Differentiated Supervision

MAY 13, 2019

Panelists: Pesha Black, Kristin Hempel, Luanne Teller
Today’s Panelists

Luanne Teller, Co-Director
Program Support PD Center
Massachusetts SABES

Kristin Hempel, Associate Director
Adult & Community Programs
EASTCONN

Pesha Black, Director
DOE-funded ESOL Programs
Holyoke Community College
(Ludlow area and Springfield Adult Learning Centers)
Today’s Panelists

Luanne Teller, Co-Director
Program Support PD Center
Massachusetts SABES
What is Differentiated Supervision?

Core concepts...

• Purpose = change
• Supervision is broader than evaluation.
• Teacher collaboration beats teacher isolation every time.
• Informed by student data.
• Incorporates the concept of equal vs. equitable.
Why Differentiated Supervision?

Responds to conditions prevalent in adult education

- Scarcity of time
- Mismatch of schedules and geography
- Increasingly diverse teams
- Part-time field
- High levels of staff turnover
- Lack of common pre-service or licensing requirements
**What is Differentiated Supervision?**

Responsive = one size does not fill all.

- **Intensive Development**
  - More formal, traditional process
  - Ensures presence of enabling conditions
  - Observation with direct and specific feedback
  - Holistic reviews

- **Cooperative Development**
  - Teachers and supervisors collaborate to set goals
  - Plans are timely and focused
  - Includes observation and reflection

- **Self-directed Development**
  - May include peer coaching, CoP, or self-directed action research
  - Supervisor probably not included
Yet, a Common Approach

- Each staff person has a voice in determining his or her goals and processes.
- Supervision is based on individual needs and supports change...
- ...in the service of improved practice...
- ...and improved learner outcomes.
Essential Conditions

A Shared Commitment to Continuous Improvement and Inquiry

- Building of the knowledge base
- Working conditions matter
- Emphasis on development, not evaluation
- Transparency
- Support for paid time and change
- Inclusive planning teams = ownership
Specifically for Teachers

A shift in emphasis from process 
(what teachers do) to...

• Student outcomes
• Goal setting, reflection, and progress
Specifically for Teachers

Asks the questions...

• Are students learning?
• What contributes to their learning?

Shifts from collecting artifacts...

• That document teacher process to
• Those that document student progress
Today’s Panelists

Kristin Hempel, Associate Director
Adult & Community Programs
EASTCONN
BASELINE BELIEFS

Treat similarly situated people similarly.

Everyone wants to do a good job.

We all have things to share and ways to grow.
LANDSCAPE

Teacher supervision

General supervision

Staff supervision
LANDSCAPE

Teacher supervision

Logistics

Personality type

Temperament

General supervision

Staff supervision
“The purpose of the supervision process is to provide a safe, supportive opportunity for individuals to engage in critical reflection in order to raise issues, explore problems, and discover new ways of handling both the situation and oneself. A critical aspect of supervision lies in its potential to educate.”

-- Resilient Individuals, Communities and Organizations
LANDSCAPE

Teacher supervision

General supervision
  *Logistics*
  *Personality type*
  *Temperament*

Staff supervision
LOGISTICS

Distance/Location \<-> Work Schedule

Opportunities to Meaningfully Connect

Web-based solutions
Digitally enhanced solutions
Asynchronous and App solutions
Teaming strategies
GENERAL SUPERVISION

Logistics

Personality type

Temperament

Teacher supervision

Staff supervision

LANDSCAPE
PERSONALITY TYPE

Meyers Briggs
Extraversion.............Introversion
Sensing..................Intuition
Thinking.................Feeling
Judging..................Perceiving

DISC
Dominance
Influence
Steadiness
Compliance
PERSONALITY TYPE

Introvert: Share some information
PERSONALITY TYPE

Introvert: Share some information

Intuitive: Make a decision
PERSONALITY TYPE

Introvert: Share some information
Intuitive: Make a decision
Judging: Urgent new project
PERSONALITY TYPE

**Introvert:** Share some information

**Intuitive:** Make a decision

**Judging:** Prioritize work

**Judging:** Starting a project
PERSONALITY TYPE

Introvert: Share some information
Intuitive: Make a decision
Judging: Prioritize work
Judging: Starting a project
Perceptive: Starting a project
<table>
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<tr>
<th>TEMPERAMENTS</th>
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<tr>
<td>Imagine</td>
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<tr>
<td>Apply</td>
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<tr>
<td>Confide</td>
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TEMPERAMENTS

