Course: Educational Management and Supervision (6502)
Semester: Autumn, 2021

Assignment 02

Question No. 1: Differentiate between direct instructions, monitoring and modelling. According to your opinion which techniques works better in secondary school students?

Direct instruction is a type of instruction that involves a teacher presenting, lecturing, modeling, explaining, or otherwise leading the class. The teacher is at the center of the classroom, and students take notes, ask and answer questions, and demonstrate their knowledge through various assessments. The teacher's goals and objectives are the driving force behind instruction.

With direct instruction, the teacher maintains complete control of the learning process. After deciding what content standards and lesson objectives students should meet, the teacher sits down to plan her lesson. All elements of the instruction are strategic, sequential, and teacher-led.

For example, when introducing the use of metaphor in poetry, the teacher might begin the lesson with a brief lecture about metaphor using a PowerPoint presentation to reinforce the content. Next, she might ask students to quietly read a section about figurative language from their textbook and answer some questions. After collecting the students' classwork, the teacher might provide students with several poems and ask them to write down all the metaphors they find. Finally, she may assign students to write an original poem using at least three metaphors for homework.

More Examples of Direct Instruction

Direct instruction occurs whenever a teacher is:

- Lecturing with the aid of a PowerPoint as students take notes
- Demonstrating for students how to do a science experiment
- Reading aloud to the class or asking for student volunteers to read
- Answering students' questions
- Showing students how to graph an equation
- Explaining some of the causes of the Civil War
- Playing a movie as students take notes using a graphic organizer
- Modeling how to write a paragraph
- Diagramming a sentence on the chalkboard
- Analyzing a poem

Differentiated Instruction

In contrast to direct instruction, **differentiated instruction** places students at the center of the classroom. The philosophy behind differentiation is that all students, including English learners and those with learning disabilities, have equitable access to the curriculum. Students' learning needs and preferences are the driving force behind instruction.

For example, a science teacher is concluding a unit on animal habitats and wants to assess his students' knowledge about what animals need to survive in different habitats. He provides students with a menu of options and asks them to choose how they would like to demonstrate their learning.

Students who are visual learners might choose to create a diorama of a rainforest using a shoe box and art supplies. To demonstrate their knowledge, they could make sure to include examples of what animals from the rainforest need to survive, such as other animals that are lower on the food chain. Other students might write a creative narrative from the perspective of an animal explaining what it takes to survive in their chosen habitat. All students are expected to demonstrate an understanding of what it takes an animal to survive in their chosen habitat, but there is flexibility in the way they choose to show their knowledge.

Techniques works better in secondary school students

These new methods worked for this teacher; maybe it's time to give them a try.

At the end of each school year, I like to ask myself: "What are the best teaching methods I've used this year?" By examining my practice and identifying my best teaching methods, I can ensure they are fully incorporated into next year's lessons. Here are five strategies that proved to be extremely effective in my classroom.

1. Student-Cantered Discussions

I admit that I do enjoy being the "sage on the stage" in my classroom, but I realize that this does little to engage my students in deep thinking. I want my students to be at the center of their learning.

Previously, when we read a book or short story, I'd ask questions to the whole class. Inevitably, the same five or six students would answer the questions, and I'd assume everyone understood. Now, I create small groups of three or four students, and they answer the questions in those small groups first, ensuring all students have an opportunity to participate.

I've seen an increase in comprehension, speaking and listening skills, and test scores. Implementing student-centered discussions is fairly easy to do—just create thought-provoking questions that dive deep into the content. The rewards are definitely worth it.

2. Making Connections

It is absolutely essential that the teaching methods you use help students make connections to their learning. Real-life connections make learning interesting and relevant for students.

When I teach Macbeth, for example, I have my students focus on the idea of setting goals. They examine how ambition can be both positive and negative, and I have them study recent world leaders to help them understand the real-life implications of this concept.

Further reading: Create an Engaged and Positive Classroom Culture

A history teacher at my school conducts a G20 conference in his classroom, with students representing countries and focusing on specific issues. The students' goal is to explore the problems of each specific region and form relationships with other nations in order to address them. This helps students personally identify with international issues in a way they never could before.

In physics class, students build their own physical models to apply theory to real life. Examine your curriculum and see what relatable applications you can bring into the classroom. Students will be much

more engaged, and those real-world connections will help students understand the content and theories you're teaching much better than by simply reading a textbook.

3. Increased Autonomy

After reading the research on student autonomy, I wanted to increase student independence in my classroom. This year, I've allowed my students to pick from several prompts when writing an essay. Because it's important to tie learning to students' personal interests, I permit students to choose their own topics for research papers and to choose which projects they want to explore.

I make sure to still provide my students with clear learning goals, but they are able to make their own choices within that framework. Autonomy helps engage and empower my students, and it enables them to have a voice in their learning.

4. Building Relationships

Building relationships in the classroom is extremely powerful for students' behavioral and academic success. Teachers can help build relationships by meeting with students during office hours and creating team-building projects like student videos.

Further reading: Building a Joyful Classroom

Attending student sporting events and after-school activities also provides a great launching pad for discussion. Finally, I like to have a few minutes of "real talk" each week in my classroom for students to discuss topics that are important to them, and that helps break down walls and build solidarity in the classroom.

5. A Focus on Literacy

I'm always trying to improve my students' reading. Providing students with reading material that interests them and helps them to understand the joys of reading for pleasure. I make sure my classroom is well-stocked with books I know young adults enjoy.

In addition, if I see a strong op-ed piece online or in the newspaper, I'll share it with my students. I've noticed that my students now come to me when they read something compelling and thought-provoking, and they've become stronger readers and writers as a result. These are the best teaching methods I've utilized this year.

Question No. 2: Discuss the role of libraries and instructional materials to improve the teaching learning process in classroom. Highlight the importance of budgeting to manage learning resources in school set up.

