George Mason University  
Graduate School of Education  
Education Leadership Program  
EDLE 618- Supervision and Evaluation of Instruction  
Spring 2006

Professor: Dr. James E. Upperman  
Office Hours: Tuesdays & Wednesdays, 10-12 & 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”—5:00-8:00 PM  
Location: Forest Park High School  
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-K8, 2-K10, 2-P2, & 3-P1.
NCATE—2.2, 2.3, 3.2, 3.7, 4.1, 4.2, 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 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 final class activity is included as one part of the participation grade.
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- Comparison of the five phase clinical process in text with “current process” at your school.

This report is due on Mar 22, and may not exceed ten (10) double-spaced pages. You must include a copy of the actual observation tool that you used for this project---in an appendix to the paper.

3- Professional Development Project (30%)
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 to collect and analyze the data. The final section should include the actual development proposal.

a- How was the need assessed? Include actual document with data analysis summary.
b- Demonstrate ability to connect the data with your pd proposal. Provide specifics as to how the proposal is consistent with the traits of successful pd.

The report may not exceed eight (8) double-spaced pages, and is due on April 26.

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. NOTE: This is not a research project. Successful completion of this activity will result in the engagement of classmates on “the topic of the day.”
Grading:

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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
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<td>A-</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>
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<td>C</td>
<td>75-79 percent</td>
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<td>F</td>
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Course Schedule:

Jan 25  
Introductions, review of syllabus and overview of course  
Topic: **Supervisory prerequisites for improved student learning**  
Introduce and discuss clinical supervision  
Assignment for next class: Chapters 1-5  
And pages 323-328 (Clin Supv)

Feb 1  
Topic: **Effective Schools = Good Schools ???**  
Class Activity: “Knowledge” as a prerequisite  
Discussion about the Required PD Project  
Assignment (nc): Chapter 14

Feb 8  
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)

Feb 11  
Annual EDLE Conference  
(fee required)

Feb 15  
Topic: **Interpersonal Skills—Using Developmental Supervision**  
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
Feb 22  
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)—Bring copies of profiles to 3/1 class

Mar 1  
Topic: **Better supervision for improved learning**  
Class Activity: Supervisory decision making and role plays  
Discuss profiles  
Assignment(nc): Chapter 18

Mar 8  
Topic: **Developing Professionals**  
Discussion Leader Activity C---Professional development in our Schools- A look at current practice  
Class Activity: NBPTS  
Assignment (nc): Conduct blackboard activity- Week of 3/13

Mar 15  
Electronic Discussion ---Professional development in my school  
Class meets electronically this week  
Assignment(nc): Chapter 13 (emphasis on pps. 223-235 &250-253)

Mar 22  
Topic: **Learning and utilizing your technical skills**  
Clinical Supervision Project Due Date  
Discussion Leader Activity D---Data-driven decision making in today’s schools  
Class Activity: Practice Activity- Western HS Virginia school data sets  
Assignment(nc): Chapter 16 (pps 328-341) and Chapter 17

Mar 29  
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  
& Read and react to  
*The Dance of the Lemons*
April 5  
Topic: **Current supervisory and evaluative practices**  
*Formative and Summative Evaluation*  
Class Activity: Using the Virginia prototypes for evaluation  
The Dance of the Lemons  
Assignment (nc): Chapters 20-22

April 26  
Topic: **Action Research**  
Professional Development Project Due Date  
Discussion Leader Activity F--- *Action Research at our school*---  
*Authentic examples*  
Final Class Activity