George Mason University  
Graduate School of Education  
Alexandria III  
Course Syllabus Fall 2005  

COURSE NUMBER AND TITLE:  
EDLE 618 Supervision and Evaluation of Instruction 3 graduate credits  

GSE STATEMENTS OF EXPECTATION  
The Graduate School of Education (GSE) expects that all students abide by the following:  

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.  
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.  
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.  
- 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.  

INSTRUCTOR:  
Elizabeth A. Henderson  

TEXTBOOKS:  
ISBN # 0205380794  

ADDITIONAL READINGS:  See Resources Section of this syllabus  

CLASS DATES:  
Sept. 6 (A non-traditional learning experience- See Session #1 on Page 5), 13, 20, 27, Oct. 4, 11, 18*, 25, Nov. 1, 8, 15, 17*, 22  
*Oct. 18 and Nov. 17 are Blackboard classes. The Oct.18th session will be interactive. The 17th of Nov. Blackboard will be done on your own time between 11/15-11/20  

CLASS TIME AND LOCATION: Hammond Middle School, 4:30-8:00  

COURSE DESCRIPTION:
Provides a theoretical and practical overview of the supervision and evaluation of instruction. Introduces the domains of supervision and inquiry into current issues and best practices in supervision. Uses a variety of interactive exercises to assist in the development of practical skills for using the clinical process and developmental approach to supervision.

CANDIDATE OUTCOMES: Upon completion of this course, candidates will be able to
1. Identify and define effective instructional practice and develop a repertoire of techniques for the supervision/coaching/mentoring of teacher 
   (See Learning Activity #2, #5, #6)

2. Identify and utilize the principles of clinical supervision and the developmental approach to supervision in an instructional context 
   (See Learning Activity #2, #5)

3. Apply supervision according to the research on adult learning, professional development and effective schools 
   (See Learning Activity #3, #5)

4. Demonstrate proficiency in group leadership 
   (See Learning Activity #4)

5. Articulate a working knowledge of current issues and best practices in supervision 
   (See Learning Activity #4, #5)

6. Identify the knowledge, skills, attitudes, and beliefs that are typical of successful supervisors 
   (See Learning Activity #5, #6)

7. Use appropriate interpersonal skills (written, verbal, and nonverbal communication) for supervising and/or mentoring teachers. 
   (See Learning Activity #2, #3)

RELATIONSHIP OF CANDIDATE OUTCOMES TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS:
Candidate outcomes and activities are directly related to EDLE Program goals of:
- Reflective practice
- Improved communication skills
- Development of skills in bringing about change
- Self-assessment for planning and personal growth.

This course meets the following VA DOE Competencies, SSLC Standards, and NCATE Guidelines.
- VA DOE Competencies: 1a, 1b, 1c, 1e, 2c, 3c, and 6e
• ISSLC Standards: 1-K4, 2-K1, 2-K3, 2-K5, 2-K6, 2-K8, 2-K10, 2-P2, 2-P9, 3-P1

• NCATE Guidelines: Strategic Leadership (2.2, 2.3); Instructional Leadership (3.2, 3.7, 4.1, 4.2, 4.3, 5.1); Organizational Leadership (7.1, 7.2, 9.1).

NATURE OF COURSE DELIVERY: A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods include lecture, large and small group discussions, Internet assignments, media use, guest practitioners, group presentations, email discussions, cooperative learning, and scenarios.

COURSE REQUIREMENTS:
Candidates are required to attend each class and to participate actively in class discussions. Each candidate will complete all required projects and finish readings as scheduled. Late projects may be accepted in extenuating circumstances, but are subject to a one-grade penalty.

Candidates are expected to write in a professional manner, producing work expected of graduate level students. Access to a computer and email accounts are essential. GMU provides free email accounts to registered candidates who are accepted into an approved GMU program. Computers also are available in labs that are located in the Graduate School of Education.

All EDLE candidates are expected (1) to attend internship meetings and (2) maintain all required internship paperwork (monthly log of hours and chronicling of reflections in the internship journal).

INTERNSHIP REQUIRED EXPERIENCES:
1. Candidates will utilize the clinical supervision model at the local school site.
2. Additionally, as a required internship activity each student will conduct a faculty needs assessment and prepare a staff development plan to meet those needs.

Both of these assignments will be filed in the ARTIFACTS section of your collective record.

LEARNING ACTIVITIES:
1. Attendance and Participation (20 points or 20% of total grade)
   Just showing up on time does not insure your earning 20 points. Candidates are expected to participate in group discussions and to interact with the instructor and other students. It is expected that candidates 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. Candidates who attend each class and engage actively in class activities earn maximum credit for class participation. Students who choose to be absent or tardy, or who do not participate appropriately will see a reduction in points.
Your make your choices through your attendance and participation. It is strongly suggested that you register for conferences and workshops at times that do not conflict with this course.