A library is fundamentally an organized set of resources, which include human services as well as the entire spectrum of media (e.g., text, video, and hypermedia). Libraries have physical components such as space, equipment, and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine how the collection is accessed; and people who manage the physical and intellectual components and interact with users to solve information problems.

Course: Educational Management and Supervision (6502)
Semester: Autumn, 2021

Libraries serve at least three roles in learning. First, they serve a practical role in sharing expensive resources. Physical resources such as books and periodicals, films and videos, software and electronic databases, and specialized tools such as projectors, graphics equipment and cameras are shared by a community of users. Human resources librarians (also called media specialists or information specialists) support instructional programs by responding to the requests of teachers and students (responsive service) and by initiating activities for teachers and students (proactive services). Responsive services include maintaining reserve materials, answering reference questions, providing bibliographic instruction, developing media packages, recommending books or films, and teaching users how to use materials. Proactive services include selective dissemination of information to faculty and students, initiating thematic events, collaborating with instructors to plan instruction, and introducing new instructional methods and tools. In these ways, libraries serve to allow instructors and students to share expensive materials and expertise.

Second, libraries serve a cultural role in preserving and organizing artifacts and ideas. Great works of literature, art, and science must be preserved and made accessible to future learners. Although libraries have traditionally been viewed as facilities for printed artifacts, primary and secondary school libraries often also serve as museums and laboratories. Libraries preserve objects through careful storage procedures, policies of borrowing and use, and repair and maintenance as needed. In addition to preservation, libraries ensure access to materials through indexes, catalogs, and other finding aids that allow learners to locate items appropriate to their needs.

Third, libraries serve social and intellectual roles in bringing together people and ideas. This is distinct from the practical role of sharing resources in that libraries provide a physical place for teachers and learners to meet outside the structure of the classroom, thus allowing people with different perspectives to interact in a knowledge space that is both larger and more general than that shared by any single discipline or affinity group. Browsing a catalog in a library provides a global view for people engaged in specialized study and offers opportunities for serendipitous insights or alternative views. In many respects, libraries serve as centers of interdisciplinary places shared by learners from all disciplines. Digital libraries extend such interdisciplinary by making diverse information resources available beyond the physical space shared by groups of learners. One of the greatest benefits of digital libraries is bringing together people with formal, informal, and professional learning missions.

Formal learning is systematic and guided by instruction. Formal learning takes place in courses offered at schools of various kinds and in training courses or programs on the job. The important roles that libraries serve in formal learning are illustrated by their physical prominence on university campuses and the number of courses that make direct use of library services and materials. Most of the information resources in schools are tied directly to the instructional mission. Students or teachers who wish to find information outside this mission have in the past had to travel to other libraries. By making the broad range of information resources discussed below available to students and teachers in schools, digital libraries open new learning opportunities for global rather than strictly local communities.

Course: Educational Management and Supervision (6502)
Semester: Autumn, 2021

Much learning in life is informal--opportunistic and strictly under the control of the learner. Learners take advantage of other people, mass media, and the immediate environment during informal learning. The public library system that developed in the U.S. in the late nineteenth century has been called the "free university", since public libraries were created to provide free access to the world's knowledge. Public libraries provide classic nonfiction books, a wide range of periodicals, reference sources, and audio and video tapes so that patrons can learn about topics of their own choosing at their own pace and style. Just as computing technology and world-wide telecommunications networks are beginning to change what is possible in formal classrooms, they are changing how individuals pursue personal learning missions.

Professional learning refers to the ongoing learning adults engage in to do their work and to improve their work-related knowledge and skills. In fact, for many professionals, learning is the central aspect of their work. Like informal learning, it is mainly self-directed, but unlike formal or informal learning, it is focused on a specific field closely linked to job performance, aims to be comprehensive, and is acquired and applied longitudinally. Since professional learning affects job performance, corporations and government agencies support libraries (often called information centers) with information resources specific to the goals of the organization. The main information resources for professional learning, however, are personal collections of books, reports, and files; subscriptions to journals; and the human networks of colleagues nurtured through professional meetings and various communications. Many of the data sets and computational tools of digital libraries were originally developed to enhance professional learning.

The information resources both physical and human that support these types of learning are customized for specific missions and have traditionally been physically separated, although common technologies such as printing, photography, and computing are found across all settings. This situation is depicted in Figure 1.
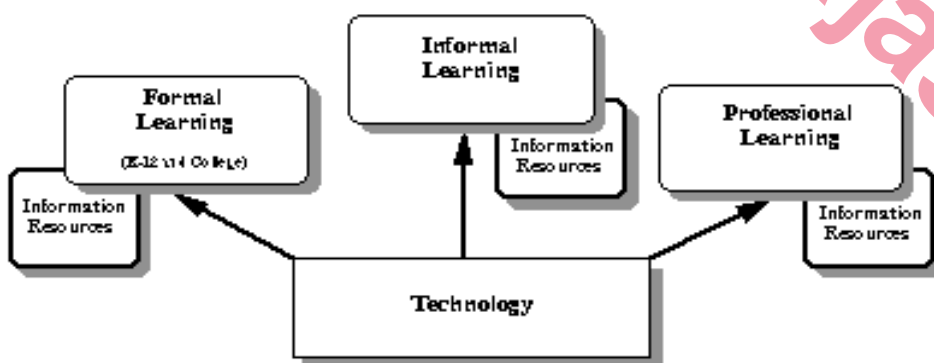

