



Supervision and Evaluation of Teachers:

Resources to Meet Your Needs

*A list of professional materials available for borrowing
from the Stewart Resources Centre – April 2009*



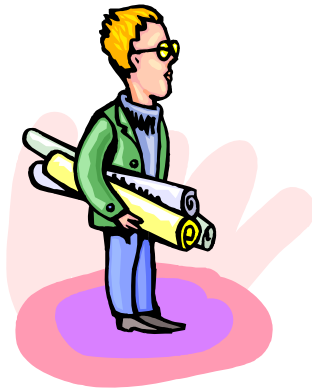
The STF's Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audio-visual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly inter-school mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: www.stf.sk.ca You may search our catalogue online or e-mail us your resource requests at: src@stf.sk.ca
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 373-1660, ext. 6323 for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.





371.2 M818

Align the design : a blueprint for school improvement / Mooney, Nancy. Mausbach, Ann.
Alexandria, VA: ASCD, 2008.

Subjects: School improvement programs. Academic achievement.
Summary: To assist your improvement effort, the book equips you with a set of power tools that every school leader should have, including: a nine-step curriculum planning and development process, the 5 phases of a practical cycle for data analysis, a “black folder” of spreadsheets for organizing and standardizing data, an outline and preparation steps for conducting a data consultation among school and district leaders, and walk-throughs and look-fors for powerful professional development.

371.144 N693

Am I teaching well? : self-evaluation strategies for effective teachers / Nikolic, Vesna. Cagaj, Hanna.

Toronto, ON: Pippin, 2000.

Subjects: Teachers - Self-rating of.

Summary: Each chapter presents a series of self-assessment tasks that will help you reflect and improve upon a range of aspects of your teaching practice. Topics include organizing for instruction, designing programs and lessons, using resources and integrating technology, classroom presentation, responding to student questions and encouraging participation, providing feedback, increasing motivation, assessment, program evaluation, and professional development.

371.203 P151

Approaches to clinical supervision (2nd ed.) / Pajak, Edward.

Norwood, MA: Christopher-Gordon Publishers, 2000.

Subjects: School supervision.

Summary: This book contains a comprehensive look at today’s most popular and enduring models of clinical supervision - plus, the newer and emerging approaches as well - complete with highlights of the strengths and most effective uses of each. You’ll see in one broad sweep what’s available in a variety of different models so you can develop an approach to teacher supervision that meets your particular needs and goals.

371.2 R332

Assessing educational leaders : evaluating performance for improved individual and organizational results / Reeves, Douglas B.

Thousand Oaks, CA: Corwin Press, 2004.

Subjects: School administrators - Rating of. Educational leadership.

Summary: Demonstrates the need for a new form of leadership evaluation for all leaders in the field of education and offers a new model of leadership evaluation.

* Annotations have been excerpted from book descriptions provided by the publishers.

371.2012 G546

The assistant principal's handbook : strategies for success / Glanz, Jeffrey.

Thousand Oaks, CA: Corwin Press, 2004.

Subjects: Assistant school principals. School management and organization.

Summary: Uncovering major obstacles assistant principals have faced in trying to meet their personal and professional goals, this book uses this perspective as a backdrop for change based on democracy, caring, and respect. You will discover how to: hone leadership skills especially related to curriculum, supervision, evaluation, and discipline; stimulate an atmosphere of learning and achievement; make the assistant principalship more than just a principal-in-training position; develop relationships with peers and teachers based on respect; and share responsibilities with teachers as a way to build trust and collegiality. Insightful chapters are packed with ways to avoid administrative frustration yet cultivate instructional support, and the reflective exercises, real-life scenarios, and vignettes drive home key points.

371.203 C311

Creating dynamic schools through mentoring, coaching, and collaboration / Carr, Judy F.

Herman, Nancy. Harris, Douglas E.

Alexandria, VA: ASCD, 2005.

