George Mason University
Graduate School of Education
Education Leadership Program
EDLE 618- Supervision and Evaluation of Instruction
Spring 2005

Professor: Dr. James E. Upperman
Office Hours: Wednesdays and Thursdays, 1-3 PM
Other times by appointment
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Office: Commerce II Building, Room 207C

Class Schedule: Class meets as indicated under “course schedule”—4:30-7:10 PM
Location: Robinson Hall A109
Supervision and instructional leadership: A developmental approach (6th edition), Boston, Ma.: Allyn & Bacon.

Course Description: This course will provide a theoretical and practical overview of the supervision and evaluation of instruction. A variety of activities will be employed to assist students in the mastery of the clinical process and the developmental approach to supervision.

Student Outcomes: Upon completion of this course, students will be able to:
- Identify and define effective instructional practice
- Identify and utilize the principles of clinical supervision and the developmental approach to supervision
- Apply supervision according to the research on adult learning, professional development and effective schools
- Demonstrate proficiency in group leadership
- Understand and utilize effective change processes
- Articulate a working knowledge of current issues and best practices in supervision

GSE Expectations of All Students:
- Students are expected to exhibit professional behavior and dispositions
- Students must follow the guidelines of the student honor code (see http://www.gmu.edu/catalog/apolicies/#TOC_H12)
- Students must agree to abide by the university policy for Responsible Use of Computing. (see http://mail.gmu.edu)
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor in writing at the beginning of the semester. (see www.gmu.edu/student/drc or call 703-993-2474 to access the DRC)

Relationship of Student Outcomes to Program Goals:
EDLE 618 student outcomes and activities are directly related to following GMU EDLE program goals:
1- Reflective practice
2- Improved communication skills
3- Development of skills in bringing about change
4- Self-assessment for planning and personal growth
This course meets the following competencies:
VA DOE—1a, 1b, 1c, 1e, 2c, 3c, & 6e.
ISSLC—1-K4, 2-K1, 2-K5, 2-K6, 2-K8, 2-K10, 2-P2, & 3-P1.
NCATE—2.2, 2.3, 3.2, 3.7, 4.1, 4.2, 4.3, 4.3, 5.1, 7.1, 7.2, & 9.1.

Course Requirements: Students will be required to attend class regularly, and to participate actively in class discussions. Each student will complete all required projects, and will finish readings as scheduled. Late projects may be accepted in extenuating circumstances as determined by the instructor, but will be subject to a minimum of a one grade penalty. Access to a computer and email accounts will be required in order to utilize blackboard, and to remain current with any schedule and/or other course adjustments which may be necessary.

Internship Required Experiences: Students will complete the following two activities which are required for EDLE 618, and will also be applied to EDLE 791- Internship:
1- Clinical Supervision Project (see #2 below)
2- Professional Development Project (see #3 below)
Course Activities: 1- Class Participation (15%)
Students will be expected to participate in group discussions, and to interact with the instructor and other students. It is expected that students will arrive to class on time, and will notify the instructor in advance when an unavoidable conflict prevents the student from either arriving to class on time or attending a class. Maximum credit for class participation will be earned by students who are present and on time for each class, and who are able to demonstrate that they have completed all homework assignments (reading and writing). A blackboard discussion will be included as one part of the class participation grade. The “final class activity” is also included in this section.

2- Clinical Supervision Project (40%)
Students will select one teacher with whom to work, preferably in a discipline in which they have some experience. Using the overview described in the text, students will explain the concept of clinical supervision to the colleague, and will request his/her participation in this project. After having contacted the principal and/or a.p. to request approval, the clinical supervision process will be utilized. A written report will complete this activity, to consist of the following topics:
   a- Selection of teacher to observe---who and why?
   b- A description of each phase in the clinical process---how did you utilize each phase with the teacher you selected?
   c- Discussion as to the “supervisory style(s)” that you utilized and why?
   d- Comparison of the five phase clinical process in text with “current process” at your school.
This report is due on March 10, and may not exceed twelve (12) double-spaced pages. You must include a copy of the observation tool that you used in an appendix to the paper.