2. **Staff Development Project (20 points or 20% of total grade) DUE 10/11**
   - Candidates conduct a needs assessment of teachers in a school, grade-level, or department, and prepare a staff development proposal based on an analysis of the assessment results.
     - The proposal includes a copy of the assessment and identifies the process utilized to disseminate the assessment instrument and collect and analyze the data.
     - A final section should include details of the Joyce and Showers 5-step model of staff development.
     - The entire report should not exceed seven double-spaced pages.
     - This project is due on the 9th class session.

   *Successful completion of this activity demonstrates performance competency for Candidate Outcomes #3 and #7, as indicated on page 1 of this syllabus.*

3. **Class Presentations (15 points or 15% of total grade) DUE Oct. 25 & Nov. 1**
   - Candidates work in small groups to research a selected issue in supervision and subsequently prepare and present a report to the class.
     - The 30-minute report is interactive in nature, uses technology, and involves classmates in an authentic learning experience.
     - The instructor will present a list of topics and presentation dates to the class no later than the second week of class.
     - The instructor must approve alternative topics before candidates begin this project.
     - The presentation must be accompanied by an informational brochure, pamphlet, etc. including an overview of the presentation and resources used in preparation.

   *Successful completion of this activity demonstrates performance competency for Candidate Outcomes #4 and #5, as indicated on page 1 of this syllabus.*

4. **Clinical Supervision Project (20 points or 20% of total grade) Due: Nov. 15**
   - Candidates select one teacher with whom to work, preferably in a discipline in which they have some experience. Using the overview described in the text, candidates explain the concept of clinical supervision to the colleague and request his/her participation in this project.
After having contacted the principal and/or assistant principal, the clinical supervision process is used. Candidates use this process to assess and monitor classroom teacher performance and formulate action steps for improvement in classroom instruction.

A written report completes this activity and consists of the following topics:

- (a) Who was selected and why?
- (b) Summarize each phase in the clinical process.
- (c) Compare and contrast the clinical process with “current practice” at your school. This report is due on the 11th class session.

Additionally candidates discuss and role-play supervisory conferences where teachers need to be placed on improvement plans or moved to dismissal or non-renewal of contract.

Successful completion of this activity demonstrates performance competency for Candidate Outcomes # 1, #2 and #7, as indicated on page 1 of this syllabus.

5. Videotape or record an authentic supervisory conference performed by you. (15 points or 15% of total grade) TO BE DONE IN CLASS 11/22

- Candidates observe a lesson taught by a professional colleague at school or from this cohort. During the observation notice how the teacher interacts with students and if the teacher
  - (a) knows the purpose of the lesson and expected learning outcomes for students,
  - (b) has knowledge of the subject matter,
  - (c) demonstrates an understanding of student growth and development,
  - (d) uses teaching methods and strategies for students’ learning styles,
  - (e) employs students’ innovative and critical thinking skills, and
  - (f) can manage a learning environment.

- When completed, candidates reflect on the lesson and make notes in preparation for conducting a follow-up conference.
  a) Videotape, prepare a DVD or audio-record the conference with the teacher, if appropriate, or with an EDLE 618 classmate.
  b) While conducting the conference candidates use a minimum of 2 different supervisory models to communicate feedback (i.e. questioning technique; claim, evidence, and interpretation; etc.).
  c) At the conclusion of the conference, candidates provide a verbal critique, on the tape, of their skills in providing feedback during the conference.

Successful completion of this activity demonstrates performance competency for Candidate Outcomes #1, #2, #3, #5 and #6, as indicated on page 1 of this syllabus.

6. Identify critical knowledge, performance, and dispositions of effective supervisors. (10 points or 10% of total grade) DUE 12/6

- Each candidate reflects on and lists the
  - (a) Knowledge,
(b) Performance skills, and
(c) Dispositions that an effective supervisor/mentor has and demonstrate.

Then, the candidate writes a rationale to support their responses for each of the 3 categories.

Successful completion of this activity demonstrates performance competency for Candidate Outcomes #1 and #6, as indicated on page 1 of this syllabus.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100 points</td>
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<tr>
<td>A</td>
<td>95 - 99 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94 points</td>
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<tr>
<td>B+</td>
<td>85 - 89 points</td>
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<tr>
<td>B</td>
<td>80 - 84 points</td>
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<tr>
<td>B-</td>
<td>75 - 79 points</td>
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<td>C</td>
<td>70 - 74 points</td>
</tr>
<tr>
<td>F</td>
<td>69 points or below</td>
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</tbody>
</table>

See page 11.

If you complete each assignment in a satisfactory manner and attend all classes on time you will earn up to a “B” as your final grade for the course.