Subjects: School supervision. Mentoring in education. Group work in education.

Summary: After the authors present the foundational principles of group decision-making in a collaborative school, they explain the functions that are key to a dynamic school that embraces change and improvement: establishing and managing effective study groups that reflect on current school practices and investigate new approaches, developing and supporting coaching relationships that foster professional development throughout the staff, designing and managing mentoring programs that maximize the talents and resources of veteran and beginning teachers, and promoting and sustaining shared leadership that focuses everyone on mutually agreed-upon goals.

371.12 D489

Developing the effective teacher : hiring, evaluation, and retention practices for the school administrator / Whaley, Jamie (Ed.).

Horsham, PA: LRP Publications, 2002.

Subjects: Teachers - Selection and appointment. Teachers - Rating of. Teachers - In-service training. Teacher effectiveness.

Summary: This book provides guidelines, sample procedures and forms to help principals streamline school recruitment and evaluation processes and develop top-of-the-line classroom leaders. Each section delivers checklists and field-tested strategies, such as how to: evaluate applications and conduct successful interviews, establish a successful mentoring program for teachers, assess teacher performance and correct performance problems, and set performance goals and activities for professional development programs.



372.12012 N424

The effective principal : instructional leadership for high-quality learning / Nelson, Barbara Scott. Sassi, Annette.

New York: Teachers College Press, 2005.

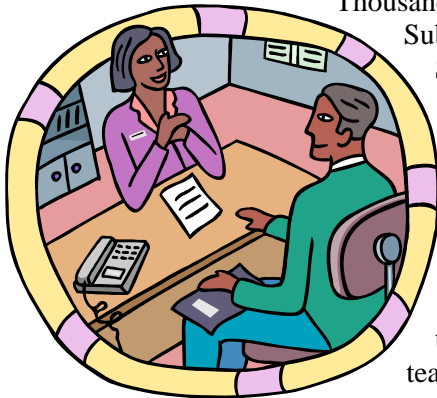
Subjects: Elementary school principals. Educational leadership. Mathematics - Study and teaching (Elementary).

Summary: Using mathematics as a subject focus, the authors examine several specific aspects of instructional leadership, such as teacher supervision and classroom observation, curriculum selection, and student assessment. Nelson and Sassi provide detailed portraits of administrators at work, illuminating key decision-making situations and the actions they choose to take.

371.144 P485

Effective teacher evaluation : a guide for principals / Peterson, Kenneth D. Peterson, Catherine A. Thousand Oaks, CA: Corwin Press, 2006.

Subjects: Teachers - Rating of.



Summary: The authors offer an innovative look into teacher evaluation methods, focusing on three central areas: increasing the amount of objective data; increasing teacher involvement; and increasing the technical and sociological quality of the evaluation process. This resource provides specific “how-to” methods to help principals: use the best objective evidence available; put the teacher at the centre of the process; use multiple data sources; use data sources that vary by individual teacher; incorporate student achievement data; and inspire ongoing teacher reflection and analysis.

371.144 T893

Handbook on teacher portfolios for evaluation and professional development / Tucker, Pamela D. Stronge, James H. Gareis, Christopher R.

Larchmont, NY: Eye on Education, 2002.

Subjects: Portfolios in education. Teachers - Rating of. Teachers- In-service training.

Summary: This book shows school leaders how to develop teacher portfolios and put them into action. They will provide confidence and credibility as you engage in: summative evaluations; initial hiring, tenure, and other key personnel decisions; and fostering a school culture that encourages high levels of performance.

371.2012 M142

How to deal with teachers who are angry, troubled, exhausted, or just plain confused / McEwan, Elaine K.

Thousand Oaks, CA: Corwin Press, 2005.

Subjects: School supervision. Teacher-principal relationships.

