NoteMaster

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by
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This is a proposal for student guides, mainly for graduate students whose reading load is overwhelming. Cliff Notes have been in circulation long enough to know that this idea works, but Cliff Notes cover the classics, while books written and published specifically as class texts have their own study guides. However, there are no guides or notes for the hundreds of trade publications and popular college books written by people in their fields that are then assigned as class texts by professors. One such book is *Supervision: A Redefinition* by Sergiovanni and Starratt (1998), frequently used as a text in graduate education curricula.

NoteMaster student guides are written as an accompaniment to books assigned to students as textbooks. The notes will be a straightforward synopsis of the book in easy-to-grasp sentences, following the same format as the book, often referring to certain pages in the book, such as charts, summaries and special sections that need to be read in their entirety. A glossary will be included if the material has technical language.

The market for which these notes are intended is graduate schools anywhere in the world, since they can be accessed electronically as well as in print or CD-ROM. Many, if not most, of the students who I have questioned and worked with always mention they are overwhelmed with reading matter. While international students have the most difficulty because of the language barrier, students whose first language is English have also noted the impossibility of reading all that is assigned. **NoteMaster** will help them complete their assignments and also help them grasp the full meaning of the books they have been assigned to read and review.

Content Summary

The contents of NoteMaster guides will be a synopsis of the book in the same order as it is written, with topic headings and sub-topic headings following the same format as the original book used as a text. The important features of the guide will be that the notes will follow the book directly, only in a very simplified manner. However, the student will need the book to refer to charts, lists, and other important data. It is <u>not</u> a replacement for the book, but rather a condensed version to help the student complete the assignment instead of ignoring the book altogether.

I have surveyed several professors, students, and college bookstore managers, and all agree this would be helpful to all students, both undergraduate and graduate, who feel overwhelmed by the magnitude of the assigned reading matter. Some students have readily admitted they never even read half of the books they are required to read.

Courses

Since I hold a B.S. degree in Education and a B.A. in Nutrition Education, I would want to start with the course books in my fields. If the publisher successfully marketed these guides, then I would contact other writers with whom I work who have degrees in other fields such as business, science, etc. and train them to do the guides in their fields.

The Audience

When I was asked by an international student to read and take notes on a 200 page book that he needed and could not read in the time allotted, I realized there was a niche market that was not being filled: graduate and undergraduate students who cannot meet their deadlines for whatever reason, and need a helping hand in reading and deciphering all the material for their assignments.

Sales/Marketing

I see NoteMaster guides as "hot items" that almost every student will buy when he or she purchases the book, since it simplifies the book. I believe a CD-ROM inside the book with an extra fee would make the book even more marketable.

Existing Marketing and Sales Opportunities

As an author, I am familiar with the concept of promoting books. I also have a background as a public speaker and experience speaking in front of large groups as well as attending trade conferences. I would be excited with the possibility of speaking to college groups, at college book conferences, and to work with university administrators, publishers, and book stores about this idea of student guides for books used as texts in the classroom.

Unmet Needs

So far as I know, there are no publishers who see this niche market as an important one to grab. Because this is a new market, I would suggest doing a pilot with one or two books that are being used on campuses worldwide and do a test market on these books at several large universities with distance learning to measure the impact of this concept. I would be willing to work with distance education administrators where the books are being marketed and speak to bookstore managers to help promote the pilot.

Project Details

Since **NoteMaster** is not an original book, but rather notes on existing books, the amount of time needed will vary with the size of the book. The book that first gave me this idea

was 200 pages. I spent 4-5 hours reading it and underlining important features, and another 5-6 hours taking notes. (Reading through the book first eliminates duplication in the note taking.)

The guides will not contain photos, art, charts, etc. Instead, the notes will refer the reader to these pages, making the purchase of the book almost a necessity, since the notes accompany the book, not replace it.

Production

I work in Microsoft Word and can email or FTP the guides via the Internet as well as mail a hard copy.

On the following pages are sample notes from the Preface and Chapter One of *Supervision: A Redefintion,* published by McGraw-Hill. It will provide you with my writing style and ability to compress the information into very readable information. I would hope to have the author(s) read and approve the notes before they were published.

About Myself

As a freelance writer/author for 25 years and an editor/tutor for graduate and undergraduate students for the past three years, I have come to know the student body at The Pennsylvania State University. Since it is a very large university, the courses here are quite varied, with education one of the major areas for both graduate and undergraduate students.