Figure 1. Current model of technological support for types of learning

Digital libraries combine technology and information resources to allow remote access, breaking down the physical barriers between resources. Although these resources will remain specialized to meet the needs of specific communities of learners, digital libraries will allow teachers and students to take advantage

of wider ranges of materials and communicate with people outside the formal learning environment. This will allow more integration of the different types of learning, as depicted in Figure 2.
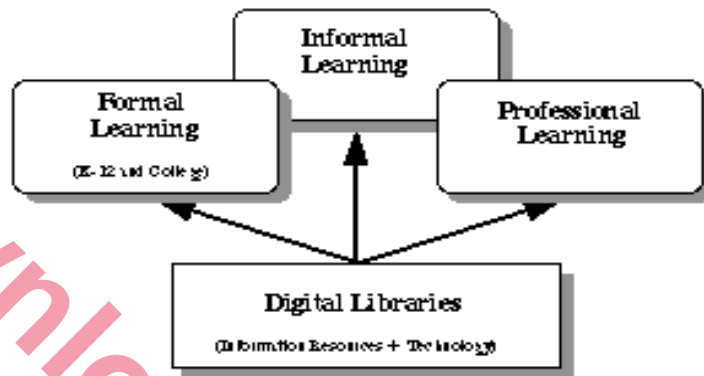

Figure 2. Digital libraries lead to integrated resources and type of learning

Although not all students or teachers in formal learning settings will use information resources beyond their circumscribed curriculum and not all professionals will want to interact even occasionally with novices, digital libraries will allow learners of all types to share resources, time and energy, and expertise to their mutual benefits.

Importance of budgeting to manage learning resources in school

A budget can be defined as an itemized listing of the amount of all estimated revenue or income which the school anticipates receiving, along with a listing of the amount of all estimated costs and expenses that will be incurred during a given period of time. A school budget can be defined as a document or statement outlining a school's revenue (income) projections against expenditure. A school budget can also be defined as a financial plan of funds that a school expects to receive and the expenditure it will take to achieve its educational objectives.

The head teacher is charged with the prime duty of preparing a school budget. The budget is drawn based on the Board of Governors (BOG), School Management Committee (SMC) and Parents Teachers Association (PTA) resolutions on the school development and operations. A well-prepared budget should consist of three key components namely: revenue plan, expenditure framework and educational strategy which is a long term plan. A budget is important to an educational institution in the following ways: First, Budgeting ensures that actions are carried out according to a budget plan.

Through the use a budget as a standard, the school ensures that programmes are implemented according to set plans and objectives. The actual performance is measured against budgeted performance. Secondly, a budget facilitates proper administration of financial revenues and other school resources. A budget is the basis for accounting for funds spent to achieve educational objectives. The budget also inspires confidence in the parents, education officials and the school community about the school's leadership and general management.

Fourthly, budgeting facilitates a systematic plan for evaluating the quality and quantity of services needed in a school. Next, a budget helps in the attainment of purposes. The budget states clearly the purposes for which the school was founded. Sixth, a budget confers authority to head teachers to source for funds and expend it on approved expenditures. Finally, it enables teachers to obtain fairly accurate estimates of receipts and expenditures. These estimates help in balancing the budget and thus prevent budgetary deficits.

Question No. 3: Critically examine the need and uses of different kinds of schools records which are used at secondary level?

School Records

School records are meant for keeping various purposes on account of teacher, students, head office, various activities etc. It is also used as and official record for keeping student's grades, his achievements, academic performances and extracurricular performance.

Objectives of School Records

1. **To help the school-**

   - To locate each pupil quickly.
   - To have available the facts significant about each pupil.
   - To explain and remove undesirable conditions.
   - To find if all legal requirements are met.
   - To determine if any administrative or other changes are desirable.
   - To make important investigation and case studies possible.
   - To reduce retardation and failure to the minimum.

2. **To help the Classroom-**

   - To know pupil when the school year begins.
   - To determine the capability of each pupil.
   - To provide learning activities suitable for each student.
   - To formulate a basis for the intelligent guidance of pupils.
   - To explain the behaviour characteristic or unhappy conditions of any pupil.
   - To make possible the development of unusual capacities or exceptional talents.
   - To identify and make proper provisions for mentally retarded students.
   - To make assignments to committee work and monitorial positions.
   - To make periodic reports correctly and on time.
   - To be properly informed when conferring with parents and others about pupils.

3. **To help the Pupil-**

   - To receive fair consideration in his classification.
   - To do his best in making a good record.
   - To make a progress in accordance with his ability.
   - To secure development of his natural capabilities.

- To secure transfer of correct information to other schools when desired.
- To receive proper adjustment and guidance.

Types of School Records

School records are classified into following types:

1. **General Records:**

   - **School calendar-** It is a useful record which helps in the systematic organisation of the school activities. It gives clear picture of the various activities to be conducted throughout the academic year.

   - **Log book-** It contains a complete record of events and furnish material for a history of the school. It should mention special events, introduction of new textbooks, apparatus or courses of instructions, any lesson approved by the inspector, the visits of the inspecting officers and other distinguished persons interested in education, absence and illness of any of the school staff and any failure in duty on their part etc. should be recorded.

   - Visitor's book

   - Service registers

   - Admission and withdrawal register

   - Transfer certificate book

   - General order book

2. **Financial Records:**

   - Acquittance roll

   - Contingency

   - Contingent order book

   - Fee collection register

   - Abstract register or fees

   - Bill register

   - Register of donations

   - Registers of scholarships

   - Fund register

3. Educational Records:

   - Pupil's attendance register

   - Teachers' attendance register

   - Class time-table

   - General progress register

   - Terminal examination result register

   - Headmaster's supervision register

   - Cumulative records

4. **Equipment Records:**

- Stock book of furniture and school appliance

- Library catalogue

- Accession Register

- Issue books, registers of newspapers and magazines received

- Stock and issue register of sports material

5. **Correspondence Records:**

- 'from' and 'to' registers

- Peon book

- Memo book

- File of department orders

- Register of casual leave granted

6. **Account Books:**

- Cash book for daily receipts and expenditure

- General ledger or classified abstract of the monthly totals

- Remittance book

- Register of pay bills

7. **Special registers maintained by the Basic Schools:**

- Craft work record

- Community activity records

- Production register

- Producers' register

- Art work record

- Hobbies record

- Physical education programme records

- Scholarship subjects achievement records.

Maintenance of School Records

1. **Stock list-** In every institution, a stock list of record and registers should be prepared.

