

Teacher Self Supervision Why Teacher Evaluation Has Failed And What We Can Do About It World Class Schools Series

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The Journal of Rural Education - 1924

Teacher Evaluation to Enhance Professional Practice - Charlotte Danielson 2000

Identifies some of the problems with many teacher evaluation systems, presents a rationale for teacher evaluation, and describes a structural framework for designing an effective evaluation system for beginning and tenured teachers.

Teacher Supervision and Evaluation - 1994

Designing Teacher Evaluation Systems that Support Professional Growth - Wendy McColskey 1997

Teacher Self-Supervision: Why Teacher Evaluation Has Failed and What We Can Do About it - William Powell 2015-11-08

Many, perhaps even most schools, are not reaching their potential to be places of collective learning. The authors believe that one of the greatest impediments to realizing this vision is the deleterious effect of traditional systems of teacher evaluation. Rather than infantilizing teachers, we need to empower them. Traditional forms of teacher evaluation have failed. They are riddled with negative expectations about teachers and what motivates them. Taken together, these underlying assumptions form a pernicious cloud of counterproductive expectations that many teachers will "live down to". Inadvertently, the traditional system of teacher evaluation has created a vicious cycle of "self-sealing logic." It is now time for teachers to reclaim their profession, the process of which involves a relentless focus on adult learning: professional learning that is self-directed. The more dynamic and stimulating the culture of adult learning, the more dynamic and stimulating student learning will be.

Creative Teachers - Dennis Sale 2020-03-05

This book offers teaching/training professionals an evidence-based pedagogic guide to teaching effectively, efficiently and creatively – also known as Creative Teaching Competence. Firstly it summarizes the extensive research on human psychological functioning relating to learning and how this can be fully utilized in the design and facilitation of quality learning experiences that maximize attainment and engagement opportunities. Secondly, it demonstrates what creativity actually 'looks like' in terms of specific teaching practices, modeling the underpinning processes (syntax) of creative learning design. It then establishes Metacognitive Capability as the superordinate twenty-first century competency; in that this unique human attribute can significantly enhance the cognitive and motivational strategies essential for facilitating self-directed learning and wellbeing. The book helps teaching/training professionals to thoughtfully apply evidence-based

knowledge and strategies to today's challenges, such as developing self-directed learners, enhancing intrinsic motivation, utilizing technology for learning and teaching, developing curricula for twenty-first century competencies and optimally framing and developing the heightened teacher expertise required today.

Mathematics Education In Korea - Vol. 2: Contemporary Trends In Researches In Korea - Kim Jinho 2014-12-18

This volume shows how the history and practices of mathematics education in Korea (from Volume 7) have been influenced by Japan, America and other countries, developing into the unique Korean style of mathematics education. Research content and practices currently being conducted are also covered, as well as topics like teacher education, special mathematics education, research trends and some perspectives towards the future of mathematics education in Korea.

Journal of Rural Education - 1924

Effective Supervision - Robert J. Marzano 2011-05-05

In *Effective Supervision*, Robert J. Marzano, Tony Frontier, and David Livingston show school and district-level administrators how to set the priorities and support the practices that will help all teachers become expert teachers. Their five-part framework is based on what research tells us about how expertise develops. When these five conditions are attended to in a systematic way, teachers do improve their skills: * A well-articulated knowledge base for teaching * Opportunities for teachers to practice specific strategies or behaviors and to receive feedback * Opportunities for teachers to observe and discuss expertise * Clear criteria for success and help constructing professional growth and development plans * Recognition of the different stages of development progressing toward expertise. The focus is on developing a collegial atmosphere in which teachers can freely share effective practices with each other, observe one another's classrooms, and receive focused feedback on their teaching strategies. The constructive dynamics of this approach always keep in sight the aim of enhancing students' well-being and achievement. As the authors note, "The ultimate criterion for expert performance in the classroom is student achievement. Anything else misses the point."

