



Differentiated Supervision

MAY 13, 2019

***Panelists:** Pesh 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



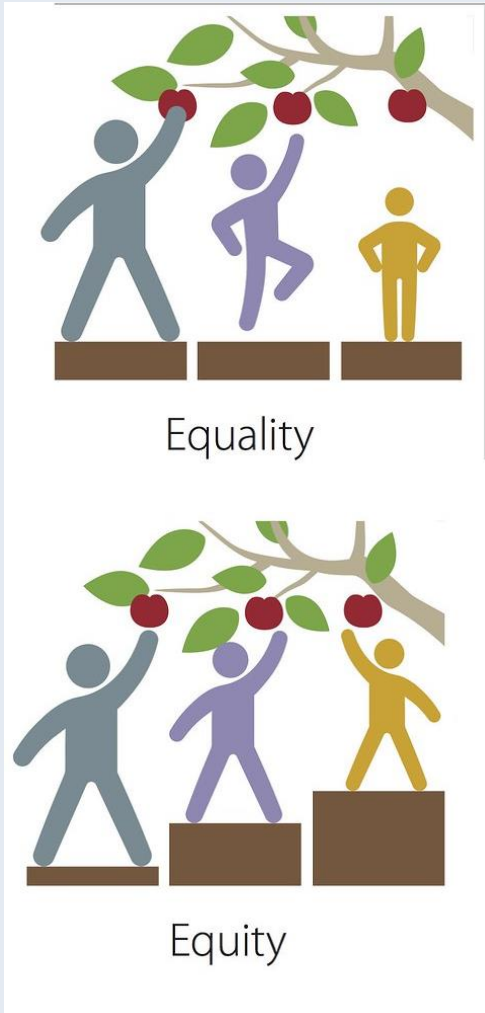
Pesha Black, Director
DOE-funded ESOL Programs
Holyoke Community College
(Ludlow area and Springfield
Adult Learning Centers)

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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