3- Professional Development Project (30%)
Students will conduct a needs assessment and prepare a professional development proposal based on an analysis of the results. The proposal shall include a copy of the assessment, as well as a section highlighting the process utilized to both disseminate the document, and collect and analyze the data. The final section should include the actual development proposal.
   a- How was need assessed? Include actual document with data analysis summary
b- Connect the data with your professional development proposal. Provide specifics as to how your proposal is consistent with the traits of successful professional development (product and process)

The report may not exceed nine double-spaced pages, and is due on April 28, 2005

4- Discussion Leader Activity (15%)
Students will work in small groups to lead a class discussion on topics which relate to the themes being addressed in class. A list of options will be distributed by the instructor at the first class session. This discussion will generally be conducted at the beginning of the class, and will be no fewer than 45 minutes, and no longer than 55 minutes in duration.

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>100 percent</td>
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<td>A</td>
<td>95-99 percent</td>
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<td>A-</td>
<td>90-94 percent</td>
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<td>B+</td>
<td>87-89 percent</td>
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<td>B</td>
<td>83-86 percent</td>
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<td>B-</td>
<td>80-82 percent</td>
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<td>C</td>
<td>75-79 percent</td>
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<td>F</td>
<td>0-74 percent</td>
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Course Schedule:

January 27       Introductions, review of syllabus and overview of course
Topic: Supervisory prerequisites for improved student learning
Assignment for next class: Chapters 1-5
Emphasis—Questions 1-10, p.114

February 3       Topic: Effective Schools = Good Schools ???
Panel Presentation: Supervising the classroom teacher
   Bobbie Terry, Principal, Epiphany Catholic School
   Myca Gray, Assistant Principal, Garfield High School
   Jeff Abt, Principal, Baldwin Elementary School
   Betty Garry, Assistant Principal, Baldwin Elementary School
Assignment (nc): Chapters 14 and 16 (pps. 323-328 only)
February 10  
Topic: Clinical Supervision as a developmental tool  
Discussion Leader Activity A—*Teacher observations and current practice*  
Class Activity: Observing the classroom  
Assignment (nc): Chapters 6-7 (emphasis on case studies in Ch 7)

February 17  
Topic: Your Interpersonal Skills—Using Developmental Supv  
Discussion Leader Activity B--- *How does my supervisor interact with me, and how do I interpret this interaction?*  
Class Activity: Observing the classroom  
Assignment (nc): Chapters 8-11

February 24  
Topic: Supervisory styles  
Class Activity: Supervisor-teacher conferences  
Assignment (nc): Chapter 12 –Complete Academic Exercise #1 on p.217 (written assignment, select 2 of 4)

March 3  
Topic: Better supervision for improved learning  
Class Activity: Discuss composite profiles (homework)  
Assignment (nc): Review and be prepared to discuss your school board’s policy on professional development, and read Chapter 18

March 10  
Topic: Developing professionals  
Discussion Leader Activity C--- *Professional development in our schools---A look at current practice.*  
Class Activity: NBPTS  
Clinical Supervision project due date  
Assignment (nc): Chapter 13

March 24  
Electronic Discussion Activity (class does not meet)

March 31  
Topic: Learning and utilizing your technical skills  
Discussion Leader Activity D--- *Teacher induction programs- helping new teachers to succeed*  
Class Activity: SLLA Practice Activity- Western HS  
Assignment(nc): Chapter 16 (pps 328-341) and Chapter 17
April 7  Topic: Assisting teachers—individually and in groups
Discussion Leader Activity E--- *Group Dynamics—why do individuals behave as they do in group settings?*
Assignment (nc): Chapter 15, emphasis on pps. 310-316
Bring copy of school’s teacher evaluation documents to discuss; & read and react to *The Dance of the Lemons* article

April 9  Annual EDLE Conference in Fairfax

April 14  Topic: Current supervisory and evaluative practices
Class Activity: *The Dance of the Lemons in Westlake School District*
Assignment (nc): Chapter 20

April 21  Topic: Action Research
Discussion Leader Activity F---*Action Research at our school---authentic samples.*
Assignment (nc): Chapters 21-22
Final Class Activity

April 28  Topic: A “super vision” for better schools
Final Class Activity
Professional Development Project Due Date