If you want to strive for a grade higher than a "B," it will be necessary for you to write a detained learning plan that will specify goals, strategies and activities for your endeavor. This plan is to be to the instructor no later than the beginning of the third class session, September 19. No extensions granted.

**COURSE TOPICS**

Session #1  Any time between September 5 and September 11

Session #1 is a non-traditional learning experience that will count as our first class. You will do this work alone or in small groups. We will not meet as a traditional class for Session #1; however, you will be expected to accomplish the following prior to Session #2:

1) Read and understand the syllabus. If you have questions ask them via Blackboard prior to September 13. Feel free to do advanced reading, preparation for assignments, etc. Practice proactive leadership!

2) Make sure you have read Chapters 1-3 prior to entering class on September 13. Take notes on your reading and be prepared to lead discussions.

3) Additionally, study teacher evaluation and professional development information from the websites on Page 8 that pertain to your school division, take notes and be able to use them in class discussion. Seek additional websites that provide information about how school divisions handle teacher evaluation. Post the highlights of your notes from your study by Sept. 11.

Session #2  September 13

Topic: Introduce supervisory prerequisites for improved student learning.
Provide an overview of the clinical process and the developmental model.

Session #3  September 20
Topic:  “Fasten your seat belt first…then assist those around you.”
Assignment: Chapters 7-12

Session #4  September 27
Topic:  Development Supervision
Assignment:  Prepare profiles (without names) of actual teachers who require 3 or 4 supervisory approaches described in your text. Select three approaches and be prepared to present and defend your profiles.

Session #5  October 4
Topic:  Better Supervision for Improved Learning
Assignment:  Review and be prepared to discuss your school board’s policy on professional development. Assignment: Chapter 18.

Session #6  October 11 - Staff development project due today
Topic:  Developing Professionals
Assignment: Chapters 13 and 14

Session #7  October 18  BLACKBOARD
Topic:  Learning and Utilizing Technical Skills
Assignment: Chapters 16 and 17

Session #8  October 25 - Staff Development Project due today
Topic:  Clinical Supervision
Assignment: Bring copy of school’s evaluation documents to discuss.

Session #9  November 1 - Staff Development Project due today
Topic:  Current Supervisory and Evaluative Practices
Assignment: Chapter 20

Session #10  November 8
Topic:  A “Super Vision” for Better Schools
Assignment: Provide a brief, written critique to the presenters, using your knowledge of supervisory feedback.

Session #11  November 15 - Clinical Supervision Project due today
Assignment: Provide a brief, written critique to the presenters, using your knowledge of supervisory feedback.

Session #12
Assignment: November 17 BLACKBOARD
Identify critical knowledge, performance, and dispositions of effective supervisors.

Session #13
Assignment: November 22 - Video of Authentic Supervisory Conf. Due
To be accomplished in class
Observe videotape of an instructional lesson provided by the instructor. Take notes and practice conferencing skills with a partner in the class. (One of you will role play the teacher on the video and the other will provide feedback to the “teacher.” Exchange areas of “glow” and areas of “grow”, paying particular attention to both verbal and non-verbal feedback (voice tone, eye contact, facial expressions, language used, word emphasis, etc.) and the overall feeling tone of the conference. Be sure to eliminate “I like” from your feedback. Remember, you want teachers to understand the feedback is to improve instruction for the learning of students, not to please you by providing what you “like.”

To prepare for today, practice your conferencing skills during the week. Pay special attention to selecting two major areas that are most important for student learning. (Either these areas need improvement or the observed teacher addresses them adequately.)

ONLINE RESOURCES
Samples of Teacher Evaluation forms
http://www.randolph.k12.nc.us/personnelforms.htm
http://www.boiseschools.org/forms/
http://www.mcps.org/admin/evalform/pdf.htm
Add to this list

Alexandria
ACPS Strategic Plan http://www.acps.k12.va.us/board/strategicplan.pdf

ACPS Personnel Regulations

Find information about Professional Development in Alexandria

ACPS Job Vacancies
http://www.acps.k12.va.us/hr/index.php

Fairfax
FCPS Office of Human Resources
http://www.fcps.edu/DHR/
FCPS Evaluation
http://www.fcps.k12.va.us/DHR/career/forms/eval_forms.htm

FCPS Teacher and IA positions
http://www.fcps.edu/DHR/teachers/vlisthome.htm

FCPS Job Descriptions for Principals
http://www.fcps.edu/DHR/jobspecs/index.htm#P

FCPS Regulations on Evaluation
http://www.fcps.edu/Directives/topicalindexE.htm#EVAL