Instructional Supervision - Sally J. Zepeda 2012

This highly regarded book is a must-have resource for all graduate level students and prospective school leaders enrolled in courses in instructional supervision. It is also a valuable guide for anyone currently in a leadership position with responsibility for supervising student teachers. Dr. Zepeda provides both practical tools and strategies needed for classroom observations and pre- and post-observation conferences, laying a strong foundation for effective instructional

supervision in preK-12 schools. The updated third edition includes... research-supported strategies to help supervisors work successfully with teachers authentic case studies, classroom examples, and field experiences in-depth coverage of professional development and its link to teacher evaluation reflection prompts, pragmatic tips, self-assessments, and suggested activities

Differentiated Supervision - Allan A. Glatthorn
1997-01-01

Explores a differentiated system of supervision in which teachers can choose from among four different supervision styles, including the clinical style in which intense observation and feedback is conducted by a trained supervisor.

Supervision for Learning - James M. Aseltine 2006

Traditional methods of supervision and evaluation focus on teachers' inputs: their lesson plans, instruction, and classroom management practices. But what matters most is the outcome they achieve: learning. 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. It's a move away from disconnected annual goals and outside-in improvement initiatives, and toward the full integration of teacher evaluation, strategic professional development, and school improvement planning. Supervision for Learning is an important resource for school leaders looking to * Honor 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. Authors James M. Aseltine, Judith O. Faryniarz, and Anthony J. Rigazio-DiGilio explain the best-practice foundations of their approach and provide guidelines for its implementation. Sample artifacts and illustrative vignettes bring the PBSE process to life, clarifying the supervisor's role, the teachers' responsibilities, and the students' gains. You'll also find a planning and monitoring tool that maps milestones within the development and evaluation cycle, along with strategies for reconciling this approach with district reporting requirements and budget realities.

Crisis in Teaching - Lois Weis 1989-01-01

There is a real need for a clear analysis and investigation of what the "crisis" in teaching actually is. By exploring the definition of the teaching crisis, investigating the evidence for its existence and reforms proposed to "solve" it, and studying the possible effects of proposed reforms, the authors of Crisis in Teaching address this need. Their work constitutes one of the first sustained and critical analyses of teachers and teaching in the contemporary situation. The authors, among the nation's leading critical thinkers in the field of education, reflect a variety of perspectives as they attempt to unravel the current rhetoric of crisis and question solutions that are, in effect, too often simplistic and superficial in their analyses and proposals.

The Framework for Teaching Evaluation Instrument, 2013 Edition - Charlotte Danielson 2013

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching,

but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Research in Education - 1974

Rethinking Teacher Supervision and Evaluation - Kim Marshall 2009-10-30

In this important book, education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance. Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students. Emphasizing trust-building and teamwork, Marshall's innovative, four-part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning. This book offers school principals a guide for implementing Marshall's framework and shows how to make frequent, informal classroom visits followed by candid feedback to each teacher; work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons; get teachers as teams involved in low-stakes analysis of interim assessment results to fine-tune their teaching and help struggling students; and use compact rubrics for summative teacher evaluation. This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development.

Teacher Evaluation that Makes a Difference - Robert J. Marzano 2013

In *Teacher Evaluation That Makes a Difference*, Robert J. Marzano and Michael D. Toth introduce a new model of teacher evaluation that takes into account multiple data-rich measures of teacher performance and student growth to ensure fair, meaningful, and reliable evaluations for all teachers.