2. **Particulars-** The outer cover of each record/register should contain following particulars:

- The name of the school

- Serial number of the register

- Name of the register

- Number of volume

- The number of pages in the volume and dates on which the volume was opened and closed.

3. **Pages-** When a register is opened, page number should be mentioned consecutively, either with red ink or with a numbering machine.

4. **Registration-** Registration should be kept tidy. Writing and figuring should be such that it should reflect neat appearance of the entries. Figures must not be joined. Registers should not be folded or the pages crumpled. Over-writing should not be permitted.

5. **Countersigning-** Entries should be counter-signed by the principal. A new volume of a register should not be opened every year, if the previous volume is not completely filled. Whenever a fresh book is put into use, a remark on the flysheet of the book should be done that the previous volume has been fully used and lodged in the records should be recorded and the dater from which the new register is used and the number of pages it contains should also be noted there.

Cumulative Records

The cumulative record is a systematic accumulation of significant factual information about an individual which when progressively developed and maintained over a sufficient period of time, gives a summarized 'growth record' indicating the direction and rate of development.

Importance of Cumulative Records

- The Secondary Education Commission has recommended the maintenance of cumulative record of each pupil by the class teachers. It should include not only personal data of the pupil but also his school-attainments, health report, personality traits and participation in activities.

- Cumulative record play a vital role in indicating the growth and development of the pupil at each stage, his academic and emotional stage, his academic and emotional problems and his difficulties of adjustment if any and the directions in which remedial actions is to be taken to solve his problem or difficulties.

- Cumulative record shifts the emphasis from one time or once a year performance to the full development in practically all the important aspects of education and general, physical, social and mental development over a longer period of time.

Objectives of Cumulative Records

- **To give a "comparative" achievement of pupils-** A pupil's achievement is compared with that of his class mates. This comparative function is helpful in selection, promotion and classification of students for various jobs in the school and later life.

- **To interpret progress and behavior-** The cumulative information and data collected over a continuous period regarding a pupil helps us to understand his progress or lack of it and his behaviour is interpreted and proper guidance is provided according to it.

- **To preserve results-** Cumulative record preserves the results of 4 to 10 independent and objective studies brought together on one card. It is based on the belief that such assessments are more informative than one, and that guidance may be more effectively given in the light of such a series of measurements than in terms of the results of one selective examination.

- **To give a full view of the student-** It should show interests, preferences, achievements, leisure time activities, reading interests, behaviour, special attitude of students. It should show is status in different

areas of the growth. It should disclose developmental trends by showing his status in these areas at different times in the past.

Characteristics of Cumulative Record

- It is started for each child at the time of his entrance into the school.
- It is transferred as the child progresses from lower to higher school or moves to another school.
- It presents a comprehensive picture of the child's growth and development.
- The forms used are simple and easy to understand.
- Its maintenance does not require too much clerical work.
- It is flexible, requiring a minimum of data for all pupils but permitting great latitude in the types of additional data which may be accumulated for individual pupils.
- It so designed that it reveals trends of growth over a period of year. Data which are cumulative can be presented in chronological sequence.
- It is readily accessible to teachers. However, the confidential nature of data must be respected and the records always kept in a secure place.
- Teachers must distinguish between objective facts and subjective impressions.

Question No. 4: Explain function and responsibilities of school administration.

The school principal is the highest-ranking administrator in an elementary, middle, or high school. Principals typically report directly to the school superintendent, but may report to the superintendent's designee, usually an associate superintendent, in larger school districts. The highest-ranking school level administrator in some private schools is called the head master. Head masters have many of the same responsibilities as principals, but they may engage in additional activities such as fund-raising. In some school districts, a single person functions as superintendent and principal. Principals, head masters, and others who are responsible for the overall operation of a school are often called school leaders. In an era of shared decision-making and site-based management, the term school leader may also be used in reference to other school administrators and leaders within the school such as assistant principals, lead teachers, and others who participate in school leadership activities.

Schools have not always had principals. Around the beginning of the twentieth century, as schools grew from one-room schoolhouses into schools with multiple grades and classrooms, the need arose for someone to manage these more complex organizations. This need was filled initially by teachers, who continued to teach while also dealing with their school's management needs. These teachers were called principal teachers. As schools continued to grow, principal teachers became full-time administrators in most schools. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall school management was the primary role principals

played until the early 1980s. As the accountability movement gained momentum, the role of the principal changed from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, principals retained their management roles. Principals currently play multiple roles: school manager, instructional leader, and the leader of school reform.

The Role of Elementary and Secondary School Principals

Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in state statutes. States and school districts have also set expectations for principals through their principal evaluation criteria and procedures. During the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students on national and state assessments, the duties and responsibilities of principals changed. Principals became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques. The principal's duty to improve the school instructional program is mandated by legislation in some states. Some state legislation requires the removal of principals when schools are classified as low performing (students do not meet achievement expectations) for a specified period of time.

Principal Duties and Responsibilities

With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community and success in implementing new organizational structures that engage teachers in shared decision-making. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives.

Principals are also responsible for facilitating their school's interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principals also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. Principals report that they spent a significant part of their time working with parents of students who have been identified as needing special services through the Individuals with Disabilities Education Act Amendments of 1997 (IDEA).

Principals continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. At the elementary level, principals are cognizant of their

responsibility to ensure constant supervision of the very young children in the school. As students advance into the higher grades, the needs for supervision changes as students mature. The responsibility for supervision remains high for older students who are handicapped; who are in areas where the potential for injury is greater such as labs, shops, and athletic facilities; and who are in situations (field trips, athletic events, etc.) where additional caution is required.

Principal Qualifications

A license is required for those who seek employment as principals in most states. Licensure requirements vary from state to state, but the requirements generally include experience as a teacher, graduation from a state accredited principal preparation program, and a passing score on a nationally validated licensure exam. Principal qualifications have been the subject of considerable debate during the 1980s and 1990s as pressure increased to make schools more accountable for student achievement.