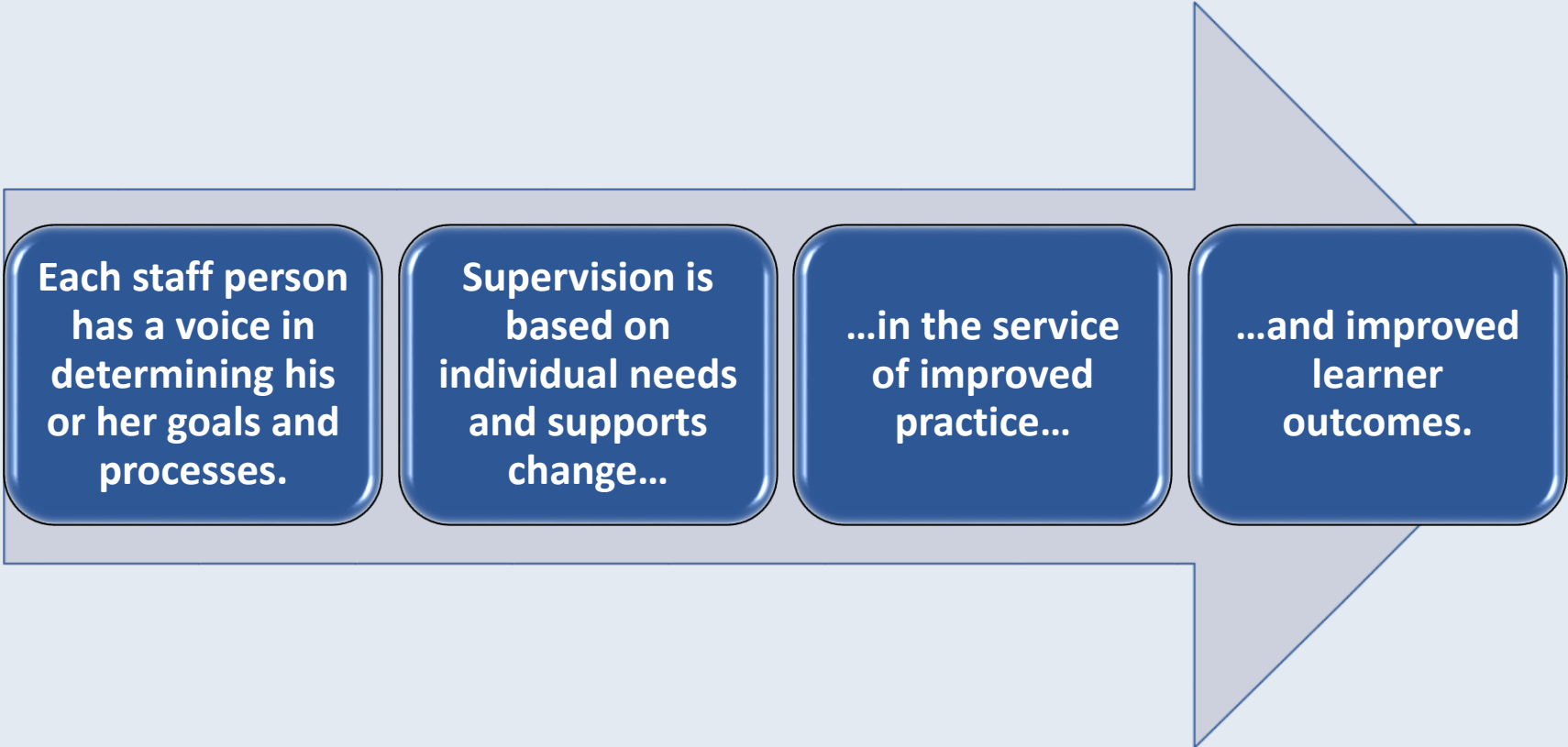
Cooperative Development

- 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

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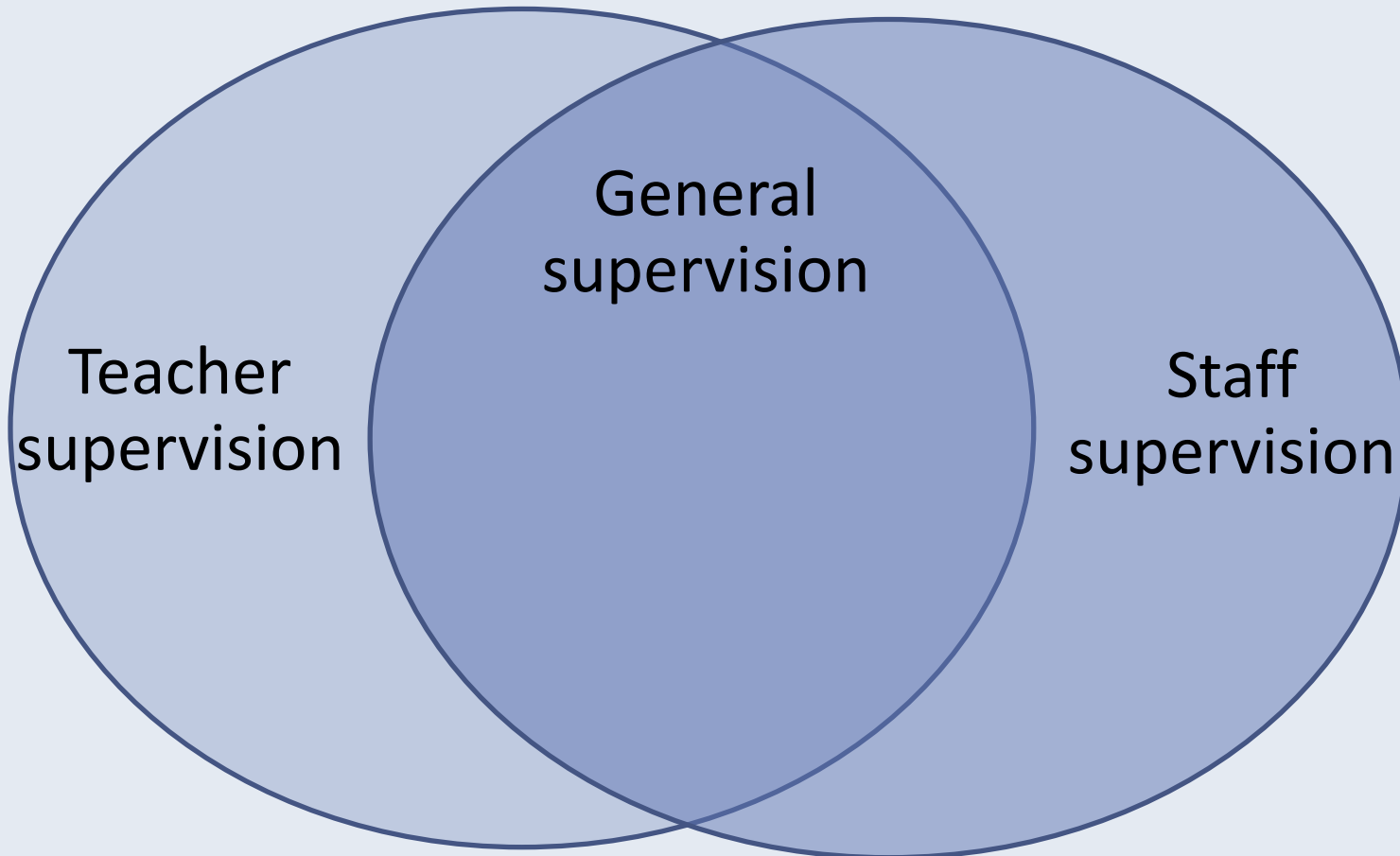
BASELINE BELIEFS

Treat similarly situated people similarly.

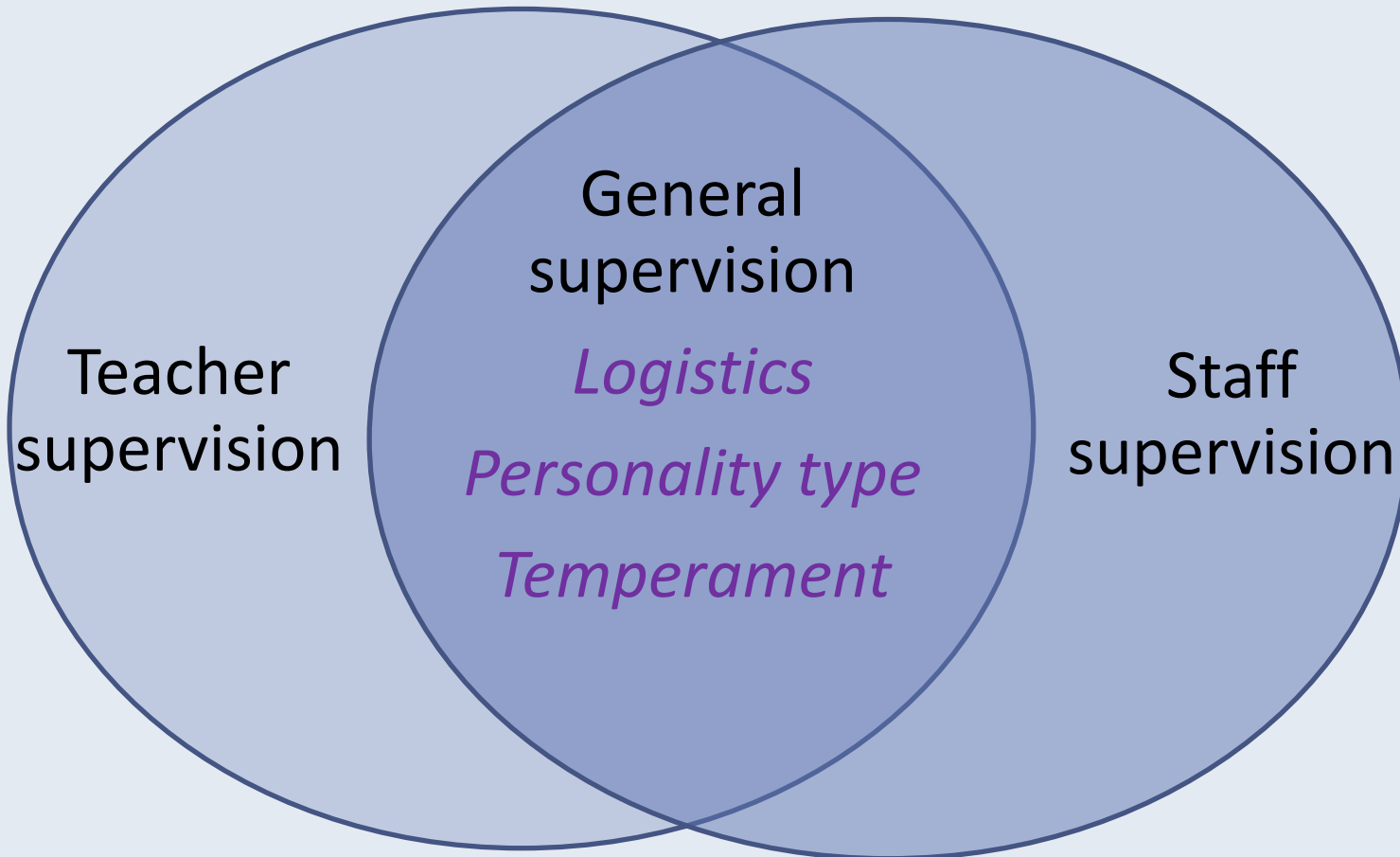
Everyone wants to do a good job.