Supervision in Education - Bernadette Marczely
2002-04-25

Now there is a text that provides students with a comprehensive blueprint for supervisory practice in the field of education. In *Supervision in Education* Bernadette Marczely draws on her expertise in both law and education to fully explain different methods of supervision and to carefully identify the legal issues that drive each approach. The book presents the information future educational administrators need to know, plus it offers helpful pointers on what they need to do. Students will learn: _ How to understand the distinction between evaluation and supervision. _ How to personalize supervision to address unique professional needs. _ Why legally effective evaluation requires evidence of preliminary supervision. _ Why teachers, administrators, certified, and noncertified staff all merit thoughtful supervision. _ What legal and management implications to anticipate from different methods of supervision. _ Job descriptions, tables for differentiated supervision, case citations, and supervisory forms and procedures reinforce the text and help students apply the material in their future practice. Receive a free Instructor's Manual (0-8342-1910-7) when you order 10 or more books.

Educational Partnerships and the State: The Paradoxes of Governing Schools, Children, and Families - B. Franklin
2003-12-18

Educational Partnerships and the State is a compelling collection of essays by an international group of scholars that provides a critical exploration of the role of partnerships in contemporary educational reform. Their focus is on the expanding role that collaboration

between the public and private sector has come to play in the governing of schools, children, and families in response to an array of worldwide economic and social changes. The contributors to this volume highlight the new relationship between civil society and the state through partnerships and what that linkage has come to mean for an array of educational issues including academic achievement, school governance, school parent-relationships, teacher education, the construction of family and community involvement, and the discourses of reform as practices that order participation and action.

Teacher Self-Supervision - William Powell 2015-11-08

Many, perhaps even most schools, are not reaching their potential to be places of collective learning. The authors believe that one of the greatest impediments to realizing this vision is the deleterious effect of traditional systems of teacher evaluation. Rather than infantilizing teachers, we need to empower them. Traditional forms of teacher evaluation have failed. They are riddled with negative expectations about teachers and what motivates them. Taken together, these underlying assumptions form a pernicious cloud of counterproductive expectations that many teachers will "live down to". Inadvertently, the traditional system of teacher evaluation has created a vicious cycle of "self-sealing logic." It is now time for teachers to reclaim their profession, the process of which involves a relentless focus on adult learning: professional learning that is self-directed. The more dynamic and stimulating the culture of adult learning, the more dynamic and stimulating student learning will be.

Educational Administration and Management - I. H. Sindhu
Educational Administration and Management is a comprehensive textbook for students pursuing B.Ed. and B.El.Ed courses, Educational Administration and Management aims at helping students understand the theories and processes of this subject, and thereby become effective leaders and managers of the educational system tomorrow. This book provides the historical perspective of educational Administration and explains the concept of Educational management in detail which will help the student to understand various educational aspects. It also describes the basic characteristics of educational planning and implementation. The host of student-friendly features such as exercises and questions will help students in their study and exam preparations.

Resources in Education - 1998

Teacher Supervision and Evaluation - James Nolan, Jr.
2007-09-17

Now in its second edition, this brief yet comprehensive 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.

Instructional Supervision - Sally J. Zepeda 2007

The first edition of *Instructional Supervision: Applying Tools and Concepts* was highly regarded by both professors and students for its practicality and its - - coverage of tools & strategies to help supervisors work effectively with teachers.- up-to-date approach to clinical supervision which includes teacher portfolios, action research, peer coaching, and other innovative practices.- authentic case studies, classroom examples, field experiences, prompts for reflection, and pragmatic tips.The second edition retains all of these features and goes further by offering -- a comprehensive collection of classroom observation tools.- a new chapter on confronting marginal teaching. - expanded

coverage of professional development & its link to teacher evaluation.- extended ELCC-based self-assessment activities for students to help them master the entire cycle of clinical supervision and the development of professional growth plans.