Summary: This resource offers case studies from principals who have successfully managed dysfunctional and low-performing teachers, scripts for achieving effective communication, and a culture-builder’s toolkit with exercises and assessments. In this text, the author introduces a new approach - Assertive Intervention - for dealing with a principal’s most pressing challenge: how to manage difficult teachers effectively while empowering them as professionals. Assertive Intervention strategies show administrators, staff developers and mentors how to: confront difficult teachers with calm and confidence; conduct an Assertive Intervention meeting; energize and motivate teachers; significantly improve interactions with troubled teachers; and build a positive school culture.

371.102 G559

Leadership for learning : how to help teachers succeed / Glickman, Carl D.
Alexandria, VA: ASCD, 2002.

Subjects: School supervision. Teacher effectiveness. Effective teaching.

Summary: The author explains how to focus on continuous school improvement and provides all of the guidelines and components you need, including: how to provide teacher assistance through clinical supervision, peer coaching, critical friends, and action research groups; how to observe the teaching and learning process with teaching frameworks, open-ended questionnaires, samples of student work, and test scores; and how to work with teachers through directive, collaborative, and nondirective approaches.

371.203 D217

Leading and supervising instruction / Daresh, John C.
Thousand Oaks, CA: Corwin Press, 2006.

Subjects: Educational leadership. School supervision.

Summary: By demonstrating how school leaders can enhance their instructional, supervisory, evaluation, and coaching skills, this book reveals how principals can: attain student-centred practice while supporting those staff members responsible for achieving a school's goal and vision; bring out the best in teachers by coaching them to achieve their teaching goals; rethink personal definitions of teaching, learning, and supervision; and develop an openness and greater understanding of different instructional styles.

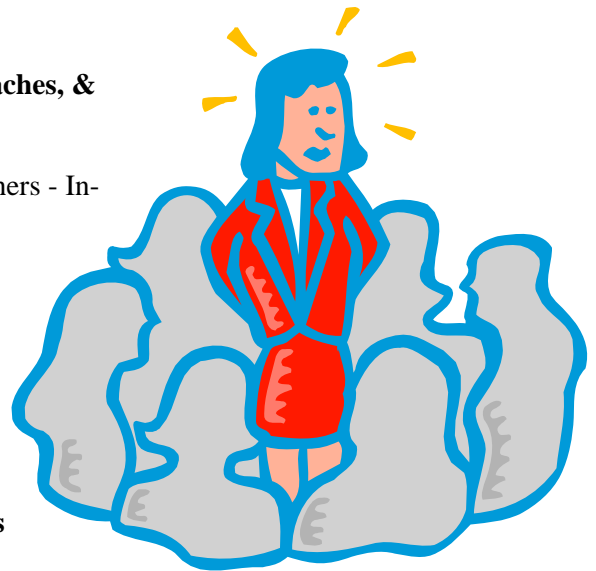
371.203 R975

Leading the learning : a field guide for supervisors, coaches, & mentors / Rutherford, Paula.

Alexandria, VA: Just ASK Publications, 2003.

Subjects: School supervision. Teachers - Rating of. Teachers - In-service training.

Summary: This guide provides in-depth information on practices to notice, suggestions to make, and reflective questions to ask in the six areas of teacher performance. Strategies for gathering and analyzing data about teaching and learning from multiple sources are accompanied by clearly explained feedback options.



371.1 B415

Learning-driven schools : a practical guide for teachers and principals / Beers, Barry.

Alexandria, VA: ASCD, 2006.

Subjects: Effective teaching. Teachers - In-service training.

Summary: The author shows how teachers can plan, teach, and assess for student learning - and how principals can support teachers in their efforts. The book includes: an overview of the research on knowledge retention; real-life samples of lesson plans that address standards; strategies on accurately assessing student learning; advice for teachers on addressing the needs of struggling, intermediate, and advanced students at the same time; and advice for administrators on conducting effective classroom observations.

371.144 T893

Linking teacher evaluation and student learning / Tucker, Pamela D. Stronge, James H.

