

EDA 610: Supervision of Instruction

Kenneth M. Hill

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Professor Adam Bernstein

Clear Administrative Services Credential Program

National University

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The School of Business and Tourism (BT) is one of four schools located on the extended campus of the Miguel Contreras Learning Complex (MCLC) in Local District East within the larger Los Angeles Unified School District (LAUSD). There are four distinct schools sharing a common campus with instructional practices aligned to each school's Mission and Vision. However, under the umbrella of the larger district, all schools are held accountable to State and Federal Standards with embedded accountability via Professional Development (i.e., MyPLN), formal/informal Professional Growth System Evaluations/Observations (i.e., MyPGS), and formal EDST administrative evaluation protocol targeting 3 District-focused, 3 Instructional, and 1 collaborative instructional standard.

**Short description of the supervision process in your district**

Under the MyPGS platform there are formal and informal growth measures to be cataloged. There is an Informal Observation tab to account for and create narrative artifacts for ad hoc instructional practices. For administrators, after completing an arduous 4 day, 8 hour Evaluator Training Certification, the administrator is certified under the EDST authorization and is allowed to conduct formal, teacher evaluations that mirrors the administrative evaluative processes with an Initial Growth Plan that the teacher chooses 3 Standards to focus on to complement the 3 District-chosen and 1 collaboratively-chosen standards. This Growth Plan begins with a subjective Self-Assessment of strengths and weaknesses, a self-reflection, a selection of additional focus-elements, and an Initial Growth Plan that outlines the chosen standards with varied fields: Growth Element Focus, Objective, Instructional Strategies, Instructional Action Steps, and Evidence/Findings field to upload relevant artifacts.

**What did your coach share about the process?**

My Coach, Ernesto Castro, indicated that the evaluative process is more focused on encouraging development and instructional practices while creating a district-wide accountability repository that aligns to professional and personal growth-measures. He indicated that there is always the inevitability to view constructive criticism as punitive especially when it is tied to tenure and constructive measures with due process criteria. However, he as an administrator always makes it clear that his evaluative approach is about promotion and encouragement. He articulates that this evaluative platform is caught between accountability measures that are bureaucratic and, also, promotional. To articulate and complement the evaluation process with a collaborative framework is how he approaches the informational process that mimics Bloom's Taxonomy of Knowledge, Comprehension, Application, Analysis, Synthesis, and a reciprocal evaluation. He indicated that the evaluative process is built on an objective Stasis theory that is scientific in purpose, seeking out objective, quantitative and qualitative measures for truth.

**The most challenging aspects of the evaluation process:**

The most challenging aspect of the evaluation process is to bridge an authentic and non-punitive gap between the administrator and faculty/staff. Education is complicated enough with behavioral and bureaucratic challenges, but to frustrate the sensitive and fragile culture needed for viable instruction with punitive or critical critique often undermines the collegial and ministerial devotion required in the teaching profession. Cultivating relationships and affecting the larger campus-culture with vulnerable, sincere feedback that is not taken as personally critical is the greatest challenge. Bridging the immediate divide between Supervisor and employee is especially important in the educational setting. As stated, this is a ministry, not a for-profit, meet-your-quota or else kind of profession. It's truly important for me to build authentic collegiality among all constituencies for the purpose of educating our students, faculty,

staff, and administrators for progress, growth, purpose, ownership, empowerment, developing leaders for all who are willing.

**What role do you play in the supervision of instruction?**

After receiving EDST authorization, I am allowed to perform formal observations that are tied to probationary and permanent status under the MyPGS platform. This is the formal accountability tied, especially for certificated faculty, with California Department of Education Credentialing. However, my favorite, weekly, almost daily, practice is to pop-in to classrooms and sit or roam among the students asking questions about the projects or assignments they are working. We are a Linked Learning school that incorporates Project Based Learning (PBL) assignments twice a year with the focus of Business and Tourism. This is a very tangible thing to come into the classrooms and chart incremental progress toward these summative assessments. Lastly, I am the instructional lead when it comes to Professional Developments for faculty/staff. These PD's are often tied to PBL instruction and STAR, IAB, and SBAC benchmarks tied to instructional delivery. I am in charge of testing, also, so most PD's use the data extracted from these measures to drive evaluations, observations, and instructional delivery.