

Council of Professors of Instructional Supervision (COPIS)

Event Schedule

October 17 – 20, 2019

Thursday, October 17, 2019 Augusta Marriott at the Convention Center, 2 Tenth Street

3:00 – 5:15 p.m.

Graduate Student Mentoring Session –
Lamar Room A & B, 2nd Floor

Graduate Student Presenters:

Megan Lynch-Pennsylvania State University

Title: Tracing Concept Development and Mediation through Clinical Supervision in Year-long Field Experiences: Paths in Becoming Socially Just Teachers

Salih Cevik- University of Georgia

Title: Teachers' and Evaluators' Interpretation of Classroom Observation Rubrics

Jennifer Perez-University of South Florida

Title: Supporting Teacher Candidates' learning about social justice and equity: A university supervisor's perspective.

Sevda Yildirim-University of Georgia

Title: Understanding Tenured Teachers' Perspectives About Teacher Evaluation Processes

Holly Klock-Pennsylvania State University

Title: The Intersection of Identity Transformation and Implicit Bias: Working Towards Equitable Education for All

Logan Rutten- Pennsylvania State University

Title: Supervisors' Trajectories of Participation in a Community of Practice based on Inquiry as Stance

Jennifer McCorvey-University of South Florida

Title: The Exploration of A Doctoral Student's Pedagogical Skills Used When Working with Teacher Candidates

Mentoring with the Masters: Thank you to our Colleagues

Bern Badiali
Brandon Butler
Craig Willey
Ian Mette
Kathleen Jorissen
Marcia Knoll
Mary Lynne Derrington
Rebecca Burns

	Sally Zepeda Steve Gordon Steve Haberlin Jennifer Jacobs Carl Glickman Marla McGhee Helen Hazi
5:30 – 7:00 p.m.	Business Meeting (COPIS members only) Lamar Room A & B
7:00 p.m.	Dinner on own in Augustino’s at the Marriott (limited seating has been reserved) or local fare (maps and menus will be provided)
Friday, October 18, 2019 – Augusta University Summerville Campus – 2500 Walton Way, Jaguar Student Activity Center (JSAC) - Coffeehouse 2nd Floor	
7:30 a.m.	Bus transportation from Augusta Marriott to Augusta University Summerville Campus – pick up outside Augusta Marriott main lobby entrance
7:30 a.m.	Registration/Check-In - JSAC Coffeehouse 2 nd floor
7:45 a.m. – 8:30 a.m.	Breakfast Buffet – Hardy Room adjacent to JSAC Coffeehouse, 2 nd Floor Introduction of New Members: Belinda Gimbert
8:30 a.m. – 8:45 a.m. 8:45 a.m. - 9:30 a.m. 9:30 a.m. - 10:00 a.m.	Welcome and Plan for the Day: Sheryl Cowart Moss, COPIS President Guest Speaker: Dr. Philip Lanoue, 2015 AASA Superintendent of the Year Bloomberg Award Presentations: Dr. Bernard Badiali
10:00 a.m.	Break
10:15 a.m. – 11:15 a.m.	Panel Session #1: Local Superintendents Speak to Instructional Supervision Leading Instructional Excellence: A Superintendent’s View Moderator: Dr. Judi Wilson, Dean of Education, Augusta University Dr. Kenneth Bradshaw, Richmond County Dr. Sandra Carraway, Columbia County Dr. Alan Forte, Taliaferro County Dr. Mychele Rhodes, McDuffie County
11:15 a.m.-12:15 p.m.	Panel Session #2: Policies and Practices for Differentiated Teacher Evaluation and Professional Learning; Mary Lynne Derrington & Jim Brandon The Power of Formative Evaluation of Teaching <i>Stephen Gordon and Marla McGhee</i> Teacher Evaluation and Differentiated Instructional Supervision: A Tiered Approach to Promote Teacher Growth <i>Yanira Oliveras-Ortiz and Jo Ann Simmons</i> The Language of Instructional Improvement in the U.S.: A View from Current Law and Policy Reports <i>Helen M. Hazi</i> Job-embedded Professional Learning: Federal Legislation and National Reports as Levers <i>Sally Zepeda</i>