We all have things to share and ways to grow.

LANDSCAPE



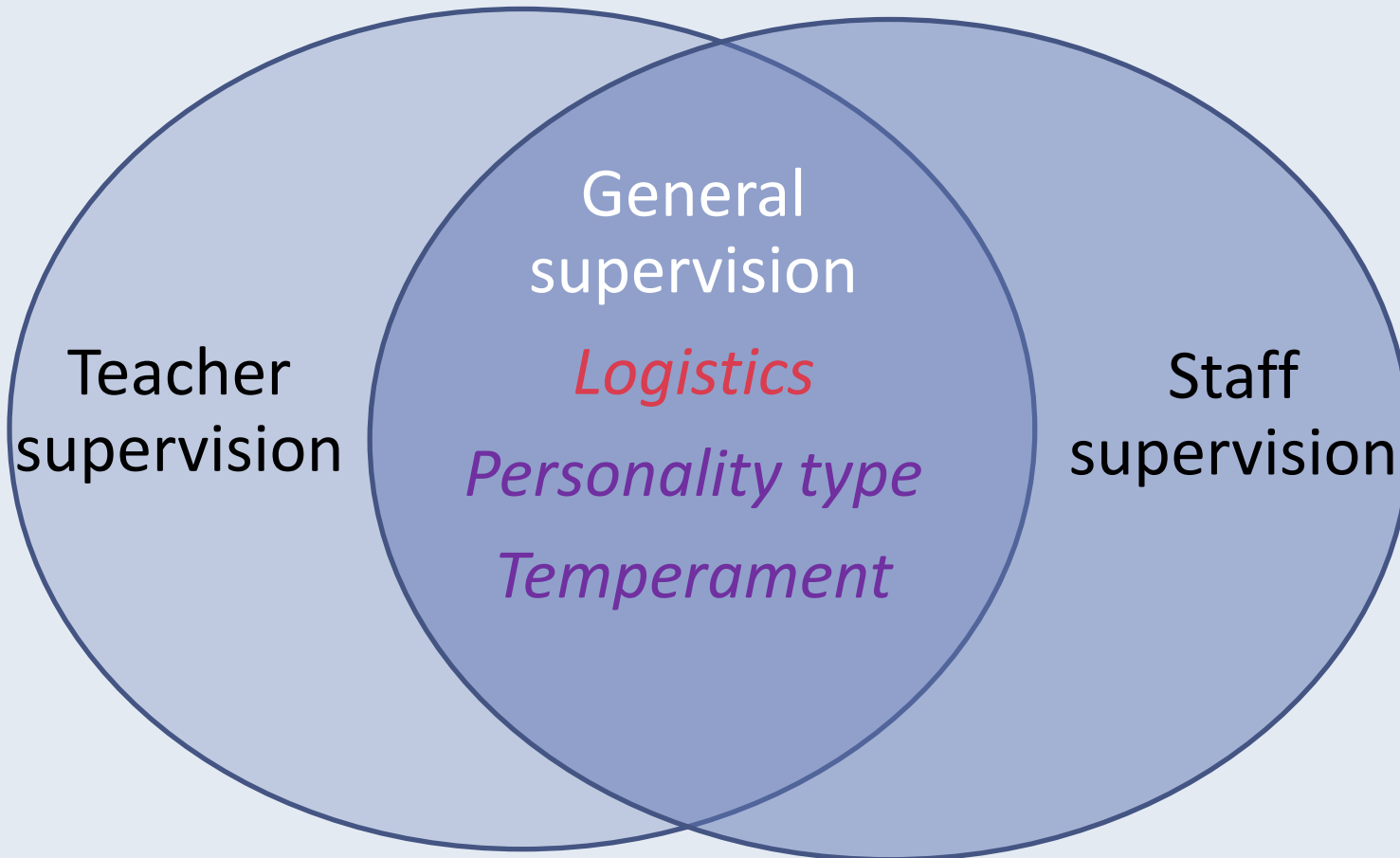
LANDSCAPE



“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



LOGISTICS

Distance/Location  Work Schedule

Opportunities to Meaningfully Connect

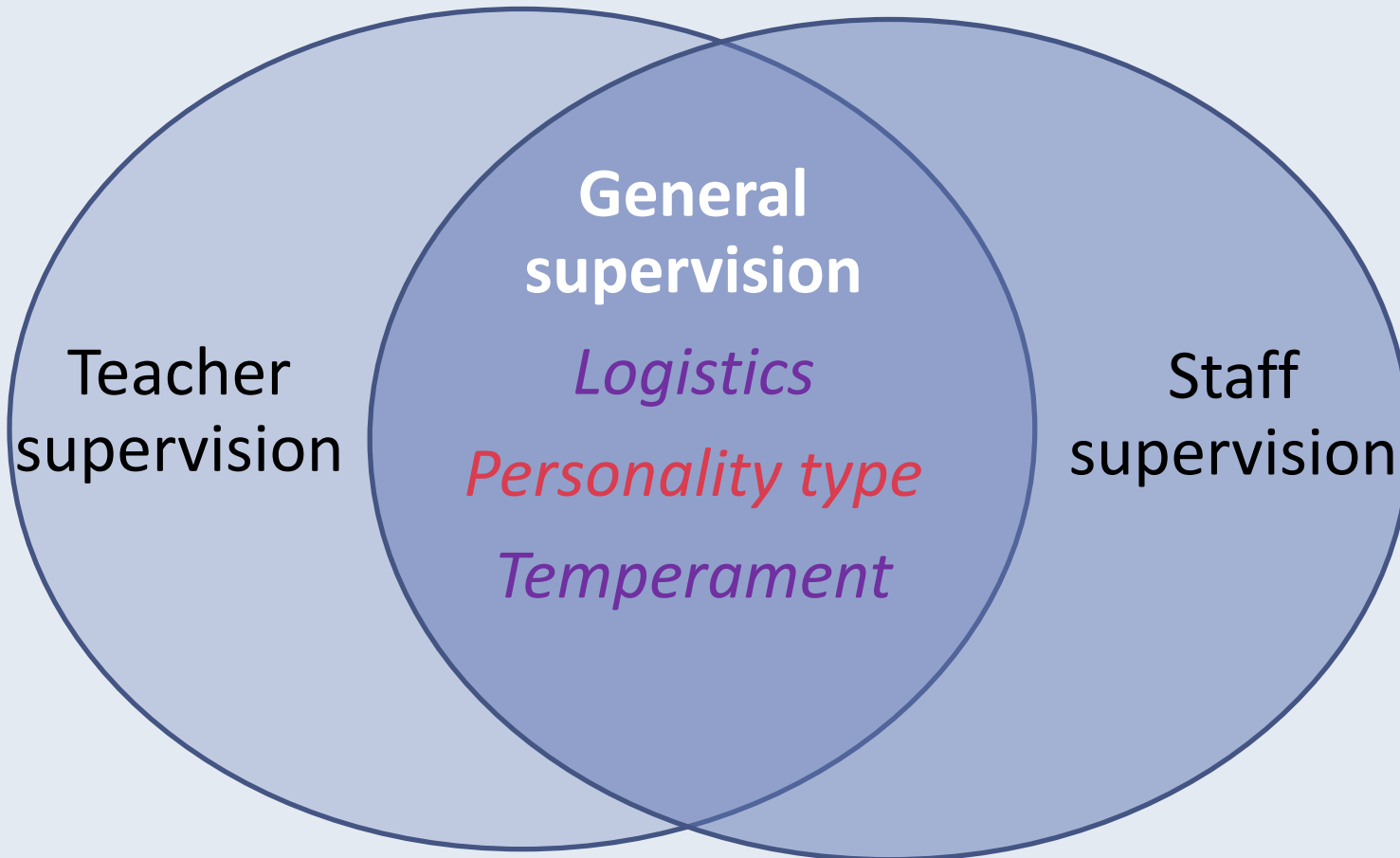
Web-based solutions

Digitally enhanced solutions

Asynchronous and App solutions