Imagine  Analyze  Frustrate  Use
Apply    Feel     Compare  Discover
Confide  Design   Evaluate  Plan
Invent   Do       Judge    Enthuse
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SIX THINKING HATS
EDWARD DE BONO
THE INTERNATIONAL BESTSELLER
that has changed the way the world’s
most successful business leaders think
"WE OWE DE BONO A DEBT FOR CONSTANTLY REMINDING US THAT
THINKING IS A SKILL AND CAN BE IMPROVED." — PSYCHOLOGY TODAY
REVISED AND UPDATED

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LANDSCAPE

Teacher supervision

General supervision

Staff supervision

Roles

Duties
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<td>Specific protocols</td>
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<tr>
<td>Standard procedures</td>
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<td>Legal requirements</td>
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ROLES

Specific protocols
Standard procedures
Legal requirements

Connect to resources
Coaching conversations
What is the PURPOSE of the position?

What is your ROLE in supporting student achievement in the program?
LANDSCAPE

Teacher supervision

General supervision

Staff supervision

Roles

Duties
Today’s Panelists

Pesha Black, Director
DOE-funded ESOL Programs
Holyoke Community College
(Ludlow area and Springfield Adult Learning Centers)
Supervisor as Teacher

Supervisor as Teacher

- Clear outcome
- Flexible process and environment
- **Asset-based:** varied skill-sets are strength!

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<tr>
<td>List of next steps and follow-up conversations for advisor</td>
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### Free Choice!
(tell Pesha what it is)

<table>
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<th>Guest speakers planned</th>
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<tr>
<td>Follow-up call system improvements</td>
</tr>
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<tr>
<td>Write up a successful unit or two from your trimester into a formal unit plan (use this template) to share with Pesha and other teachers. (Or write a plan for your upcoming unit, if that works better for you!)</td>
<td>Meet with Brandon to discuss your students' progress, goals, next steps.</td>
</tr>
<tr>
<td>Meet with your co-teacher to organize/improve your classroom: library space, shared desk space, walls with current work posted, etc.</td>
<td>Work on (and maybe surpass!) the goal you set for MA ELPS at our last teacher meeting (included on page 2, for your reference). For most of you, the obstacle you noted was site.</td>
</tr>
<tr>
<td>Add successful lesson plans, handouts, activity descriptions, resources, etc. to our Team Drive for others to benefit from. Email a description and link so people know they're there!</td>
<td>Get comfortable with a technology tool you need for teaching or administrative work.</td>
</tr>
<tr>
<td>Get ahead planning a project for this trimester. Think about how students will self-assess and give each other feedback, and how you will assess and give students feedback!</td>
<td>Work with Brandon/Pesha to set up guest speakers or local trips for your students this spring.</td>
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Peer Coaching as Growth Opportunity

- Expanding skill-set in relatively flat organizational structure
- Mutually-beneficial pairings
- “Co-requisite” rather than pre-requisite!
What does it look like?

Experienced – New Teacher: student-centered approaches

Experienced in a level or program (IELCE)

Pairs (varied strengths) supporting each other implementing new standards

Opposite Strengths: Planning & Student Engagement

Administrative assistant coaching new counterpart
The Medium is the Message

<table>
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<tr>
<th>Classroom Practice</th>
<th>Supervision Practice</th>
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<tbody>
<tr>
<td>Think-alouds</td>
<td>Transparent about your thinking</td>
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<tr>
<td>Collaborative problem solving</td>
<td>Structure opportunities for reflection → iterative problem solving</td>
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<tr>
<td>Increased use of classroom technology</td>
<td>Use that technology for the work of the program (Google classroom, Google suite, GoSoapBox, Remind, etc.)</td>
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<tr>
<td>Hands-on learning by doing</td>
<td>Learn together</td>
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<tr>
<td>Group work</td>
<td>Groups, teams</td>
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Distributed Ownership, Confidence, Joy

- Who better than us?
- What fills us up?

McClusky’s Theory of Margin

Laura Eng, https://www.youtube.com/watch?v=ICFxyxxBPxY


THANK YOU!

A link to a recording and slides of this webinar will be sent to you and will be archived at nelrc.org/resources.

Please complete the very short webinar evaluation that pops up at the end.

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