ability, the physical setting, safety).

#### ***Specifically for Teachers***

- Emphasis shifts from focusing on what teachers are doing to what students are learning. Key questions are “Are the students learning? What contributes to their learning?” Efforts to establish goals and reflect on progress toward meeting them are informed by data.
- Artifacts are collected to inform progress. Because the focus is on student learning, there are more student artifacts as evidence of progress than teacher artifacts (e.g., evidence of student learning is more important than a well written lesson plan).

Reference:

Glatthorn, A. (1997). *Differentiated supervision*. Alexandria, VA: Association for Supervision and Curriculum Development.