12:15 Welcome	<p>Lunch Executive Vice President for Academic Affairs and Provost at Augusta University, Gretchen Caughman, PhD</p>
1:00-1:10 1:10 p.m. – 2:30 p.m.	<p>Reflections Paper Session #1: On Becoming, on Being: Sara Espinoza To Be Continued: Dr. Carl Glickman’s work as the beginning of the story Abstract: As a means of honoring him, but even more as a means of inviting us to put his work into practice, this research highlights common threads in Dr. Glickman’s works, demonstrates their immediate relevance to us all as educators, and offers suggestions for taking action.</p> <p>Steve Gordon Lessons from the Past: Ideas from Early 20th Century Supervision Texts to Retain, Revive, or Reject Abstract: This paper will review concepts presented in supervision texts written by prominent scholars and published between 1900 and 1950. Early proposals concerning supervision models and processes, many still popular today, will be described. By understanding the field’s past, we can better understand its present and improve its future.</p> <p>Monique Alexander Supervision As Inquiry: A self-study of evolving supervisory practices, Abstract: This self-study analyzes seven years of field observations of teacher candidates during their practicums experience by a clinical faculty. Trends from this analysis reveal a shift in clinical practices that coincide with critical junctures of professional development. Additionally, new insights into tools for teacher educators are revealed.</p> <p>Steve Haberlin Supervision in Every Breath: Enacting Zen in an Elementary Education Teacher Program Abstract: Exploring Eastern views such as Zen and mindfulness presents new possibilities in supervision. I share the results of my dissertation research involving enacting Zen constructs in supervision practice with teacher candidates in a clinical program. I challenge scholars to reframe supervision as an intuitive, present moment experience.</p>
2:30-3:00	<p>Roundtables Session #1: Policy, Practice, and Professional Development Yanira Oliveras-Ortiz Rethinking Pre-Service Teachers Supervision in Belize Abstract: In collaboration with the Belize Ministry of Education and the University of Belize – Toledo District, a team from the University of Texas at Tyler is exploring best practices for teacher preparation and supervision in Central America to drive the redesign of the Belizean pre-service teachers’ supervision instrument, evaluation, and supervision expectations.</p>

	<p>Latifa Mousa Social and Emotional Learning in Pre-service Teacher Education Abstract: The session reports my literature review about Social and Emotional Learning (SEL) in pre-service teacher education through these two strands: The triad nature between pre-service teachers, mentor teachers and Professional Development Associates at the Professional Development Schools & pre-service teachers' SEL and its reflection on their professional development.</p> <p>Steve Haberlin & Mary Lynne Derrington The "Gifted Kids of the Faculty": Does Supervision and Evaluation Work for High-Performing Teachers? Abstract: Supervision's goal is to foster the professional growth of teachers and provide support through development opportunities (Zepeda, 2017). Preliminary data suggests principals may lack skills and knowledge to effectively challenge high-ability teachers or those having the largest impact. The professional literature shows this area has received virtually no attention.</p>
3:00 p.m.	Break
3:15 p.m. – 4:30 p.m.	Panel Session #3 Vim, Vest and Perils of Resuscitating Glickman's old books Carl Glickman, Ian Mette, Rebecca Burns
4:30 p.m.	Reflections on the Day
4:45 p.m.	Return Bus Transportation from Summerville campus to Augusta Marriott at the Convention Center
5:30 – 7:30 p.m.	Reception on the Riverfront at the Morris Museum of Art, 1 Tenth Street – Enter ground floor of building directly across from the main entrance of the Augusta Marriott hotel

Saturday, October 19, 2019 – Augusta University Summerville Campus – 2500 Walton Way, Jaguar Student Activity Center (JSAC) Coffeehouse 2nd floor