FCPS Regulations on Staff Development
http://www.fcps.edu/Directives/topicalindexS.htm#STAF2
<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality, quantity, value of all work (written, oral, group, presentations)</th>
<th>Achievement</th>
<th>Credibility in All Written Work and Presentations</th>
<th>Presentation Oral/Written</th>
<th>Attendance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Consistently “A” work plus: University, school division or state recognition of work.</td>
<td>Consistent with “A” work plus: Serves as mentor to colleagues in research and analysis of data</td>
<td>Exceptional, grammar and spelling are error-free; writing exemplifies a complete product exceeding Graduate standards; Work serves as a model.</td>
<td>100% on time</td>
<td>100%</td>
<td>Exemplary; promotes and facilitates discussion on topic; thought and learning reflected in structure of question and response; team player/leader; A model for graduate level. Always models respect. Skilled at leading by following well.</td>
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<tr>
<td>A 96-100</td>
<td>Work serves as a model and/or landmark piece among GMU Graduate students; Work or thought is a valuable, timely contribution to Educational Leadership. Knowledge gained from ancillary sources beyond the syllabus is consistently shared.</td>
<td>Exemplary quality and insight; unique, rare and valued contribution to Ed. Leadership; Newfoundland learning is evident; Each assignment is produced in excess of expectations; Leader-as-learner is demonstrated. Exceeds expectations for assignments set in syllabus.</td>
<td>Exceptional, grammar and spelling are error-free; writing exemplifies a complete product exceeding Graduate standards; Work serves as a model to other graduate students. If multiple copies are required they are duplicated before, not during class.</td>
<td>100% on time</td>
<td>0% Tardy</td>
<td>Outstanding; promotes and facilitates discussion on topic; thought and learning reflected in structure of question and response; team player/leader; A model for graduate level. Always demonstrates respect.</td>
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<tr>
<td>A- 90-95</td>
<td>Work or thought is competent and provides evidence of unique thought, understanding, and application of concept. Knowledge gained from ancillary and shared exceeds syllabus expectations.</td>
<td>Evidence of understanding to apply knowledge; Academically on target. Works exceeds at least 50% of expectations for course. “A cut above” other graduate work.</td>
<td>Grammar/spelling error-free; writing is virtually complete to expectations. All components are included, clear/concise. If multiple copies are required they are duplicated before, not during class.</td>
<td>100% On time</td>
<td>Absent one session &amp; 0% Tardy</td>
<td>Outstanding; actively promotes discussion; demonstrates in depth learning through mature questions and responses; always demonstrates respect.</td>
</tr>
<tr>
<td>B+ 85-89</td>
<td>Consistent, credible evidence of competence and understanding. On target with application of concepts to Educational Leadership. Knowledge gained from ancillary sources rarely shared.</td>
<td>Evidence that work is “strong, consistent average” in relation to expectations set in the syllabus. Accomplishes basic assignments but not much more.</td>
<td>A couple of minor grammar and/or spelling errors; Writing shortcomings distract instructor’s ability to review without interruption of flow of thought; some gaps in thought. If multiple copies are required they are duplicated before, not during class.</td>
<td>No more than one late assignment</td>
<td>Absent one session and/or Tardy 1-2 times</td>
<td>Participates consistently; questions and responses reflect some thought and reflection on learning; always demonstrates respect.</td>
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<tr>
<td>B 80-84</td>
<td>Evidence of general understanding is consistent; occasional gaps in logic and ability to draw conclusions and solve problems. Learning is solely limited to syllabus expectations.</td>
<td>Evidence that basic assignment expectations set forth in the syllabus are met.</td>
<td>Some minor grammar and/or spelling errors; Writing shortcomings distract instructor’s ability to review Significant elements are vague or missing. Work meets the bare minimum standards for GMU Graduate work. Just enough to “get by.” * (multiple copies)</td>
<td>No more than one late assignment</td>
<td>Absent one session and/or Tardy 1-2 times</td>
<td>Reveals some thought and learning through occasional, meaningful contributions; little evidence of participation; always demonstrates respect.</td>
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<td>C 75-79</td>
<td>Occasional misunderstanding of basic concepts; absence of consistent logical thought; Learning does not meet expectations set by syllabus.</td>
<td>Basic syllabus assignments are not met (or appear to not be met) on a regularly basis</td>
<td>Grammar and/or spelling errors; Significant elements missing and/or misinterpreted; Works is substandard to GMU Graduate work expectations. *Multiple copies not available.</td>
<td>Two assignments late or not done correctly</td>
<td>Absent no more than two sessions and/or Tardy 1-2 times</td>
<td>Weak participation; off task or passive; lacks consistent respect.</td>
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<tr>
<td>F 74 and below</td>
<td>Misunderstanding of basic concepts; absence of consistent, logical thought; learning fails expectations of graduate work and of course syllabus.</td>
<td>Basic syllabus assignments are not met</td>
<td>Unacceptable</td>
<td>Two or more assignments late or not done correctly</td>
<td>Absent three times and/or Tardy 2+ times</td>
<td>Weak participation; off task or passive; lack consistent respect.</td>
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