My degrees in education and nutrition education, plus my ability to read and grasp information quickly, have given me an edge over the other editors here because I am able to read and take notes quickly on books used as texts, helping the students complete their assignments on time and with greater understanding. Working one-on-one I am aware of the many difficulties they face when reading several books for each course. The guide would help them understand and complete their assignments, especially for those students who come here without a full grasp of

English and also those students whose reading skills are not as developed as they need to be in order to read all that is assigned.

Perhaps the book that is most reflective of my skills for this proposal is my computer manual for beginners, *Computer-Ease* © 2001, Groundhog Press, since this is a simplified guide that anyone can follow, even older people who are just beginning to learn the computer.

Supervision: *A Redefinition*
by Thomas J. Sergiovanni & Robert J. Starratt
McGraw Hill Higher Education © 2002 (7th Edition)

(Synopsis by Ellen Sue Spicer)

Preface

The Evolving Nature of Supervision

In the preface of this 7th edition of Supervision: A Redefinition, the authors emphasize the perfunctory (routine) nature of supervision, which basically has been a teacher-evaluation system. With each new edition of the book, supervision as a topic fell within the range of "mild renaissance" to becoming a "hot topic". This 7th edition notes that supervision still plays a key role and function in our schools, but the issue at hand is how the influence of supervision will affect teachers and what the effects will be on teachers over a long period of time. *(See authors list of questions raised on the bottom of page xv.)*

Moral Questions

While some define supervision as extrinsic to teaching morals, the authors emphasize that "supervision takes its moral character from its close involvement with the intrinsic moral qualities of teaching and learning" (p. xvi).

Viewing schools as learning communities, the authors consider supervision as embracing concepts and skills that are shared by everyone involved with schooling—principals, teachers, parents, and supervisors. Supervision is part of the dynamics of "institutional reinvention." Accordingly, the authors see supervision, when it is properly defined, as the key or "lynchpin" to improving schools and teacher quality, making schools a place of learning and caring. Thus, this book is part of the ongoing redefinition of supervision as it responds to the changing school context. The book is written to meet the challenge of providing teachers with a "solid foundation for dealing with the complex problems now facing the practice of supervision in our schools" (p. xvi).

PART ONE: PERSPECTIVES FOR SUPERVISION

Chapter One: Supervision and School Renewal

To remain competitive in the global marketplace, schools are being asked to help create a workforce that can keep pace with changing technologies. Policy initiatives by the government include standards of effective teaching which have forced both teachers and supervisors to reevaluate their teaching and supervisory practices. "The attitude of the policy community is that if students are not learning, it is the teacher's fault" (p. 3).

Teachers can no longer use rote learning or simple recall of facts; they must teach children how learning happens (metacognitive learning). At the same time, supervisors are seeking observable evidence that students are actually learning by being involved with higher levels of reasoning. This demands supervisors to become more than evaluators, and teachers to accept more responsibility for their own development.

Both Role and Function

Supervision can be viewed as both a role and a function. When a supervisor visits a classroom to help teachers in their work, that is a role. However, when teachers visit each other's classrooms to work together towards better teaching practices, this is a supervisory function. The idea is to build a "culture of supervision" which includes a continuous learning commitment as well as attention to accountability. Supervision cannot be divorced from accountability and represent a "strong value that permeates the culture of the school" (p. 5). It must involve the teachers in order for them to be continuous learners instead of isolated individuals with no input into the learning system.

A Framework for Supervision
(See Figure 1-1.on page 7: "How Schools Contribute to Academic Achievement")

The authors state emphatically that for them "The purpose of supervision is to help increase the opportunity and the capacity of schools to contribute more effectively to students' academic success" (p. 6). *(Read the pathways on pages 6 & 7 that accompany Figure 1-1.)*

Images of Supervision

There are many competing views of supervision. In this section, the authors created an imaginary school in which a new educational system was instituted. *(The authors describe the*

new system and then the reactions of four different supervisor---A, B, C, D--- found on pages 9-13. Please read these four pages in order to grasp the concepts in the rest of the chapter notes.)

Each of these four supervisors reflected an image or theory of supervision:
Scientific Management, Human Relations, and Neoscientific Management
(The authors note that examples A and B are not theories of supervision that are adequate as models for school supervision. Instead they support the views of supervisors C and D and go into greater detail later in the book.)

- Scientific Management (Image A)- Emerged from the work of Frederick Taylor in the 1920s,taken from the steel industry in which he designed scientifically valid methods that were effective to increase workers' productivity. In school, this becomes a scientific management system in which control, accountability, and efficiency are emphasized.

- Human Relations (Image B)- Emerged from the work of Elton Mayo during the 1930s. He believed that by meeting the social needs of workers and involving workers in the decision-making process, productivity could be increased. Applied to schools, teachers were viewed as "whole persons" who needed to participate in the supervisory process so that they felt useful and important in the school. (Concept still used today; however, authors feel it promised more than it delivered.)