7:30 a.m.	Bus transportation from Augusta Marriott hotel to Augusta University Summerville campus – pick up outside hotel main lobby
7:45 a.m.	Continental Breakfast – Hardy Room adjacent to JSAC Coffeehouse, 2 nd Floor
8:30 a.m.-9:00 a.m.	Panel Session #4: Journal Discussions: Ian Mette, Sally Zepeda The Journal of From Inception to Fruition: An Analysis of the <i>Journal of Educational Supervision</i>
9:00 a.m. -10:00 a.m.	Paper Session #5 Sheryl Cowart Moss Inclusive leadership and instructional supervision: From theory to practice Abstract: Part of a study in progress, this presentation highlights Georgia State University’s work to infuse principles of inclusive leadership and instructional supervision throughout its leader preparation programs. Expanding a High Needs School Leadership model shared at last year’s conference, the study explores perceptions of GSU program graduates. Jamie Hitzges Social justice agnostic to zealot: One white male elementary principal’s journey Abstract: This presentation will share the autoethnographic experience of the researcher, a White male, attempting to lead a culturally and linguistically diverse population, as a culturally responsive and socially just leader (CRSJL), with a majority White teaching population. The findings show that as the researcher attempted to be a CRSJL, the effort was taxing emotionally, required persistence and change was slow and difficult. Olivia Carr Teaching Without Boundaries: Adapting Collaborative Inquiry Cycles to the American Context Abstract: This project studies how Teacher Peer Excellence Groups (TPEGs), a version of the Chinese lesson study for collaboration, work in U.S. public schools. Using qualitative data, I answer questions about local adaptation and sustaining power after implementation supports cease. Preliminary results show the importance of enabling conditions within instructional supervision.
10:00 a.m.-10:30 a.m.	Roundtable Session #2 Reflections, Preparation, and Practice Jennifer Jacobs, Jennifer Perez, Jennifer McCorvey A shared commitment to equity: Supervisors engaged in a transformative community of practice Abstract This presentation describes a learning community we established to support our commitment to equity and social justice as teacher educators who engage in supervision. We share findings from our collaborative self-study

	<p>that helped reveal the scope and nature of our work as well as the influence of this community on our personal growth and programmatic development.</p> <p>Helen Hazi & Marla McGhee Teacher Evaluation: Rethinking Roles, Reimagining Practices Abstract: We approach the dawn of a new era of instructional improvement. However, if we centrally believe principals can improve instruction, we place principals in an untenable place, think too simply about improvement, and neglect the teacher’s importance. As supervision scholars, we should rethink roles and practices, and be vocal among the many evolving discourses in this new era.</p> <p>Jennifer Snow & Sherry Dismuke Teacher Educator Identity: Connecting the Work in Leadership Abstract: Two veteran university teacher educators who have always served as clinical supervisors collaboratively studied their identity development over time to uncover the connections within “doing” the work and “leading” the work. Negotiating administration and practice blurred boundaries and led to stronger systems and programs.</p>
	Break
10:35 a.m. – 12:00 p.m.	<p>Paper Session #4 Policy and Practice Ian Mette, Rebecca Schwartz-Mette, Hannah Lawrence Examining Stressful Supervision Experiences through the Lens of Physiological Response Abstract: Little is known about the physiological responses of supervisors in stressful supervisory situations. Using parasympathetic reactivity data, we quantitatively analyzed how supervisors regulate emotions during challenging feedback and how quickly they recovered to baseline. The goal of the study was to understand how emotion regulation plays a role in supervision.</p> <p>Noelle Paufler & Kelley King The Role of Teacher Evaluation in the Organizational Learning of Schools Abstract: Educational organizations have adopted teacher evaluation systems posited to measure teacher effectiveness for accountability and support professional learning. Growth-based systems suggest a model of teacher learning within social relationships, yet accountability undermines this potential. We discuss empirical findings and address the im/possibility of teacher evaluation fostering organizational learning.</p> <p>Douglas Wieczorek, Israel Aguilar, Ian Mette Teacher Supervision and Evaluation Across Thirty-Five States: Policy Implications Since ESSA Abstract: Even with the passage of ESSA, many states continue to implement what appears to be NCLB era practices. Using a policy analysis methodology, our qualitative study analyzes how 35 states in the US have developed and implemented teacher supervision and evaluation systems (TSES) in the ESSA era.</p>