Teacher Self-evaluation with Peer Support - Bradley Emil Hermann 1999

Teacher Education - Daniela Worek 2021

In 1999, the year when the Bologna declaration was signed, the foundation of the European Network of Teacher Education Policies (ENTEP) was proposed by the Portuguese Minister of Education to his Colleagues in the European Union Member States. 'Teacher Education - The Bologna Process and the Future of Teaching' reflects current challenges of Teacher Education in Europe based upon these 20 years of development. The Bologna process has become a crucial reference point for the modernization in higher education institutions. ENTEP, as European network of policy makers and researchers, has been working along these lines and has always sought to bring to fruition its vision for a European Higher Education Area (EHEA), where Teacher Education has a special place in the European landscape. In this volume, ENTEP members from different countries cover fundamental questions of teacher education in the European Higher Education Area. They discuss crucial aspects like fundamentals, Initial Teacher Education, lifelong learning, evaluation, policy making, research and efforts to build bridges into the future. Thus, the book might serve as a starting point for discussions about future roles of teachers in Europe on different levels towards a European development of teacher professionalism.

PROCEEDINGS OF THE THIRD INTERNATIONAL CONFERENCE ON GLOBALIZATION: CHALLENGES FOR TRANSLATORS AND INTERPRETERS - Zhiqing Zhang 2020-05-26

With the implementation of the "Belt and Road" Initiative and the development of Guangdong-Hong Kong-Macau Greater Bay Area, the demand for translators and interpreters continues to grow in China. The breakthrough in artificial intelligence, which has contributed to an enormous improvement in the quality of machine translation, means challenges and opportunities for translators and interpreters as well as studies of translation and interpreting. Studies of translation and interpreting have been further expanded and diversified in the era of globalized communications. The interrelation between translation and globalization is essential reading for not only scholars and educators, but also anyone with an interest in translation and interpreting studies, or a concern for the future of our world's languages and cultures. By focusing on the connection between the two, various researches have been conducted in all forms of communication between languages, including translation, interpreting, cross-cultural communication, language teaching, and the various specializations involved in such activities. This has resulted in The Third International Conference on Globalization: Challenges for Translators and Interpreters co-organized by the School of Translation Studies, Jinan University on its Zhuhai campus and South China Business College, Guangdong University of Foreign Studies, November 16-17, 2019. The response to the conference was once more overwhelming, which was partly attributed to the previous two conferences held successfully under the same title. Apart from five keynote speakers, over one hundred and fifty participants came from universities, institutions or organizations from mainland China, Spain, New Zealand, as well as Hong Kong and Macao to attend the event, contributing over 130 papers in total. Among the keynote speakers are internationally renowned scholars in translation studies, such as Dr. Roberto Valdeón, professor of English Linguistics at the University of

Oviedo, Spain, and the Chief Editor of *Perspective: Studies in Translatology*; Dr. Sun Yifeng, chair professor of Translation Studies and head of the English Department at the University of Macau; Dr. Tan Zaixi, distinguished professor of Shenzhen University and Chair Professor of Beijing Foreign Studies University, and Professor Emeritus of Hong Kong Baptist University. After careful evaluation and compilation, 90 papers have been selected for this conference proceedings, which was summarized into the following four topics: "Translation and Interpreting Theory and Practice," "Translation and Cross-cultural Studies," "Evaluation of Translation and Interpretation," and "Studies on the Teaching of Translation." By no means is it difficult to find some interesting and thought-provoking papers under each topic. For example, concerning "Translation and Interpreting Theory and Practice," "To Translate or not to Translate? That is the Question---On Metaphor Translation in Chinese Political works" (by Dong Yu) explains that in judging whether or not a Chinese metaphor can be translated into English, an indispensable step is to decide whether or not the two cultural connotations can be connected. But this can easily be influenced by subjective factors. Yu has suggested some ways in which subjective factors could be controlled to some extent so that the translator could be more confident in his or her decision. He has also suggested three steps. The first step is to assume that the cultural connotation of the Chinese metaphor can be connected with that of its English version. For example, the metaphor "rain or shine" in Chinese could be translated as rain or shine; The second step is to find out whether or not this translated version is acceptable both linguistically and culturally in English. The third step is to consider the systematicity of the metaphor in regard with the context in both the source and target texts. This involves a process of recontextualization. When it comes to "Translation and Cross-cultural Studies", "On Translation of the English Guide-interpreter from the Perspective of Intercultural Communication" (by Fengxia Liua and Xiaoning Bi), points out that inbound tourism serves as a window through which foreign tourists get to know China, so the interaction between the guide-interpreters and foreign tourists are the typical activity of cultural communication. Foreign-language-speaking guides are usually regarded as "people-to-people ambassadors" or "cultural ambassadors", who have played an essential role in the international tourist industry. Therefore, they argue that it is extremely important for tourist guides to cultivate their cross-cultural communication awareness, enhance their overall communicative competence, observe and distinguish east-and-west differences with multi-dimensional perspective, transcend cultural barriers and learn to use translation skills. "Studies on the Teaching of Translation" is another interesting topic that has attracted enormous attention, such as "Business Translation Teaching from the Perspective of Metaphors" (by Dandan Li) which explores application of conceptual metaphor theory in the translation process of business lexicons, business discourse and business English culture so as to provide a new perspective in business English pedagogy. Another study entitled "Cognitive Studies in Translation" (by Xin Huang), analyzes the cognitive studies of translation / interpreting processes over the past three decades, with focus on the issues examined, the findings reached as well as the recent development. She explains that cognitive studies of translation process examine the translation competence, on-line translation behaviors such as how the eye gazes and how the words are typed and the brain activities when doing translation. Special interests are paid to the working memory, problem-solving, the executive function and some linguistic relative factors such as text difficulty.

