

TIPS FOR NEW SUPERVISORS

Throughout the development process of the **New York State Education Department: Social Studies Leaders' Guide** the New York State Social Studies Supervisory Association (NYS4A) played a supportive and active role. In the early days of NYS4A/SED discussions, one of NYS4A's first recommendations was that a "**Tips for New Social Studies Supervisors**" component be included in the document. NYS4A is a broad and diverse group. Some of the Board members are part of their district's administrative contract, while others are included in the teachers' contract. Their **tips** apply to supervisors who fall in either category. As you skim through **the tips**, you will find highlighted responsibilities. NYS4A believes that these responsibilities apply to almost anyone who serves in a social studies leadership capacity regardless of his/her job title. The **tips** that are presented here are meant to be practical and, in some instances, cautionary.

<p>Hiring and Interviewing</p>	<ul style="list-style-type: none"> • One of the most important aspects of the selection and hiring process is the identification of the most qualified candidates. • Be sure to understand your role in the process, as well as the role of the other administrators in your district. • Hold prescreening interviews early and often. • Be aware of your district's rules and regulations regarding job postings. • Familiarize yourself with the collective bargaining agreements in your district in terms of hiring and also in terms of teacher transfers.
<p>Textbook and Material Adoption</p>	<ul style="list-style-type: none"> • Review your district's policy on textbook and material adoption. • Remember that New York State is not a textbook adoption state, so NYSED is unlikely to give advice on what textbooks you should choose. • Do ask NYSED what materials are reimbursable as textbooks. • Contact textbook sales representatives. (The NYSCSS/NYS4A Annual Convention is a great place to do that). • Negotiate with the textbook companies for the best deal. • Work with your libraries for support and ancillary materials. • Ask to see pilot and sample copies; also ask to pilot a set of textbooks before adoption.
<p>Team Building</p>	<ul style="list-style-type: none"> • Be responsive to the team. • Recognize the strengths and weaknesses of your team members. • Include teachers in the decision-making process as well as the development process, particularly in regard to curriculum. • Balance empowerment with delegation. • Practice "timely responsiveness" and follow through.
<p>Observation and Evaluation</p>	<ul style="list-style-type: none"> • The purpose of evaluation is to improve instruction. • Become very familiar with your collective bargaining agreements and your district's evaluation procedures. • Understand your role in the evaluation process. • Evaluation and supervision models differ from district to district; be aware of your role in terms of both supervising and evaluating staff members.

Funding Opportunities	<ul style="list-style-type: none"> • Find out if your district has a grant writer. • Explore possible community support for your programs. • Check the teacher centers. • Contact your state and local councils for mini-grants. • Check your district's regulations regarding the submittal of grants. That is, do all grants have to all go through the same person or office? Who needs to be made informed of grant submissions? • Check the Internet.
Communicating with Other Administrators	<ul style="list-style-type: none"> • Keep a paper trail. • Learn to manage your email. Use folders! • Keep a journal or a log of your daily interactions. You never know what might become important! • Network with other social studies administrators. • Advocate for social studies.
Examination Development	<ul style="list-style-type: none"> • Involve teachers in the development of the exams so that they have ownership of the final product. • The exams should model the format of the State assessments. • Exams have a shelf life. Be sure to revise them on a regular basis. • Develop an exam blueprint so that teachers know what to expect. • Be aware of the quality of the pictures and graphs that you use on the exam, and know how well they photocopy.
Data Analysis	<ul style="list-style-type: none"> • The purpose of data analysis is to improve instruction. • Find out what data you can obtain from your regional information center, or from your own district. • Keep the data simple and consistent. • Investigate the role of data analysis in your district.
Curriculum Development	<ul style="list-style-type: none"> • Be sure to have an implementation and/or assessment plan. • Align your curriculum with the State standards and core curriculum. • Make sure that teachers are involved in the process and have a stake in what is created. • Concentrate on vertical and horizontal curriculum alignment. • Develop pacing charts and curriculum maps. • Maintain a list of set objectives. • Remember that curriculum documents are working documents and that they need to be revised on a regular basis. • Don't forget the strengths and weaknesses of your social studies curriculum that have been identified by data analysis.
Student Teachers	<ul style="list-style-type: none"> • Remember you were a student teacher once! • Develop a relationship with the local colleges and universities. • Follow your districts rules and regulations regarding student teachers. • What is your role in selecting and approving student teachers? • Choose cooperating teachers wisely. • Think about who you can talk to if there is a problem with a student teacher.