Teaming strategies

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

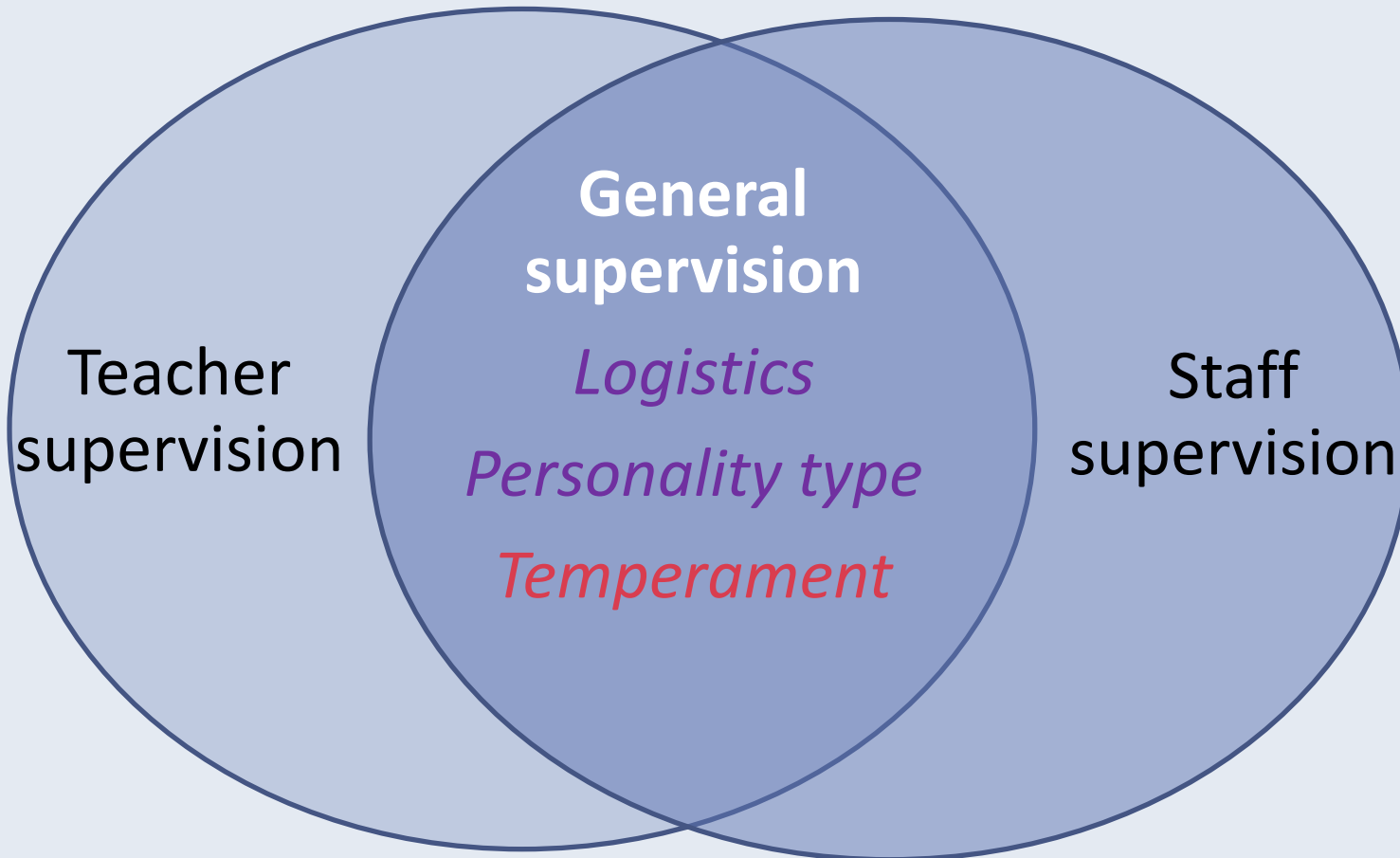
Intuitive: Make a decision

Judging: Prioritize work

Judging: Starting a project

Perceptive: Starting a project

LANDSCAPE



TEMPERAMENTS

Imagine	Analyze	Frustrate	Use
Apply	Feel	Compare	Discover
Confide	Design	Evaluate	Plan
Invent	Do	Judge	Enthuse