- Neoscientific Management- Concept evolved in the 1980s and shared an interest in control, accountability, and efficiency like scientific management, but accomplished this in a more impersonal way instead of "inspecting" teachers, which often leads to tension between teacher and supervisor. At times, this form of management is combined with human relations by using impersonal methods and at the same time encouraging positive attitudes.

Human Resources Supervision

A third view discussed by William Lucio has been given the title "revisionists," which combined the emphasis on tasks and human concerns. This new theory is called Human Resources Supervision, which is the one that Supervisor C relied upon in the model on pages 9-13. It is not a variation of human relations. Instead, this new concept "represents a higher regard for human needs, potential, and satisfaction" (p. 17).

The authors then discussed the differences between an older theory called Theory X and the new one, Theory Y, which is based on the "optimistic (positive) assumptions about the nature of humankind…" (p. 17). (See the list of negative assumptions of Theory X on the bottom of page 17 and the list of positive assumptions of Theory Y on page 18.) Theory X assumes that people

are basically lazy and need to be controlled; Theory Y assumes that people are not passive and management is responsible for helping workers develop motivation.

Human Relations and Human Resources Supervision Compared

(See flow chart of page 19) The basic difference in this flow chart is that the human relations supervisor creates practices that increase teacher satisfaction, which will hopefully lead to school effectiveness, while the human resources supervisor works to increase school effectiveness, which will hopefully increase teacher satisfaction. This seems like a subtle difference, but the authors note that human relations are more aligned with Theory X, while human resources are aligned with Theory Y, a more positive approach to supervision.

Revisiting the Supervisors

- Supervisor A- reflects scientific and neoscientific management
- Supervisor B- reflects human relations supervision
- Supervisor C- reflects the human resources perspective
- Supervisor D- reflects a new image of supervision, less direct. Hard to label, but the practices go against more traditional forms. *(See page 21 for a listing of the premises.)*

Supervision Responding to the Restructuring Agenda

Policy agenda for school renewal is affected by several influences. *(Listed below and described on pages 21-23.)*

- Political Influences
- Economic Influences
- Cognitive Research
- Constructive Learning Theory & Research
- Philosophy and Sociology
- Research in Academic Disciplines
- Curriculum Theory & Research
- Legal Politics of Pluralism & Inclusion
- Research on Student Assessment
- Research on Professional Practice
- Research on Second Order Change

A Reflection on the Restructuring Agenda

If public schools were developed to have an "enlightened citizenry" to guide the course of democracy, then our schools need to prepare our youth in skills and understandings that allow an enlightened citizenry, especially schools that help students cope with the increased complexity of everyday life "….mere knowledge of information is not enough, but applying that knowledge

to real-life situations is what grounds that knowledge in deep understanding and makes it available for future applications……" (p. 24).

Curriculum is not neutral, and as such, reflects cultural definitions of life and norms. Knowledge of the self and the world gives a certain predictability and identity to social life; this only interprets reality, but is not necessarily what is real for every culture. Approaching education this way implies a moral framework, "A concern to continually transform knowledge for the larger benefit of the community" (p. 25).

A Larger Framework for Supervision

The authors propose at the end of this first chapter that supervisors look beyond what the state and federal governments have laid down as a renewal formula. They suggest that supervision does not have to be restricted to the assumptions of the framework, which they consider narrow. They seek additional sources of authority and encourage students and teachers to go beyond test scores as the single criterion of evaluation and instead respond to larger educational purposes.

End of sample chapter by NoteMaster ©2003

Introduction. NoteMaster is a minimalist persistent note-taking app to help boost productivity. Features. NoteMaster is being developed continuously by the maintainers. Our vision is to create the best minimal open-source note-taking app to boost productivity. Dark UI - Save your damn eyes! Download NoteMaster Beta 1.3.4. Free, easy-to-use yet extremely powerful text and code editor. Leaving without your download? Get alternatives to NoteMaster. Notepad++ Portable. Highlighting and folding syntax (C, C++, HTML, ASP, Java, Pascal, CSS and more). PilotEdit. Code all you want with instant editing capabilities with this free and light editing program. Scratch 2 Offline Editor. Kids play games and use animation tools. NoteMaster highlights the programming language syntax. NoteMaster's syntax schemes are based on XML files, so it is easy to add your own programming language. NoteMaster precedes a new line automatically with the correct number of tabs by recognizing the code structure. Turn on Pretty Listing to have NoteMaster format your code lines automatically; in XML and HTML documents NoteMaster will automatically close tags with the appropriate ending tag.