Over the past thirty years, the interest in the field has been gaining considerable momentum and increasing issues have been involved. Finally, she concludes that with the advancement of technologies and interdisciplinary approaches, the black box, the previously unforeseeable cognitive activities of how human process translation, can be unfolded. Considering the importance of integrating theory with practice, the proceedings are therefore compiled in such a way as to be balanced and inclusive in the hope of summarizing current accomplishments as well as providing certain insights for teaching and further research in the field of translation and interpretation studies.

Administrator's Staff Development Activities Kit - Michael Koehler, Ph.D. 1999-05-12

Elementary and secondary school administrators will appreciate this comprehensive, ready-to-use staff development activities program that integrates in-service training, supervision, and evaluation. The program encourages professional growth through self-assessment and includes over 120 reproducible forms, charts, models and other aids that can be used "as is" in developmental activities. Topics and activities include Professional Growth in Schools: Looking at the Big Picture, In-Service Training, What It is and What It Can Be, Extending Current Concepts of In-Service Training, Supervision: Past & Present, The What & How of Supervision, The Process of Effective Supervision, Teacher Evaluation: Past & Present, The Processes of Effective Evaluation, Assuring the Linkages Among In-Service Training, and Supervision, & Evaluation. Includes a reproducible four-page Observation Booklet designed to help teachers gather information about their classroom performance and to promote teacher self-reflection and self-evaluation.

Teacher Self-Supervision: Why Teacher Evaluation Has Failed and What We Can Do About it - William Powell 2015-11-08

Many, perhaps even most schools, are not reaching their potential to be places of collective learning. The authors believe that one of the greatest impediments to realizing this vision is the deleterious effect of traditional systems of teacher evaluation. Rather than infantilizing teachers, we need to empower them. Traditional forms of teacher evaluation have failed. They are riddled with negative expectations about teachers and what motivates them. Taken together, these underlying assumptions form a pernicious cloud of counterproductive expectations that many teachers will "live down to". Inadvertently, the traditional system of teacher evaluation has created a vicious cycle of "self-sealing logic." It is now time for teachers to reclaim their profession, the process of which involves a relentless focus on adult learning: professional learning that is self-directed. The more dynamic and stimulating the culture of adult learning, the more dynamic and stimulating student learning will be.

Pedagogical Supervision - Yamina Bouchamma 2019-06-18

This book examines supervision in terms of competence in four types of knowledge.