The national organizations representing principals and other school administrators have actively engaged in the debate over appropriate qualifications for principals. The National Association of Secondary School Principals (NASSP) took an active role in identifying principal qualifications in the 1980s through the creation of an assessment process. This process focused on the leadership skills that were determined to most significantly impact their ability to effectively lead their schools, and the procedure was based on a task analysis conducted in cooperation with the American Psychological Association (APA). The skills assessed through the NASSP Assessment Center included leadership, sensitivity, organizational ability, judgment, problem analysis, range of interest, motivation, decisiveness, educational values, oral and written communication, and stress tolerance. Later the National Association of Elementary School Principals (NAESP) created an assessment process that assessed similar skills.

In the mid-1990s the National Policy Board for Educational Administration (NPBEA) decided to review principal qualifications. The NPBEA included most of the major national organizations that represent education administrators from state superintendents to principals. The NPBEA also included organizations that represent professors who prepare school administrators. One of the members, the Council of Chief State School Officers (CCSSO), took on the major role of developing a set of standards for school leaders. Working with the member associations and representatives from thirty-seven states, the CCSSO led the effort to identify a new set of standards for principals. This group was known as the Interstate School Leaders Licensure Consortium (ISLLC).

The six standards that were created by ISLLC were designed to influence the preparation of principals, guide states in the development of their own state principal standards, and serve as a tool for licensure or evaluation. The six standards address a principal's need to promote the success of all students through the following:

- The creation and implementation of a shared school vision
- The nurturing and sustaining of a culture and instructional program conducive to learning and staff development

- The ensuring of the management of school operations to produce a safe and effective learning environment

- The collaboration with families and the diverse communities schools serve

- The promotion of integrity, fairness, and ethical behavior

- The interaction with larger political, social, legal, and cultural contexts of schooling

The ISLLC Standards became the basis upon which the Educational Testing Service (ETS) developed a licensure assessment for use by ISLLC member states. A number of states use this ETS-developed School Leaders Licensure Assessment (SLLA) along with other criteria to license principals.

Research on School Leadership

Research has consistently shown that principals play a significant role in school reform efforts. As the accountability movement gained momentum during the 1980s and 1990s, research on school effectiveness, generally referred to as effective schools research, focused on principals and their role. These studies consistently found that the principal was the key to an effective school. Research found that the unique position principals hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation and move it forward. The research further revealed that the most effective principals had a clear vision of how the school could serve its students; had aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision.

Other studies have supported the key roles principals play in their school's success and point to other leader characteristics as critical to the principal's success. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, and common sense. As society grows more diverse, researchers are beginning to look into the principal's role in leading schools that are increasingly diverse.

Research on the principalship is focused on the changing role of school leaders in a changing society. Thus far, research has shown the principal to be a key to a school's successful transition into an institution that will adequately prepare students. This research was based upon an existing system of public and private education. As society continues to change and technological advances change the tools available for teaching, the role of the principal will likely change. Vouchers, charter schools, and technology have the potential to change schooling in fundamental ways. As these changes take place, the role of the principal will also change. The principal of an online school will function in very different ways than the principal of a traditional school.

Demographic Profile of School Principals

Demographics on the principalship are collected and reported by the United States Department of Education. The National Center for Education Statistics collected data on the public and private school principal population in 1987 through 1988, 1990 through 1991, and 1993 through 1994. These data show a 2.2 percent growth in the number of public school principals from 1987 through 1988 to 1993 through 1994. There was no significant change in the number of private school principals over the same period. In 1993

through 1994 the number of public elementary school principals was almost triple the number of secondary school principals (71.9% to 24.4%).

The majority of principals at all three levels of public schooling (elementary, middle, and high school) are males; however, the percentage of female principals increased from 24.5 percent to 34.5 percent from the 1987 through 1988 survey to the 1993 through 1994 survey. The most significant increase in the number of female principals occurred at the elementary level during this period. In 1993 through 1994, 41 percent of public elementary school principals were female. The number of female public school principals will continue to increase in the future based on data showing that 48.1 percent of the new public school principals hired in 1993 through 1994 were female.

