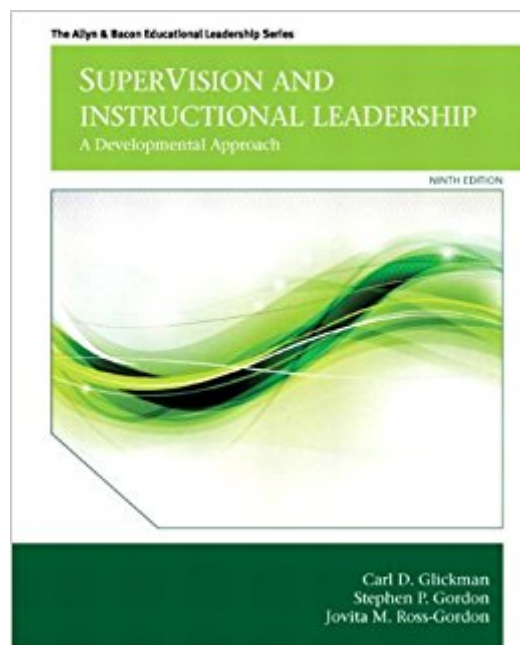




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SuperVision And Instructional Leadership: A Developmental Approach (9th Edition) (Allyn & Bacon Educational Leadership)



Synopsis

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 0133388506. • This leading text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. • The Ninth Edition maintains its comprehensive approach to supervision and instructional leadership and presents new and engaging material throughout. Chapters on knowledge, interpersonal skills, technical skills, technical tasks, and cultural tasks for successful supervision and instructional leadership are included, and the authors emphasize the importance of collegiality, understanding adult learning and development, reflective inquiry, democracy, addressing diversity, the change process, and community building. This is a resource that students purchase, use in class, and reference throughout their careers as educational leaders. The Enhanced Pearson eText features embedded video. • Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

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Customer Reviews

This leading text's emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The Ninth Edition maintains its comprehensive approach to supervision and instructional leadership and presents new and engaging material throughout. Chapters on knowledge, interpersonal skills, technical skills, technical tasks, and cultural tasks for successful supervision and instructional leadership are included, and the authors emphasize the importance of collegiality, understanding adult learning and development, reflective inquiry, democracy, addressing diversity, the change process, and community building. This is a resource that students purchase, use in class, and reference throughout their careers as educational leaders. New to this edition: Reflective questions at the beginning and end of each chapter. A discussion of new instructional leadership roles for supervisors and teachers. (Chapter 1) Coverage of cultures within cultures. (Chapter 2) An entirely new chapter, "The Dynamic School". (Chapter 3) The latest research on expert teachers. (Chapter 5) Explanation of 360° feedback. (Chapter 6) Role plays to practice directive control, directive informational, collaborative, and nondirective behavior. (Chapters 7, 8, 9, 10) Descriptions of technology for enhanced classroom observation. (Chapter 13) Discussion of collaborative walkthroughs. (Chapter 13) Role plays on group roles. (Chapter 16) Suggestions for involving collaborative groups in school improvement. (Chapter 16) Exploration of dialogue as an alternative form of group process. (Chapter 16) Presentation of a new tool for evaluating professional development sessions. (Chapter 17) Overview of developing curriculum units through "Understanding by Design". (Chapter 18) Review of characteristics of successful action research. (Chapter 19) Also from Carl D. Glickman, Stephen P. Gordon and Jovita M. Ross-Gordon: "A Basic Guide to SuperVision and Instructional Leadership, The Plus MyEdLeadership Lab with Pearson eText, 3/e - ©2013" 0133155366 - SuperVision and Instructional Leadership: A Developmental Approach, 8/e - 0205625037

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Carl Glickman is president of the Institute for Schools, Education, and Democracy and Professor Emeritus of Education at the University of Georgia. He began his career as a Teacher Corp intern in the rural south, and later was a principal of award-winning schools in New Hampshire. At the University of Georgia, he and colleagues founded the Georgia League of Professional Schools, a nationally validated network of high-functioning public schools dedicated to the principles of democratic education. He is the author or editor of 14 books on school leadership, educational renewal, and the moral imperative of education. Stephen P. Gordon is a professor of Education and Community Leadership at Texas State University. He is author of the book Professional Development for School Improvement, co-author of the books The Basic Guide to Supervision and Instructional Leadership, and How to Help Beginning Teachers Succeed , and editor of the books Collaborative Action Research and Standards for Instructional Supervision: Enhancing Teaching and Learning. Dr. Gordon, the former director of the National Center for School Improvement, also was lead consultant for the ASCD video series Improving Instruction through Observation and Feedback. Jovita M. Ross-Gordon is a professor of Adult, Professional and Community Education at Texas State University where she coordinates the MA in Adult Education. Dr. Ross-Gordon is the author, editor, or co-editor of several books including the 2010 Handbook of Adult and Continuing Education. She has also published numerous chapters and articles on the teaching and learning of adults. She is currently a Co-Editor of both Adult Education Quarterly and New Directions for Adult and Continuing Education, and has served in numerous leadership positions with professional organizations focusing on adult education.

This book was my first introduction into the field of educational administration. I found the book to be unique in its approach and fecund with knowledge. According to the authors, educational administration is a job that facilitates growth for both the teachers and the students. The supervisor's role is to lead, monitor, and provide feedback to the teachers. Being an educational leader requires interpersonal skills and technical skills. These two concepts were expounded in the book. The authors state, "We can think of supervision as the glue of a successful school. Supervision is the function in school that draws together the discrete elements of instructional

effectiveness into whole-school action." This vision of supervision is discussed in great detail and in practical steps. This book was a great introduction into the field of educational administration. I will use this book as a reference in the future - any aspiring principal needs this book!

SuperVision and Instruction Leadership: A Developmental Approach is an excellent book for any future educational leader to review. It walks the reader through the different methods of leadership and what can be effective, and many times, ineffective. It allows for the future educational leader to consider many different leadership styles and how they can be used in the educational setting. The book goes into depth on each type of leadership style, when many other books just gloss over the surface of them. It allows you to see what type of leader you are now, and what type of leader you may want to strive to become in the future. The graphics in the book are very helpful and informative in thinking about the role of an educational leader. I do think that for any Master's Educational Leadership program that this is an excellent book to include in the course sequence.

The hard copy was necessary for my masters course in education. A really great read that helps understand how to collaborate and guide teachers to become better educators. Great read for anyone in educational leadership.

I have only begun using this text book, so I can't comment on the content, but the quality of the printing is terrible. It is a very small book - for the price I expected something more substantial. The pages are soooo very thin that the words are difficult to read without straining my eyes. When reading a page you can very easily see through to the print on the back side of the page and the page behind that as well. Very annoying. Especially for the cost I would think they could use higher quality paper.

I DO NOT recommend the digital version of this book! It was not user friendly and difficult to open. I got a refund on the digital and bought a hard copy.

Perfect for what I need it for. And I saved so much money.

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