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| ISBN                    | 1-315-85261-6<br>1-317-91922-X  |
| Descrizione fisica      | 1 online resource (225 p.)  |
| Collana                 | An Eye On Education Book  |
| Altri autori (Persone)  | MayersR. Stewart <1959->  |
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| Soggetti                | School supervision - United States<br>Curriculum planning - United States<br>Educational accountability - United States<br>Electronic books.  |
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| Nota di contenuto       | Cover; Title Page; Copyright Page; Acknowledgments; Table of Contents; About the Authors; 1 The Context of Teaching, Learning, and Instructional Supervision; Why Supervision Across the Content Areas; Accountability and Standards; Standards; The Context of Teaching and Learning; Framing Supervision in a Context; Embed ""Learning Opportunities with Others"" into Everyday Work; Sustain Relationships; Recognize the Adult Learner; Suggested Readings; 2 Instructional Supervision; Instructional Supervision; Informal and Formal Supervision; Informal Classroom Observations<br>Formal Classroom ObservationsClinical Supervision; Conducting the Pre-Observation Conference; Conducting Classroom Observations-Tracking Data; Conducting Post-Observation Conferences; Differentiated and Developmental Supervision; Developmental Supervision; Peer Coaching; Administrative Support; Action Research; Portfolio Development; Pulling Together Differentiated Supervisory Practices; Suggested Readings; 3 Supervising the Curriculum; Defining Curriculum; Real Curriculum, Written Curriculum, and Tested Curriculum; Curriculum Alignment; Auditing Curriculum and Instruction; Audits |

Curriculum Mapping; Instructional Pacing; Suggested Readings; 4 Linkages Among Curriculum, Learning, and Instruction; Linkages to Learning; The Teacher-Centered Paradigm; Student-Directed Learning and Constructivism; Differentiated Instruction; Instructional Methods; Socratic Seminars; Cooperative Learning; Types of Cooperative Learning; Assessing Cooperative Learning; Supervision and Cooperative Learning; Simulations; Inquiry; The Teacher's Role in the Inquiry Model; The Phases of the Inquiry Model; Teaching Inquiry: What Teachers Need to Know; Supervision and the Inquiry Method  
Enhancing Instructional Methods; Learning Centers; Technology-Based Lessons; Puzzles, Games, and Manipulatives; Differentiated Assessment; Portfolios; Demonstrations; Research Projects; Suggested Readings; 5 Brain Research, Multiple Intelligences, and Learning Styles; What Is Differentiated Instruction?; The Human Brain: Cultivating the Potential for Learning; Relevant Findings from Brain Research; The Changing Brain; The Development of Intelligence; Windows of Opportunity; Emotion and Learning; Recommendations for Teaching and Learning; Multiple Intelligences; Linguistic Intelligence; Musical Intelligence; Logical-Mathematical Intelligence; Spatial Intelligence; Bodily-Kinesthetic Intelligence; Interpersonal Intelligence; Intrapersonal Intelligence; Learning Styles; The Development of Learning Styles Theory; Models of Learning Styles; Using Brain Research, Multiple Intelligences, and Learning Styles to Differentiate Instruction; Supervision to Support the Use of Brain Research, Multiple Intelligences, and Learning Styles; Suggested Readings; 6 Students as Learners; Theories of Psychological, Social, and Emotional Development; Elementary School Learners  
Learners in Middle Schools

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Sommario/riassunto

You became a school leader after succeeding in your particular content area and/or grade level. Now you're responsible for the entire school. You are accountable for everything that goes on, including results from those who teach outside your areas of original expertise. Supervision Across the Content Areas provides tools and strategies to help you effectively supervise all of your teachers, including those in content areas or grade levels in which you may not have had personal classroom experience. While focusing on four key content areas - Mathematics, Science, English/Language Arts, and So

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