Course Number and Title: EDLE 618 Supervision and Evaluation of Instruction

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Additional readings will be required

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 teachers.
   (See Learning Activity #2, #6, #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 supervising and/or mentoring teachers.
   (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, 6e

ISSLC Standards: 1-K4, 2-K2, 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 class regularly and to participate actively in class discussions. Each candidate will complete all required projects and will finish readings as scheduled. Late projects may be accepted in extenuating circumstances, but are subject to a one grade penalty.

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 a minimum of one 3-hour seminar session during each semester of their internship experiences and (2) to attend the EDLE Annual Leadership Conference if it is scheduled during this semester. Candidates will pay a $25 registration fee for attending the conference.

INTERNSHIP REQUIRED EXPERIENCES
1. Candidates will utilize the clinical supervision model at the local school site
2. Additionally, one of the following two activities will be selected by the EDLE 618 instructor as a required internship activity.
   - Candidates will identify guidelines or staff development plans for a school division. Determine how they were developed and how they are supported. Design a way to determine the effectiveness of one or more aspects of the plan.
OR

- Conduct a faculty needs assessment and prepare a staff development plan to meet those needs.

LEARNING ACTIVITIES

1. **Attendance and Participation (20 points or 20% of total grade)**
   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.

2. **Clinical Supervision Project (20 points or 20% of total grade)**
   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 plan 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.

3. **Staff Development Project (20 points or 20% of total grade)**
   Professional Development that improves the learning of all students and organizes adults (teachers, parents, and community) into learning communities whose goals are aligned with those of the school and district. It uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

   Prepare a five to seven page (double spaced) professional development proposal that is designed using the following principles:
   - Focuses on teachers as central to student learning
   - Focuses on individual, collegial, and organizational improvement
   - Respects and nurtures the intellectual and leadership capacity of individuals within the school community
   - Reflects on best practices in teaching, learning, and research
   - Enables teachers to develop further expertise in subject content, teaching strategies, and technology
• Promotes continuous inquiry and improvement
• Involves collaborative planning
• Requires substantial time and resources
• Is driven by a coherent long-term plan
• Is assessed by its impact on teacher effectiveness and student learning

Showers, Joyce, and Bennett developed the eight-step model below for designing an effective professional develop plan. These steps should be followed and evidenced in your final project. They are:

1. Define the purpose of the training and the target audience
2. Determine participants needs (needs assessment)
3. Define training goals and objectives
4. Outline instructional content
5. Develop instructional activities
6. Prepare the written training design
7. Prepare participants evaluation form(s)
8. Determine follow-up activities

The successful completion of this activity will demonstrate competency in meeting appropriate ELCC, NCATE, and ISLLC Standards #2 (The culture of teaching and learning); #3 (The management of learning); and #4 (Building relationships with the community to foster learning).

4. Class Presentations (15 points or 15% of total grade)
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.

Successful completion of this activity demonstrates performance competency
For Candidate Outcomes #4 and #5, as indicated on page 1 of this syllabus
5. **Record the notes of an authentic supervisory conference performed by you.**
   *(15 points or 15% of total grade)*
   Candidates observe a lesson taught by a professional colleague at school or in this class. 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 and 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. Videotape or audio-record the conference with the teacher, if appropriate, or with an EDLE 618 classmate. 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.). 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)*
   With a classmate, candidates reflect on and list the (a) knowledge, (b) performance skills, and (c) dispositions that an effective supervisor/mentor have and demonstrate. Then, candidates write a rationale to support their answers 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**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>100 points</td>
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<tr>
<td>A</td>
<td>95 – 99 points</td>
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<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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<tr>
<td>C</td>
<td>70 – 74 points</td>
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<tr>
<td>F</td>
<td>69 points or below</td>
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## Class Schedule

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<thead>
<tr>
<th>Date</th>
<th>Chapter and/or Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>January 25</td>
<td>Introduction; Orientation; Class Overview; Historical Perspectives of Instructional Leadership; Film: Another Set of Eyes</td>
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<tr>
<td>February 1</td>
<td>Film: Another Set of Eyes (continued); Film: Improving Instruction Through Observation and Feedback</td>
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<td>February 8</td>
<td>Conferencing Skills, Establishing Trust; Effective Communication Skills; Professional Development</td>
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<td>February 15</td>
<td>Virtual Classroom (Hands-on): Observe a Lesson and Provide Appropriate Feedback; Chapters 1 &amp; 2</td>
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<td>February 22</td>
<td>Writing the Professional Development Plan; Chapters 3 &amp; 4</td>
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<td>March 1</td>
<td>Virtual Classroom (Hands-on): The Clinical Supervision Process; Chapters 5 &amp; 6</td>
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<td>March 8</td>
<td>Chapters 7 &amp; 8; Clinical Supervision (Continued); Supervising the Marginal Teacher</td>
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<tr>
<td>March 15</td>
<td>Supervising the Marginal Teacher (continued); Chapters 9 &amp; 10</td>
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<td>March 22</td>
<td>Chapters 11 &amp; 12; Mentoring Teachers</td>
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<td>March 29</td>
<td>Guidelines for Helping Beginning Teachers; Classroom Management; Chapters 13 &amp; 14</td>
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<td>April 5</td>
<td>Chapters 15 &amp; 16; Conducting a Job Interview</td>
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<td>April 12</td>
<td>Spring Vacation</td>
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<td>April 19</td>
<td>Assessing Student Learning; Chapters 17 &amp; 18; Formative &amp; Summative Evaluations</td>
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<td>April 26</td>
<td>Chapters 19, 20, &amp; 22</td>
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<tr>
<td>May 3</td>
<td>Presentation of final projects</td>
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