TEMPERAMENTS

Imagine

Analyze

Frustrate

Use

Apply

Feel

Compare

Discover

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Do

Judge

Enthuse

TEMPERAMENTS

Create

Imagine

Discover

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Compare

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Judge

Feel

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Confide

Enthuse

Make

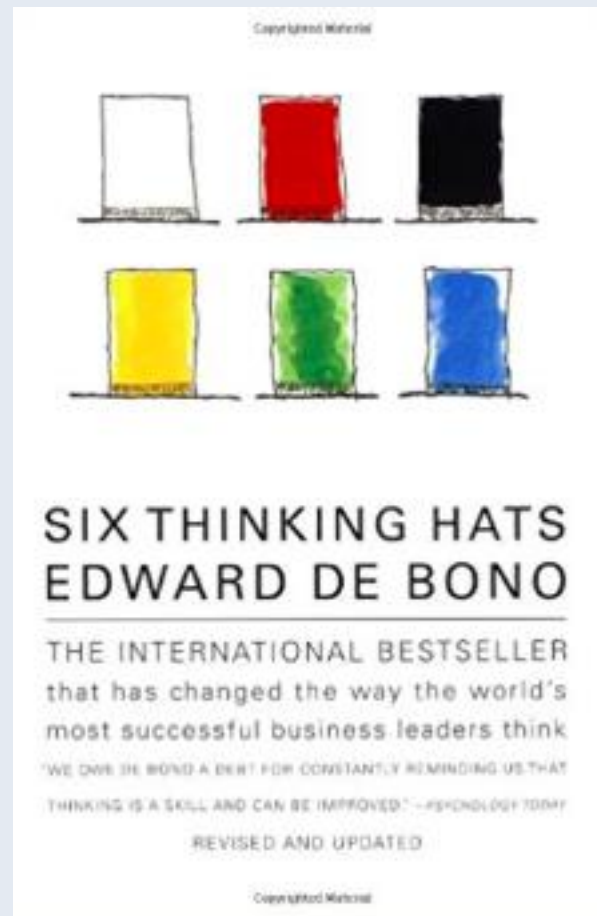
Use

Apply

Plan

Do

THINKING HATS



THINKING HATS

Red

emotional

Feelings

White

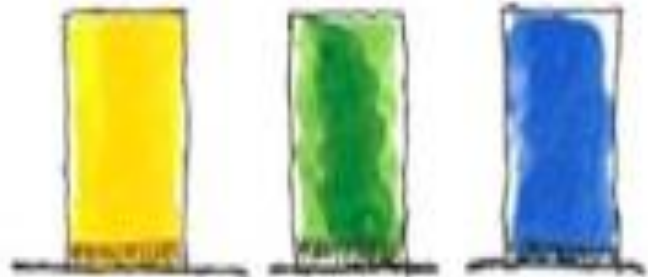
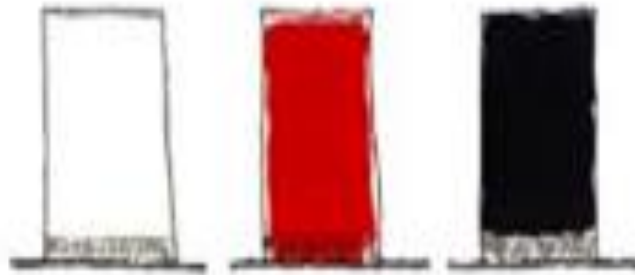
neutral & objective