Alexandria, VA: ASCD, 2005.

Subjects: Teachers - Rating of. Teacher effectiveness - Case studies. Academic achievement - Case studies.

Summary: The authors take you to four schools to show you how to link teacher performance to student learning by using the following objective measurements: quality of student work and how it reflects the outcomes specified and taught by the teacher; level of student content knowledge during pre- and post-instruction assessments; student progress toward annual, quantifiable academic goals; and learning gains achieved by students in relation to their growth rates in previous years.

371.2 P919

The praxis of school administration and teacher leadership / Armstrong, Helen D. (Ed.).

Calgary, AB: Detselig Enterprises, 2004.

Subjects: School management and organization. Educational leadership.

Summary: This book is important to the field of administration and teacher leadership in Canada in that it is a text written primarily by practicing school administrators and teacher leaders. Various authors have written chapters on topics such as: leadership characteristics, administrative practices, supervision, school planning, law and the school system, Aboriginal communities, and the heart of leadership.

370.78071 S252 05-07

Profession-based instructional supervision : a toolkit of resources / Saskatchewan Educational Leadership Unit.

Regina, SK: Saskatchewan School Boards Association, 2005.

Subjects: School supervision.

Summary: This toolkit was developed as a support for central office and school-based administrators in carrying out their supervisory responsibilities in school divisions.

371.203 P151

Supervising instruction : differentiating for teacher success / Pajak, Edward.

Norwood, MA: Christopher-Gordon Publishers, 2008.

Subjects: School supervision.



Summary: This book reorganizes the main concepts of clinical supervision into different families: Original Clinical, Artistic/Humanistic, Technical/Didactic, and Developmental/Reflective. With this new design, the information becomes more accessible and easily adaptable to specific teacher-styles. Pajak also introduces the element of psychological lenses, which will help even the most experienced clinical supervisors reorganize and recreate their methods and techniques. The book is concise in description of the theories while also providing practical, school-based vignettes and examples. Appendices include surveys and

worksheets aimed at helping the supervisor to incorporate the correct methods of clinical supervision based on the psychological type of the teacher.

371.203 A816

Supervision for learning : a performance-based approach to teacher development and school improvement / Aseltine, James M. Faryniarz, Judith O. Rigazio-DiGilio, Anthony J.

Alexandria, VA: ASCD, 2006.

Subjects: Teachers - Rating of. Teachers - In-service training.

Summary: This book introduces Performance-Based Supervision and Evaluation (PBSE), a data-driven and teacher-directed approach proven to build educators' analytical and instructional capacity to address the learning needs of their students. This book is an important resource for school leaders looking to: honour the judgment of teachers while targeting student performance in areas of essential knowledge and skills articulated in standards; empower all teachers to use performance data as the basis for instructional decisions and monitor the effectiveness of these decisions through action research; develop meaningful collaborative relationships with and among teachers; and acquire authentic evidence of teacher and student growth.

371.203 G546

Supervision in practice : 3 steps to improving teaching and learning / Glanz, Jeffrey. Sullivan, Susan.

Thousand Oaks, CA: Corwin Press, 2000.

Subjects: School supervision. Teacher effectiveness. Effective teaching. Teachers' workshops.

Summary: This book highlights three interpersonal approaches to instructional improvement, observation skills, and the complete reflective clinical supervision cycle. Based on the principles of reflective practice, this workbook explores cycles of professional development, 10 guidelines of supervision, 14 tools and techniques for observation, quantitative and qualitative observation tools, and alternative approaches to supervision.

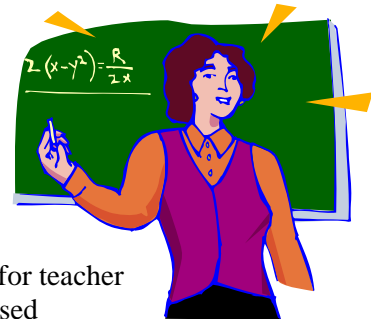
371.203 S952

Supervision that improves teaching : strategies and techniques (2nd ed.) / Sullivan, Susan. Glanz, Jeffrey.