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12:00 p.m. – 12:45 p.m.	Lunch Buffet
12:50- p.m. – 2:30 p.m.	<p>Paper Session #6 Preparation and Practice Logan Rutten & Bernard Badiali Supervision and Teacher Candidates’ Sustaining Motivations to Teach: A View from Hierarchical Motivation Theory Abstract: We interviewed teacher candidates at the end of their internships in a professional development school to explore how they felt their supervisors had impacted their motivations to teach. Preliminary results suggested that supervisors supported motivation through competence-supporting and relatedness-supporting behaviors. We consider possible implications for supervision and clinical pedagogy.</p> <p>Jerad Crave, Katie Elliott, Andrea Russell, & Mike Swan APPLE (Assistant Principal Professional Leadership Experience): Preparing future principals through supportive development. Abstract: Our assistant principal leadership development initiative supposes that assistant principals need additional support to be ready to lead schools as principals. We will provide initial data from our 4 district initiative, as well as discuss next steps.</p> <p>Ashley Gess Empowering Teachers to be Agents of Change Abstract: Teachers who engage in inquiry may be more effective at leading student inquiry in their classroom. In fact, when teachers participate in meaningful cycles of design, risk, success, failure, questioning, and redesign processes in and around their own practice, they are engaging in the exact habits of mind that they are trying to affect in their students (Gess & Hargrove, 2017). Effective teacher professional development should occur in professional learning communities where all members are participating in a culture of inquiry both inside and outside of the school (Darling-Hammond & McLaughlin, 2011; Lieberman, 1995). Thus, by engaging teachers in both intra- and inter-district professional learning networks</p>

	<p>anchored by multidisciplinary instructional rounds, teaching self efficacy improves and increases in the frequency of teacher planned inquiry learning opportunities in the classroom will result.</p> <p>Jennifer L. Snow, Sherry Dismuke, Hannah Carter, Angel Larson, and Stefanie Shebley Clinical Supervisor Practice: The Daily Life of Be/coming a Liaison Abstract: A collaborative self-study of the practice of clinical supervision highlights the complexity of this work across school-university partnership contexts. University liaisons identify the need for community, autonomy, and observation and feedback tools for engaging in the daily life of liaison work.</p>
2:30 p.m.	Break
2:45 p.m. – 4:00 p.m.	<p>Paper Session #7 Inclusivity Aly Elfreich & Craig Willey Whiteness, Good Intentions and Urban School Reform: Supervision in City Schools Abstract: This study examines how supervisors build relationships with administration, and mentor and pre-service teachers in an urban elementary school. We highlight the need for a comprehensive skill set for supervision that prioritizes taking up issues pertaining race, political and social institutions, and beliefs and values about teaching within the context of education reform.</p> <p>Robert Sox Formatting State Standards to Provide Support for Supervision and Evaluation Activities Abstract: This session addresses the emerging design structure within the North Carolina Department of Public Instruction’s re-design of the Standards for North Carolina School Executives and solicit insights from COPIS members for recommendations of language and strategies to expand and improve the supervisory guidance the revised standards can provide.</p> <p>Don Beach & Rhoda White A Portrait of Instructional Supervision: Perceptions of Teachers and Appraisers of the Texas Teacher Evaluation and Support System (T-TESS) Abstract: Instructional supervision activities have been imbedded in the Texas Teacher Evaluation and Support System (T-TESS) under the guise of support. Teachers and appraisers were queried regarding the perceived usefulness of the process in supporting teacher development and improvement and the capacity to provide a fair and accurate picture of teaching.</p> <p>Mark Diacopoulos & Brandon Butler To whom are we accountable? The factors influencing supervisors’ decision-making and pedagogical practices. Abstract: This paper investigates the authors’ negotiation of pedagogical challenges of supervising student teachers, with a focus on the factors that influenced decisions made along with the levels of accountability involved in each context. Specifically, the authors consider the professional, institutional</p>

	and relational accountability implications upon their work with teacher candidates and schools.
4:00 p.m. -4:30 p.m.	Looking back and Looking forward
4:30 p.m.	Return bus transportation from Summerville campus to Augusta Marriott at the Convention Center Hotel
5:30 p.m.	Walk from Augusta Marriott to Augusta & Company (Visitor's Center) on Broad Street then local fare...on your own (maps and menus to local restaurants will be provided)
Sunday, October 20, 2019 - Augusta Marriott at the Convention Center	
8:00 a.m. Breakfast on your own in Augusta Marriott Augustino's Restaurant - seating has been reserved	