

**Chapter 1 : Supervision and instructional leadership : a developmental approach in SearchWorks catalog**

*The new edition of SuperVision and Instructional Leadership continues the innovative approach that has made it so widely popular, and includes a number of new content.*

The second endorsement cannot be special education, bilingual education, english language learner, or traffic safety. Once you obtain your initial endorsement s , you may add additional endorsements to your certificate. For more information, follow this link to the Office of the Superintendent of Public Instructions website. As an applicant, you currently work as an instructional aide or paraprofessional. In this route, you remain employed by your school district in your IA or Parapro role but gradually assume more and more responsibility for lead instruction. You and the lead teacher adopt more co-teaching roles. Route 2 applicants are advised to consult with their school district before applying. You work alongside a mentor teacher in an unpaid internship and are placed in an internship at a school in your community. It is recommended that Route 3 applicants indicate school district placement preferences upon application to the program. It is also recommended that Route 3 applicants spend some time in the year prior to entering the program observing one or more teachers in a potential placement district. As an applicant, you have been hired on a contractual basis with a school district to teach as the teacher of record in an area of need. Your district has extended a conditional or emergency license also termed a limited teaching certificate to you, and you have a window of time to earn your initial teaching residency license. As an APT candidate, you are assigned a mentor teacher who works with you, but not alongside you, as you have your own classroom of students. You may have an Emergency Teacher Certification. It is recommended that Route 4 applicants consult with their school district before applying. The program is financial-aid eligible. To receive financial aid for the summer quarter, you will need to complete a current academic year FAFSA. We do not have all of the most current information regarding financial aid and strongly suggest that you contact the CWU Financial Aid Office. If you qualify for these scholarships, the APT program will let you know. There is no specific application process. Qualified applicants are awarded scholarships based on a list of state-determined priorities, which include being 1 being a veteran; 2 working as a paraprofessional or instructional aide route 2 ; 3 working in public schools characterized focus or priority schools; and 4 seeking endorsement in a high need content area. Teacher Loan Forgiveness Program The Teacher Loan Forgiveness Program is a federal program offered to teachers in various content area, which forgives loans up to certain amounts in return for teaching in high-need schools. Undergraduate Work Candidates to the Alternative Pathways to Teaching program must document the following prerequisites by providing unofficial transcript s from degree-granting universities along with their application to the APT program: Degrees attained from foreign institutions must be translated and evaluated for U. Cumulative GPA of 3. Official score reports should be sent directly to Central Washington University and copies of the score reports should be included in application to the APT program. When you have decided to apply to the Alternative Pathways to Teaching Program at CWU and have completed the above prerequisites, please submit the following application materials: Alternative Pathways to Teaching.

**Chapter 2 : Educational Leadership:Instructional Supervision: Trends and Issues**

*SuperVision and Instructional Leadership: A Developmental Approach / Edition 10 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN*

Includes bibliographical references and indexes. SuperVision for Successful Schools. A New Name for a New Paradigm. Supervisory Glue as a Metaphor for Success. Who Is Responsible for SuperVision? Organization of This Book. Supervision and Moral Purpose. Why Schools Are as They Are. The Work Environment or Culture of Schools. The Legacy of the One-Room Schoolhouse. Blaming the Victim and Structural Strain. To Qualify, Summarize, and Propose. What Schools Can Be. Background to School Effectiveness Studies. Early Effective Schools Research. Context Studies in Effective Schools Research. The Legacy of Effective Schools Research. From Effective Schools to School Improvement. A Cause Beyond Oneself. What to Do with Successful Schools Research: Clues for Supervisory Practice. Adult and Teacher Development. Developmental Theories of Motivation and Teacher Development. Influences on Teacher Development. Reflections on Schools, Teaching, and Supervision. Cautions Concerning Effective Teaching Research. The Coast of Britain. Effective and Good Schools: New Emphasis on Constructivist Teaching and Learning. Instructional Improvement and Effective Teaching. Supervisory Platform as Related to Educational Philosophy. Summary, Conclusions, and Propositions. Valid Assessment of Self. Comparing Self-Perceptions with Other Perceptions. Summary, Conclusions, and Preview. Summary and a Look Ahead. Directive Continuum of Behaviors. A History of Overreliance on Control. Issues in Directive Control. When to Use Directive Control Behaviors. Issues in the Directive Informational Approach. When to Use Directive Informational Behaviors. Collaborative Continuum of Behaviors. Collaborative Behaviors with Groups. Issues in Collaborative Supervision. When to Use Collaborative Behaviors. Moving from Collaborative Toward Nondirective Behaviors. Nondirective Continuum of Behaviors. Nondirective, Not Laissez Faire, Supervision. Issues with Nondirective Supervision. When to Use Nondirective Behaviors. Nondirective Supervision, Teacher Collaboration. Rationale for Developmental Supervision. Not Algorithms, But Guideposts for Decisions. Assessing and Planning Skills. Assessing and Planning Within the Organization. Ways of Assessing Needs. Models Combining Assessment and Planning. Quantitative and Qualitative Instruments. Types and Purposes of Observations. Further Cautions When Using Observations. Research and Evaluation Skills. Alternative Approaches to Research and Evaluation. Evaluating Specific Instructional Programs. Key Decisions in the Evaluation Process. Evidence of Program Outcomes. Multiple Sources and Methods. Overall Instructional Program Evaluation. Other Considerations for Evaluation. Direct Assistance to Teachers. Comparing Clinical Supervision with Teacher Evaluation. Integrating Clinical Supervision and Developmental Supervision. Other Forms of Direct Assistance. Establishing Procedures for Direct Assistance. Developmental Considerations in Direct Assistance. Dimensions of an Effective Group. Changing Group Leadership Style. Applying Developmental Supervision of Groups. Dealing with Dysfunctional Members. Preparing for Group Meetings. Procedures for Large-Group Involvement. Why the Need for Professional Development? Characteristics of Successful Professional Development Programs. Alternative Professional Development Formats. Examples of Effective Professional Development Programs. Stages of Professional Development. Matching Professional Development to Teacher Characteristics. The Nuts and Bolts. Teachers as Objects or Agents in Professional Development. Sources of Curriculum Development. What Should Be the Purpose of the Curriculum? What Should Be the Content of the Curriculum? How Should the Curriculum Be Organized? Levels of Teacher Involvement in Curriculum Development. Matching Curriculum Development with Teacher Development. The School as the Center of Inquiry. How Is Action Research Conducted? A Developmental Approach to Action Research. Decisions About Action Research.

**Chapter 3 : Curriculum, Supervision, & Educational Leadership**

*SuperVision and Instructional Leadership: A Developmental Approach, 9th Edition* Carl D. Glickman, President of The Institute for Schools, Education, and Democracy and Professor Emeritus of Education, The University of Georgia, Athens, Georgia.

**Chapter 4 : SuperVision and Instructional Leadership: A Developmental Approach by Carl D. Glickman**

*This sixth edition of this book continues with its original perspective on instructional leadership. As in earlier editions, it brings perspectives of change, classroom practice, instructional leadership, adult development, staff development, evaluation, and political and social theory into the everyday life of schools.*

**Chapter 5 : Curriculum, Supervision, & Educational Leadership | Alternative Pathways**

*SuperVision and Instructional Leadership A Developmental Approach, with Enhanced Pearson eText -- Ac by Carl D. SuperVision and Instructional Leadership: A Developmental Approach (7th Edition) \$*

**Chapter 6 : Supervision and Instructional Leadership: Textbooks, Education | eBay**

*This groundbreaking text in instructional leadership and supervision continues to challenge and reshape the conventional purposes, practices, structure, and language of supervision.*