Thousand Oaks, CA: Corwin Press, 2005.

Subjects: School supervision. Effective teaching.

Summary: The authors' reflective clinical supervision model encourages and prepares educators to be thoughtful collaborators in improving classroom instruction. Plus they have extended the options for teacher observation to a thorough but manageable set of tools for standards-based supervision.



371.144 D186

Teacher evaluation to enhance professional practice / Danielson, Charlotte. McGreal, Thomas L. Alexandria, VA: ASCD, 2000.

Subjects: Teachers - Rating of. Teaching - Evaluation.

Summary: This book presents a guide to an effective teacher evaluation system that combines quality assurance with professional development. Through examples, forms, and assessment tools, the authors provide you with: standards for ensuring acceptable performance; techniques and procedures for assessing all aspects of teaching; guidelines for making consistent judgments about performance based on evidence; and a system design for evaluating beginning teachers, tenured faculty, and teachers needing intensive assistance.

371.201 N788

Teacher supervision and evaluation : theory into practice / Nolan, James. Hoover, Linda A. Hoboken, NJ: Wiley, 2005.

Subjects: Teachers - Rating of. Teaching - Evaluation. School supervision.

Summary: This book will help readers develop an effective teacher supervision and evaluation system. It first focuses on classroom supervision and coaching, presenting differentiated supervision and professional development strategies for promoting teacher growth. The book then examines the principles, standards, and procedures for effective teacher evaluation as well as addresses the supervision and evaluation of preservice, novice, and marginal teachers.

371.203 T531

The three-minute classroom walk-through : changing school supervisory practice one teacher at a time / Downey, Carolyn J.

Thousand Oaks, CA: Corwin Press, 2004.

Subjects: School supervision. Teacher-principal relationships. Observation (Educational method). Reflection (Philosophy).

Summary: This book offers a practical, time-saving alternative that impacts student achievement by cultivating self-reliant teachers who are continuously improving their practice. This method will answer the questions most important to principals: Is the work of my teachers aligned with the curriculum? Are my teachers using research-based best practices? and Are they choosing the instructional strategies that will promote student achievement?

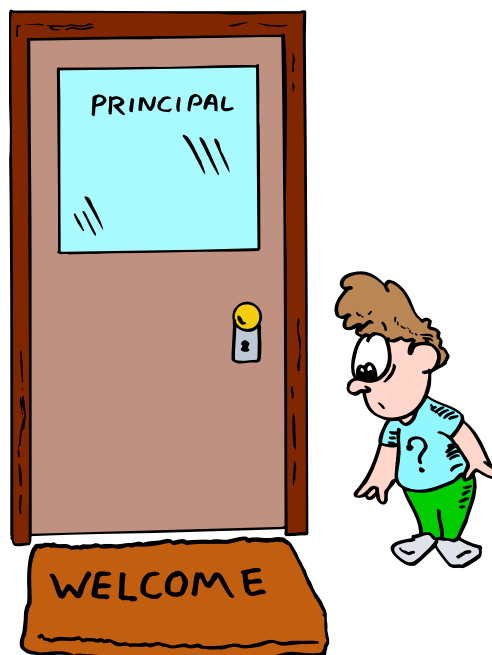
371.2012 G546

What every principal should know about instructional leadership / Glanz, Jeffrey.

Thousand Oaks, CA: Corwin Press, 2006.

Subjects: School principals. School supervision. Teacher-principal relationships. Curriculum planning.

Summary: This guide outlines an easy-to-implement blueprint for spearheading instructional excellence to bolster student and teacher performance. It offers a proactive approach for setting and attaining high academic goals and boils down the best practices for enhancing teaching, curriculum, supervision, assessment, and professional development.





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