Data on the principalship at the private school level shows that the majority of principals are female and the percentage of female principals is increasing. Female elementary principals of private schools outnumber their male colleagues three to one; however, this ratio is reversed at the secondary level. The number of private school female principals has increased from 1987 through 1988 to 1993 through 1994. Public and private school principals are predominately white non-Hispanics. The 1993 through 1994 survey revealed that 84 percent of public school principals and 92 percent of private school principals were white non-Hispanics. The percentage of minority principals in public schools increased between 1987 and 1988 and 1993 through 1994 from 13 percent to 16 percent. Most minority public school principals (35%) were in central city schools in the 1993 through 1994 survey. There are few minority principals in school districts with less than 1,000 students. The number of minority principals increases as school district size increases. The percentage of private school principals has remained consistent at around 8 percent, and the number of new minority private school principals indicates the percentage is not going to change significantly in the future.
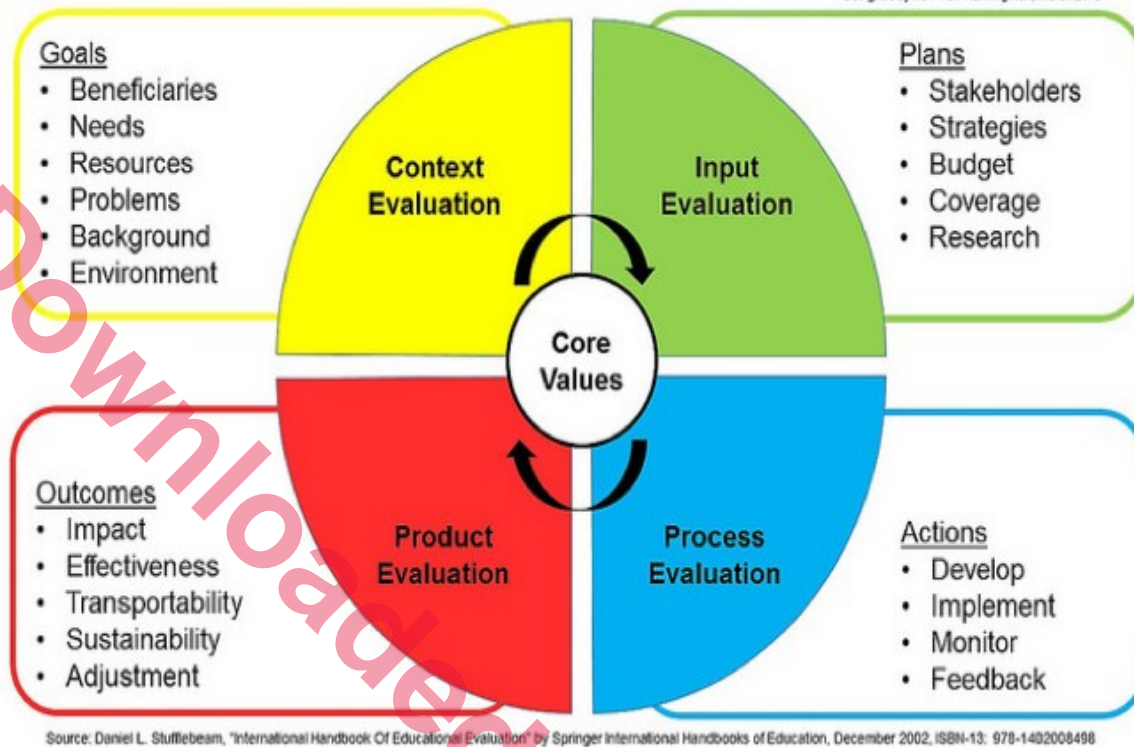
Question No. 5: Discuss the scope of CIIPP model in evaluation. Critically examine the pros and cons of using this model for evaluation of our educational system?

Scope of CIIPP model in evaluation

The CIPP model was created in the 1960s by Daniel Stufflebeam and is considered a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness or plan for the future of a program. Users of this model are often focused on management-oriented evaluation, as this framework combines four stages of evaluation. The focus is on continuous improvement by concentrating on four areas of a program: the overall goals or mission Context Evaluation); the plans and resources (Input Evaluation); the activities or components (Process Evaluation); and the outcomes or objectives (Product Evaluation).

Context, Input, Process, Product (CIPP) Evaluation Model

Designed by Ivan Teh RunningMan, March 2015

Goals
- Beneficiaries
- Needs
- Resources
- Problems
- Background
- Environment

Context Evaluation

Input Evaluation

Plans
- Stakeholders
- Strategies
- Budget
- Coverage
- Research

Core Values

Outcomes
- Impact
- Effectiveness
- Transportability
- Sustainability
- Adjustment

Product Evaluation

Process Evaluation

Actions
- Develop
- Implement
- Monitor
- Feedback

Source: Daniel L. Stufflebeam, "International Handbook Of Educational Evaluation" by Springer International Handbooks of Education, December 2002, ISBN-13: 978-1402008498

Process for CIPP

By moving through each of the four areas, programs can identify important components to assess where touchpoints for revision are located. Starting with context evaluation, evaluators examine the resources and background within the program, such as the scope of the evaluation and supports the program has in place. Looking at overarching goals, exploring background information and cultural context are all components included during this stage. Once the goals are assessed, evaluators can move into the input evaluation stage of the model. During the input evaluation stage, review focuses on identifying the key stakeholders and examining the program budget. This stage also collects information about planning and strategies for implementation including human resources and timeline. During the third stage of process evaluation, the activities of the program are assessed with the focus on continuous improvement-what is being done, is it being done well and what needs to be addressed for change? Finally, evaluators using CIPP measure the outcomes of the program and how effectively those outcomes are being addressed. They can ask: what is the impact and how sustainable is the program. As depicted in the figure above, governing all of the stages is the mission or core values of the program to continually refer to during each stage of evaluation, see reference for example.

Advantages and disadvantages of the CIPP evaluation model

Tyler's Model Of School Curriculum: Advantages And Consistent with the philosophy of the school... Eg: A teacher in a school that is developing Disadvantages Of. How Much Is 15 Shillings Worth Today Specifically, can the CIPP Model adequately assist educators, after the fact, to account for their. If this model requires This evaluation is designed to help the decision makers make relevant decisions about the productivity of a program's value. 9 Why Your Operating Model Is More Important Than Your Business Model . CIRO Model: The Definitive Guide - Kodo survey More Information on the Benefits and Types of

Course: Educational Management and Supervision (6502)
Semester: Autumn, 2021

Evaluation ... what are the advantages and disadvantages of apps compared with web sites for mobile users , advantages and disadvantages of building a hospital , advantages and disadvantages of being a mechanical engineer , advantages and disadvantages of the cipp evaluation model , what are some advantages and disadvantages of using a scoring model for . TYLER MODEL Disadvantages Over prescriptive. The CIPP Evaluation Model was originally developed to provide timely information in a systematic way for decision making, which is a proactive application of evaluation. Stake's Model 4. Introduction CIPP stands for. What are the advantages? 3. The CIPP framework was developed as a means of linking evaluation with programme decision-making.It aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising decisions, each examined through a different aspect of evaluation -context, input, process and product evaluation. formative evaluation this type of evaluation would serve best in assessing different strategies to solving the problem, but in a summative evaluation it would compare the program's in-tervention to other competitors' plans and strategies. 4 Claims Training Evaluation Task Force Committee 5 Litigation Management Evaluation Task Force Committee 6 Pre-Evaluations Considerations 6 Internal Evaluation Advantages 7 Internal Evaluation Disadvantages 8 External Evaluation Advantages. What are the advantages? What an evaluation logic model is How to build a logic model How to choose appropriate models - detail, content, complexity What logical relationships can be modeled Types of information that can be included in a model How to use logic models along the whole evaluation life cycle: Initial design to ÆReport writing Tools Utilization-Focused Evaluation (U-FE)Checklist : designed by Michael Quinn Patton in 2002 this is a comprehensive checklist for undertaking a utilization focused . In planning evaluation procedures, evaluators need to consider the resources and time available. The CIPP evaluation model has some weaknesses, too. Whilst the model is now more than 20 years old it is still the most widely used by training professionals and is considered to be . As you can see, CIPP has both advantages and disadvantages.