Facts

Yellow

sunny & positive

Benefits



Black

Somber & serious

Cautious

Green

growth & abundance

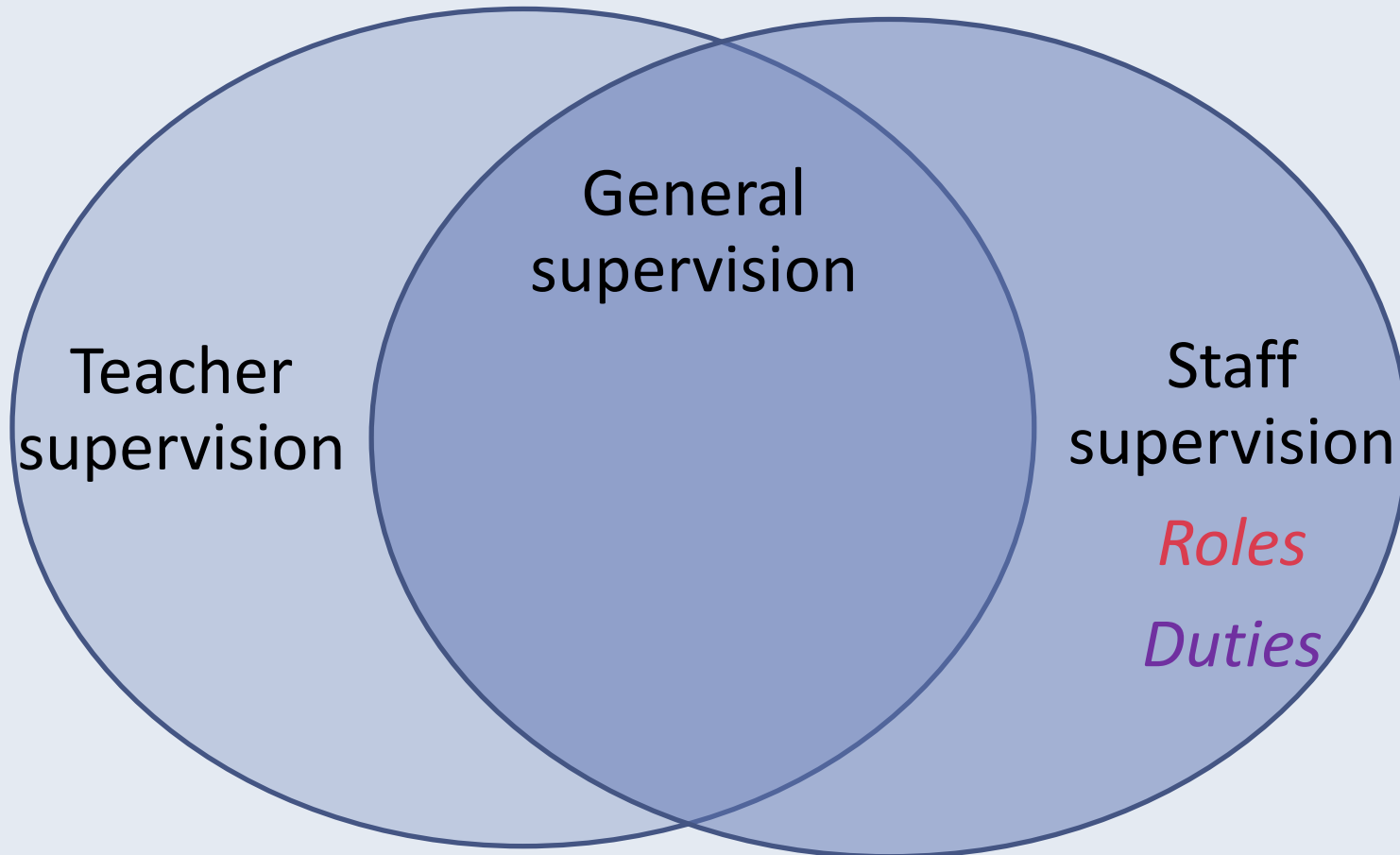
Creativity

Blue

cool & the sky

Process

LANDSCAPE



ROLES

Specific protocols
Standard procedures
Legal requirements

ROLES

Specific protocols
Standard procedures
Legal requirements

Connect to resources
Coaching conversations

ROLES

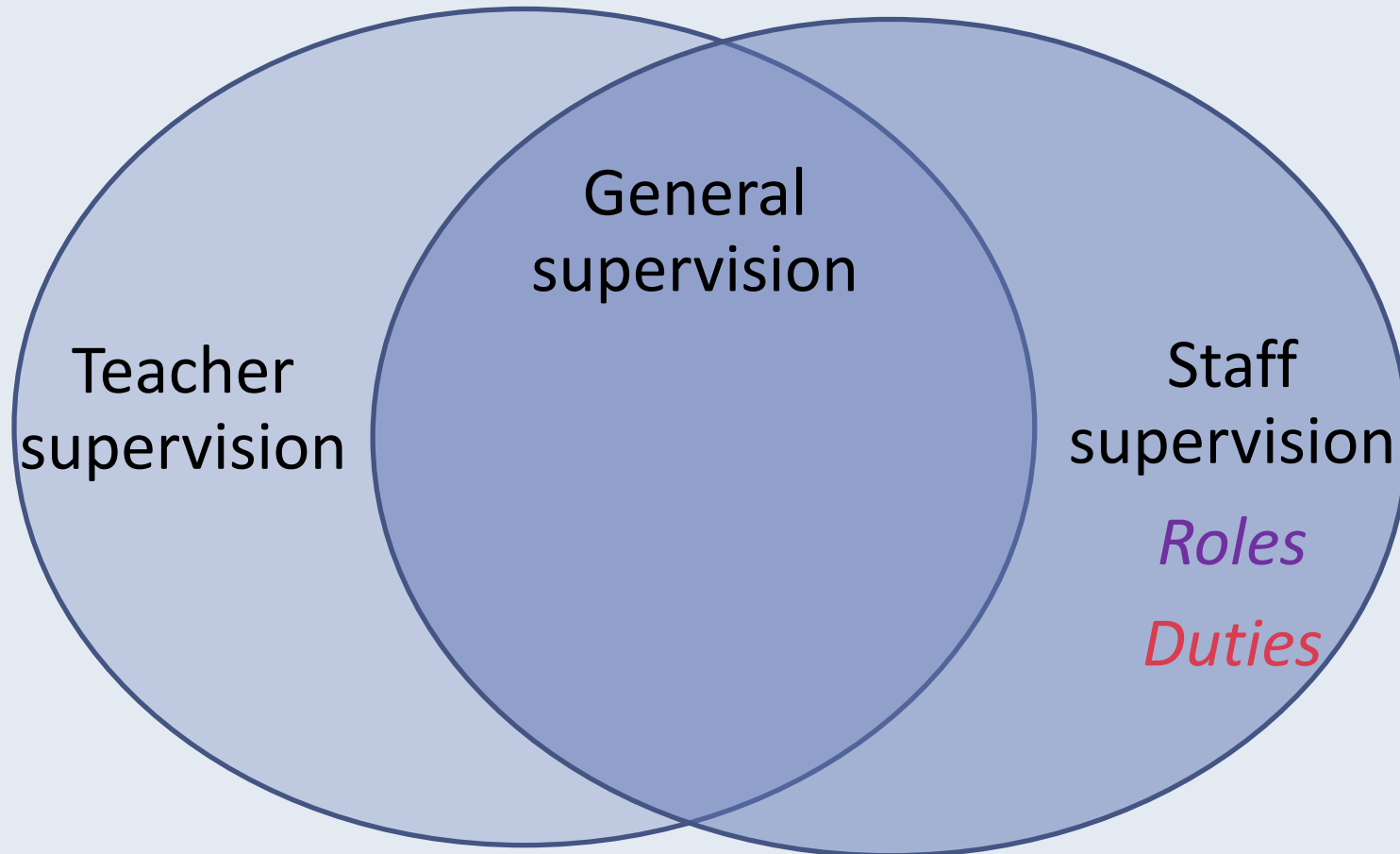
Specific protocols
Standard procedures
Legal requirements

Connect to resources
Coaching conversations

What is the **PURPOSE** of the position?