Teacher Self-assessment - Gerald D. Bailey 1981

Handbook for Managing Individualized Learning in the Classroom - David W. Champagne 1975

Supervision in Education - Bernadette Marczely 2001
Marczely (education, Cleveland State U., also holding a legal degree) provides school administrators with a framework for supervisory practice in the field of education, arguing that teacher accountability is the solution to low achievement. She offers a legal perspective on supervision; overviews the differentiated supervision process; covers four models of teacher evaluation; discusses peer, client, and self supervision; and describes the supervision of certified

non-teaching staff, extracurricular staff, pre-service and substitute teachers, supervising administrators, and non-certified employees. Annotation copyrighted by Book News Inc., Portland, OR

Supervision and Evaluation for Learning and Growth - Daniel R. Tomal 2015-03-18

This CHOICE award-winning author has teamed up with national school resource experts to write a comprehensive book on supervision and improvement of learning. Everything you need to know about supervision and student learning, professional development, coaching and evaluation, standards, and creating an environment for professional growth are covered. The book starts with a history of supervision and then addresses models and standards for effective teaching, state and federal frameworks, supervision and evaluation for effective instruction, and strategies for effective professional learning and growth plans. Benefits and Features of Book: A comprehensive book covering all aspects of teacher supervision and professional development including an original framework for instruction. Each chapter objectives are aligned with the new ELCC, ISLCC, TLEC, and InTASC for accreditation and Learning Forward standards on professional learning. Many federal and various state data sources are included. Each chapter contains a comprehensive case study and exercises for practical application. Provides a blend of academic, theory and practical perspectives on how to implement and execute supervision and evaluation. Several handy resources are included in the appendixes.

Human Resource and Contract Management in the Public School - Bernadette Marczely 2002-09-04

An essential guide for every school administrator, this text provides insightful discussion of the laws and policies currently structuring human resource management.

Supporting Teacher Development - Debra Eckerman Pitton 2016-04-14

This text provides opportunities for administrators to use evaluation processes more effectively to support teacher development. Through the use of practice scenarios and communication exercises, principals can develop a more supportive, relational process for teacher evaluation. Too often principals provide

evaluation feedback in ways that do not resonate with teachers. This text examines the communicative process and provides practice and skill-building opportunities that will enable principals to develop supportive environments that help teachers continue to grow.

Handbook on Teaching Social Issues - Ronald W. Evans 2007-10-01

There's no book like this one for educators interested in issues-centered teaching. More than 40 experts have contributed articles offering comprehensive coverage of the field of social issues education. In addition to a full examination of objectives and methods, contributors show how social issues can be taught as part of history, geography, the social sciences, and global and environmental studies. The challenges of assessment, curriculum, and effective teacher education are fully explored. With its teaching ideas and useful resource section, this book is an indispensable addition to your library! Contributors include: Shirley Engle, Anna Ochoa-Becker, Jack Nelson, Carole Hahn, Byron Massialas, Jeff Passe, Jesus Garcia, Gloria Ladson-Billings, Merry Merryfield, Patricia Avery, Sam Totten, Bill Wraga, Walter Parker, and James Shaver.

Criteria for Evaluating Business and Office Education - Harry Huffman 1969

Transforming the Rough Places - Kenneth Pohly 2016-09-25

The word "supervision" can have a negative connotation to those being supervised and leaders alike. You don't have to read very far in *Transforming the Rough Places* to realize that there is nothing negative about the supervision that Dr. Pohly describes. The result of years of research and experience, Dr. Pohly's method and rationale offer tools to make supervision a positive experience for all those involved. What he describes is a value-centered leadership style that focuses equally on the ministry or task to be done and the person doing the task. Practicing these skills in supervision can easily enhance all business, ministry, and personal relationships. Discover what it means to lead in a way that can be transformative for the individual and the institution.

A Partnership for the Supervision of Student Teachers - Duaine Charles Lang 1975