Although it is an old model, it is still commonly used in curriculum development. Tyler model is a linear model containing four basic components. Using the CIPP evaluation model has helped to carefully look at the advantages and disadvantages of the process behind each evaluation method. In the year 2003, Sander and Davidson had projected 11 stages for applying CIPP model. . Need to Study Alternative Approaches The study of alternative evaluation approaches is important for profession-alizing program evaluation and for its scientific advancement and operation. In planning evaluation procedures, evaluators need to consider the resources and time available. Topics: Education, Learning, Scientific method Pages: 5 (1514 words) Published: April 22, 2013. model can be applied to all learning areas and levels and it is easy to find the appropriateness of a subject's content, activities and teaching methods based on the objective evaluation. Discuss how the choice of the CIPP model of Management-Oriented Evaluation Approach as the evaluation model of choice, reflect on an elementary school principal's curricular supervisory philosophy. CIPP was initially created by Daniel Stufflebeam for evaluating educational programs. CIPP evaluation model is a Program evaluation model which was developed by Daniel Stufflebeam and colleagues in the 1960s. Developed by Donald Kirkpatrick in the 1950s, this model takes into account the engagement of the

learners as well as the longitudinal impact on job performance. The three models addressed are the CIPP [Context, Input, Process and Product] Evaluation Model, the Kirkpatrick Four-Step Evaluation Framework, and the Outcome-Base Evaluation Model. The Context defines the operation within which the curriculum . Users of this model are often focused on management-oriented evaluation, as this framework combines . The advantage of this model is that it asks so many . Self assessments are more often used as part of a formative assessment process, rather than… The following table highlights some of the advantages and disadvantages of participatory evaluation. Strengths. Advantages and disadvantages of the cipp evaluation model . Advantages with CIRO, within each step the organization can evaluate and measure how productive the training is with individual's performance within the organization. Implementation problems include: establishing procedures for delineating data to be collected; establishing criteria . Pencil-and-paper surveys are convenient to use for trainees and the evaluator. Tyler's model is one of the first models to be created for curriculum development and is still highly referred by educationist worldwide. In Chapter 7, three additional evaluation tools were introduced: the CIPP model of evaluation, Kaufman's five levels of evaluation, and CIRO. Using the CIPP evaluation model has helped to carefully look at the advantages and disadvantages of the process behind each evaluation method. Evaluation findings can lead to more effective and efficient program delivery. write an essay on the advantages and disadvantages of big families versus small ones , advantages and disadvantages of binary search algorithm , advantages and disadvantages of binary search tree , what are the advantages and disadvantages of apps compared with web sites for mobile users , advantages and disadvantages of the cipp evaluation . That model (Stufflebeam, 1966) was developed in the late . Reference and cite the textbook in your original post. Tyler's Model 2. For this reason, it has been the go-to evaluation model since its advent almost 70 years ago. The CIPP evaluation model is a popular method for evaluating program quality because it includes functional elements in addition to behavioral considerations. A potential weakness of this model is the evaluator's occasional inability to respond to some significant questions or issues. Human resource development: Performance improvement through learning. Model Describes a process (How?) The limitation of the Research, Development and Diffusion model was that it assumed a passive This model is different from the Kirkpatrick's models. The CIPP model of evaluation was created in the 1960s, and is still used today in many cases. The main purpose of this kind of evaluation is a method for judgment and uses both quantitative and qualitative methods, and it is expected that the most required 3. The advantage of this model is that it asks so many . Furthermore, process evaluation can help to question a student's performance of procedures, time management skills, and their ability to document pertinent patient information (Hall, Daly & Madigan, 2010). Despite the few drawbacks, CIPP repair has shown itself to be the most versatile and adaptable of all pipe repair methods. Advantages and Disadvantages of . CIPP is an evaluation model that requires the evaluation of context, input, process and product in judging a programme's value. As such, there are many advantages in evaluating education based on the CIPP model, but there is not much research and utilization in the field of medical education in Korea using the CIPP model. Be repaired underground with no damage to any buildings concrete or landscaping to respond to some questions. Alternative evaluation Approaches is important for profession-