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

LANDSCAPE

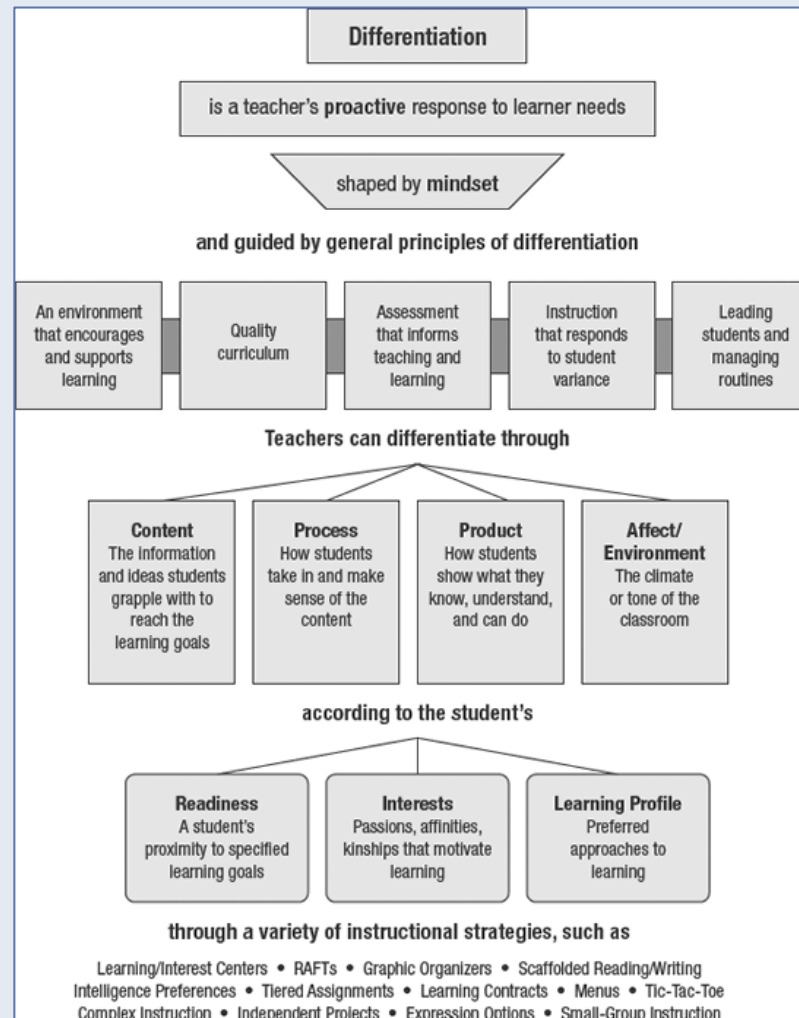


Today's Panelists

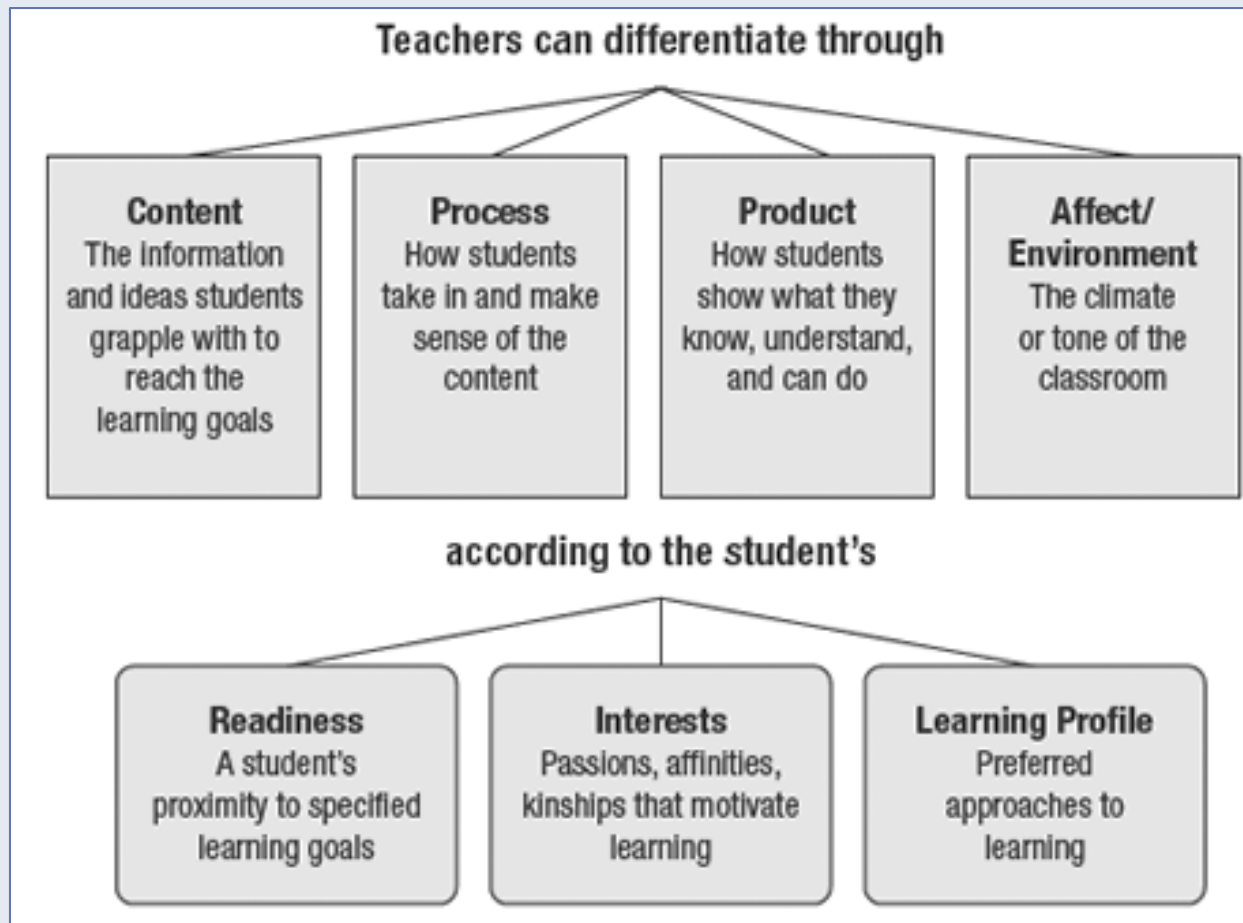


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Supervisor as Teacher



Supervisor as Teacher



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

What does it look like?

List of next steps
and follow-up
conversations
for advisor

Co-planned
book club unit

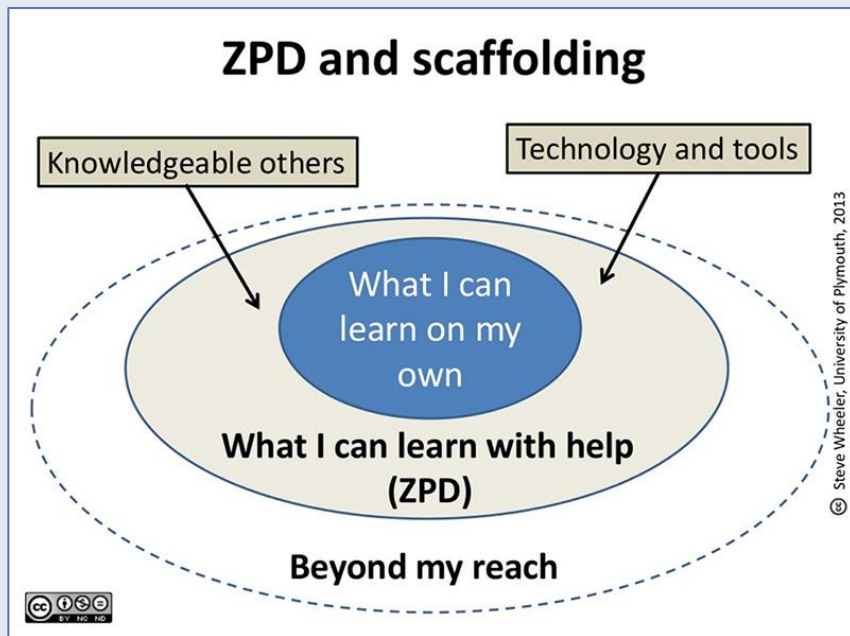
Write up a successful unit or two from your trimester into a formal unit plan (use this template) to share with Pesha and other teachers. (Or write a plan for your upcoming unit, if that works better for you!)	Meet with Brandon to discuss your students' progress, goals, next steps.	Work on (and maybe 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 <i>time</i> .
Meet with your co-teacher to organize/improve your classroom: library space, shared desk space, walls with current work posted, etc.	Free Choice! (tell Pesha what it is)	Get comfortable with a technology tool you need for teaching or administrative work.
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!	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!	Work with Brandon/Pesha to set up guest speakers or local trips for your students this spring.