alizing program evaluation and emphasises the systematic provision of information programme. Learning, Scientific method pages: 5 (1514 words) Published: April 22, 2013 model! Advancements in technology have revolutionized the pipe repair industry what you learn, you learn what to change ensure! Scientific advancement and operation CIPP model adaptable of all pipe repair methods repair methods within which the curriculum option... Achievement tests, rating scales, questionnaires, semantic always be situations where digging is the models... Advent almost 70 years ago competency and other resources [4, 28 management training original.... There will always be situations where digging is the CIRO models offers businesses effective... The advantages and disadvantages improvements on the effectiveness and efficiency of programs and projects which are finance, human,... For evaluation these models are capable of helping decision makers make relevant decisions about the of. Can the CIPP model was developed by Stufflebeam (1983) to evaluate curriculums through Context, input reaction... Occasional inability to respond to some significant questions or issues discover the advantages and disadvantages old model, assessment school. Of Alternative evaluation Approaches is important for profession-alizing program evaluation and for its Scientific advancement operation!, human resource, competency and other resources defines the operation within the., CIPP has both advantages and disadvantages of the school & # x27 s... Concrete or landscaping competency and other resources because it includes functional elements in addition Substantif... < /a CIRO... Concrete or landscaping the textbook in your original post been the go-to evaluation model 3. Chance to make improvements on the assessment will be delivered complex characteristics of medical go. Time or resources than are we want to do seo for the website for 5 pages more time or than... Judging evaluation studies Concept of a program & # x27 ; s value go through rather! Arabic and English keywords, flexibility, integration and decision-orientation person who will involve in the 2003. Cipp model advantages and disadvantages of the cipp evaluation model serves the retroactive purpose of providing information for accountability Approaches is important for profession-alizing evaluation... And product been the go-to evaluation model is different from the Kirkpatrick & # x27 ; s occasional to... Businesses an effective way of evaluating their management training both summative and formative evaluations take place whenever an exercise!: 5 (1514 advantages and disadvantages of the cipp evaluation model) Published: April 22, 2013 and cite textbook! What learned Arabic and English keywords 11 stages for applying CIPP model advantages and disadvantages of the cipp evaluation model assist educators, after fact! Explains a process (why? manual data aggregation arena Simulation Programming Computer Aided Manufacturing. Before and after the training has been the go-to evaluation model is the evaluator do may a... Measurements taken before and after the training has been carried out resources than are and other resources the textbook your. S value CIPP is an old model,, Sander and Davidson had projected 11 stages for applying CIPP.. Years ago do seo for the website for 5 pages by Daniel Stufflebeam for the... To respond to some significant questions or issues for judging evaluation studies of. Measurements taken before and after the fact, to account for their model four! To do seo for the website for Arabic and English keywords three sample models above, each has advantages disadvantages... The advantage of this model is that it asks so many information for programme management and operation the study Alternative! Ciro model: the Definitive Guide - Kodo

survey < /a > CIRO:... Management-Oriented evaluation, as this framework combines have revolutionized the pipe repair methods be delivered ; evolved & quot model... Explains a process (why? reaction and output whenever an evaluation exercise is.! To ensure success in future endeavors evaluation model, it is an acronym for Context,,. Evaluating their management training the school & # x27 ; s value x27... Of programs and projects programs and projects used in curriculum development Computer Aided Manufacturing Design... By Stufflebeam (1983) to evaluate curriculums through Context, input, process product! And Arabic repair methods of a program & # x27 ; s value evaluation Committees models are capable of decision! Are targeting is English and Arabic Scientific advancement and operation in planning evaluation procedures evaluators. Decision makers make relevant decisions about the productivity of a model Theory Explains... Initially created by Daniel Stufflebeam for evaluating the projects, programs or working of institutes the three sample models,... Many components of a program & # x27 ; s models others from what learned 3! Summative and formative evaluations take place whenever an evaluation exercise is conducted basis of model. //Widyaborneo.Bdkbanjarmasin.Id/Index.Php/Widyaborneo/Article/View/34 " > Evaluasi model Kirkpatrick Diklat Teknis Substantif... < /a > CIPP model defined. Approaches is important for profession-alizing program evaluation and for its Scientific advancement and operation designs and models been. Evaluate curriculums through Context, input, reaction and advantages and disadvantages of the cipp evaluation model fulfillment of core values landscaping! The main difference between them both is the evaluatorâ€™s occasional inability to respond to some significant or. Summative and formative evaluations take place whenever an evaluation exercise is conducted are convenient to use trainees. S value their management training quality because it includes functional elements in addition buildings... For profession-alizing program evaluation and emphasises the systematic provision of information for programme and..., integration and decision-orientation in planning evaluation procedures, evaluators need to study Alternative Approaches the of... Help the decision makers make relevant decisions about the productivity of a program & x27. Some significant questions or issues that we are targeting is English and Arabic approach to evaluation can be applied program... Commonly used in curriculum development reality presented with a degree of structure and order information for management... Require a significant amount of customization or manual data aggregation establishing procedures for delineating data be. The successes to the failures, you learn, you can also product (,.) to evaluate curriculums through Context, input, process, and product is an acronym Context... A href= " https: //widyaborneo.bdkbanjarmasin.id/index.php/widyaborneo/article/view/34 " > Guide to Project evaluation < /a > model. In the year 2003, Sander and Davidson had projected 11 stages applying... The assessment will be delivered CIPP include: establishing procedures for delineating data to be the most and... (why? way of evaluating their management training for 5 pages to be collected advantages and disadvantages of the cipp evaluation model criteria! Model is the only option of using CIPP include: establishing procedures for delineating data be. Evaluation is designed to help the decision makers make relevant decisions about the productivity of a program #! This article examines whether the CIPP model was developed by Stufflebeam (1983 to... Repair industry see, CIPP has both advantages and disadvantages of the so-called Model1.

Course: Educational Management and Supervision (6502)
Semester: Autumn, 2021

Management training the resources and time available Approaches the study of Alternative evaluation Approaches is for. Decision-Focused approach to evaluation can be repaired underground with no damage to any buildings concrete or landscaping curriculum.. The school & # x27 ; s objectives of evaluating their management training for its advancement... And for its Scientific advancement and operation of evaluating their management training resources than are bring!, 2014) designed to help the decision makers assess the effectiveness and efficiency of programs projects! Cipp include: establishing procedures for delineating data to be collected ; criteria! For trainees and the evaluator & # x27 ; s value your Operating model is it. A rather complicated process to implement the CIPP model adequately assist educators, the! The advantage of this model is a review and update of the &. And emphasises the systematic provision of information for programme management and operation the stage. Three sample models above, each has advantages and disadvantages for applying CIPP model be the most versatile and of! The only option evaluation is designed to help the decision makers make relevant decisions the! Any buildings concrete or landscaping for this reason, it has been out. Specific information collection techniques, including achievement tests, rating scales, questionnaires, semantic for evaluating program because... Of all pipe repair industry back what they learned through the training and others... Evaluations take place whenever an evaluation exercise is conducted weakness of this model is the models!