Follow-up call
system
improvements

Graphic
syllabus

Guest speakers
planned

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

Opposite Strengths:
Planning & Student
Engagement

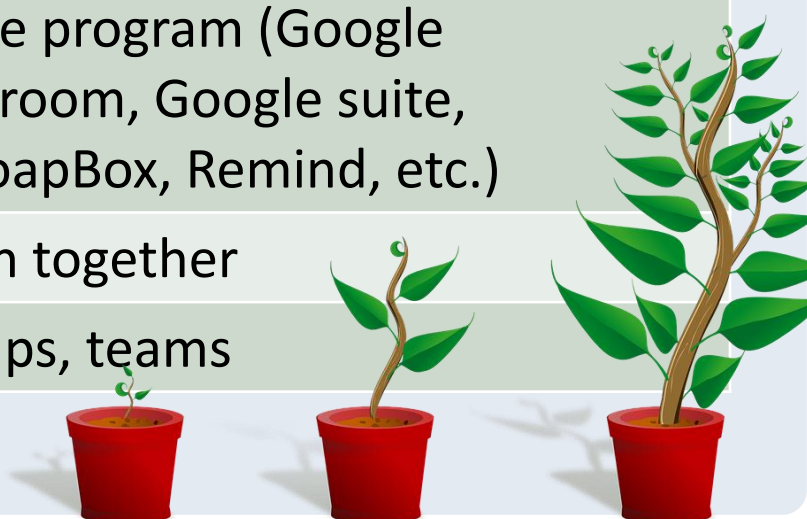
Experienced in a
level or program
(IELCE)

Administrative assistant
coaching new
counterpart

Pairs (varied strengths)
supporting each other
implementing new standards

The Medium is the Message

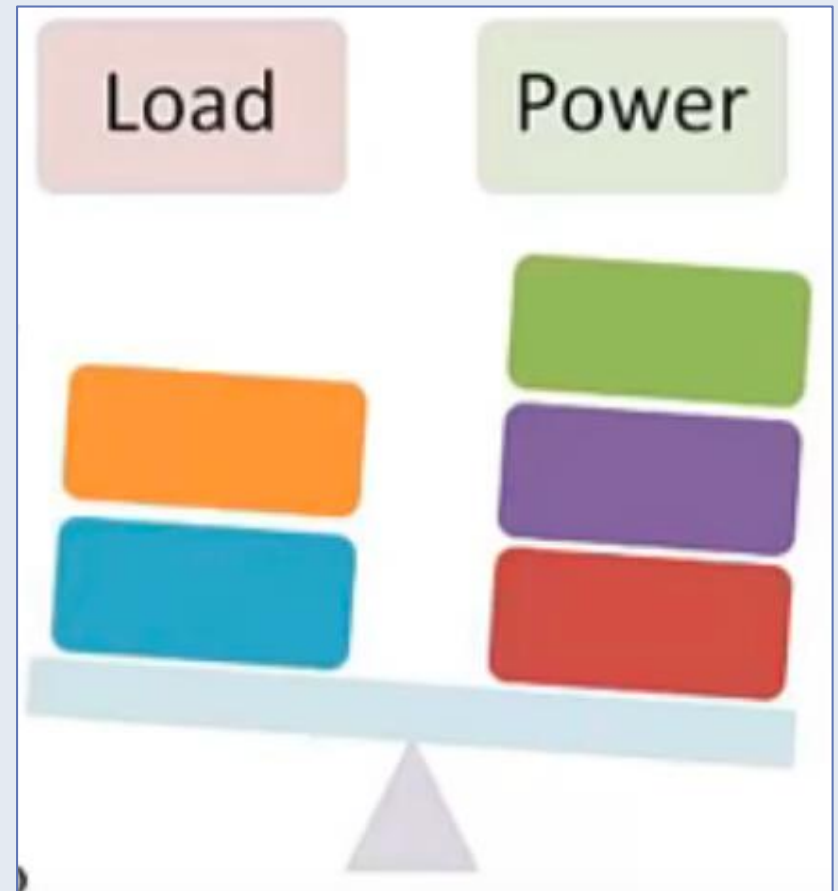
Classroom Practice	Supervision Practice
Think-alouds	Transparent about your thinking
Collaborative problem solving	Structure opportunities for reflection → iterative problem solving
Increased use of classroom technology	Use that technology for the work of the program (Google classroom, Google suite,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

Three potted plants in red pots are arranged in a row at the bottom right of the slide. From left to right, they increase in size. The smallest plant has a single green sprout. The middle plant has a thin brown stem with a few green leaves. The largest plant has a thick, gnarled brown trunk and many green leaves, resembling a small tree.

Distributed Ownership, Confidence, Joy

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

McClusky's Theory of Margin



References

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McLeod, S. A. (2018, Aug 05). *Lev Vygotsky*. Retrieved from <https://www.simplypsychology.org/vygotsky.html>

McClusky, H. Y. (1970). An approach to a differential psychology of the adult potential. In S. M. Grabowski (Ed.), *Adult Learning and Instruction*. Syracuse, NY: ERIC Clearinghouse on Adult Education.

Sergiovanni, T. “*An Epistemological Problem: What If We Have the Wrong Theory?*” in Out-of-the-Box Leadership. (2007). Thousand Oaks, CA: Corwin Press, pp 49-68.

Tomlinson, C. A., & Moon, T. R. (2014). *Assessment and student success in a differentiated classroom*. Cheltenham, Vic.: Hawker Brownlow Education.

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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