GEORGE MASON UNIVERSITY
College of Education and Human Development
SYLLABUS

Course: EDLE 618 Supervision and Evaluation of Instruction (3 credits)
Instructor: Jane McDonald, Associate Professor, Education Leadership Program
Class Day and Time: Tuesdays, 4:30 p.m. to 7:10 p.m.
Class Location: Stonebridge High School, Room 202

TEXTBOOK
Reading material will be assigned by the professor.

COURSE DESCRIPTION
This course will provide a theoretical and practical overview of the supervision and evaluation of instruction. A variety of activities will be used to assist students in learning and using best practices in the clinical and developmental approach to supervision.

STUDENT OUTCOMES
Upon completion of this course, students will be better prepared to:
- Identify and define effective instructional practice
- Identify and use the principles of clinical and developmental approaches to supervision
- Articulate an understanding of current issues in supervision
- Understand the relationship among adult learning, professional development, and effective schooling

CEHD EXPECTATIONS OF ALL STUDENTS
- Students are expected to exhibit professional behavior and dispositions. See cecd.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the student honor code. See http://www.gmu.edu/catalog/apolicies/#TOCC_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 the Responsible Use of Computing link 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.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
EDLE 618 STUDENT OUTCOMES AND ACTIVITIES ARE DIRECTLY RELATED TO THE FOLLOWING George Mason University Educational Leadership 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:
ELCC---1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 5.1, 5.2, 5.3, 6.1, and 6.2.

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 may include large and small group discussions, case studies, media use, Internet assignments, simulations, lecture, guest practitioners, group presentations, role-playing, email discussions, site interviews, cooperative learning, and reflection.

COURSE REQUIREMENTS
You are expected to attend each class because discussions, presentations, and hands-on activities are important parts of the course. The completion of and reflection on assigned readings, constructive participation in discussions and group work, and on-line communication are routine expectations. Access to a computer and the GMU email account will be required in order to access the EDLE Blackboard site and remain current with any schedule and/or other course adjustments that may be necessary.

You are required to attend the Leadership Conference on Saturday, February 11, 2006.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, and completing missed assignments, readings, etc., before the start of the next class session. Absences may affect your grade. Late assignments may be accepted in extenuating circumstances as determined by the instructor but will be subject to a minimum of a one grade penalty.

GRADING SCALE
A+ = 100 percent  A = 95-99 percent  A- = 90-94 percent  B+ = 87-89 percent
B = 83-86 percent  B- = 80-82 percent  C = 75-79 percent  F = 0-74 percent

The grading assessment scales and assigned percentages shown below are guidelines only. Your final grade for the semester will reflect the professors’ judgment of your classroom performance as you attempt to demonstrate leadership and supervisory behaviors, perspectives, and attitudes. In other words, I want you to demonstrate, in observable behavior, your understanding of supervision concepts and practices and your readiness for the awesome responsibility and joy that comes with serving in a leadership position in schools.

INTERNSHIP REQUIRED EXPERIENCES
Students will complete the two following activities that are required for EDLE 618. These activities are applied to EDLE 791 Internship hours:
1. Clinical Supervision Project (#2 below)
2. Professional Development Project (#3 below)
ASSESSMENT ACTIVITIES
Your course requirements consist of activities that are designed to answer questions relevant to your continual development as an educational leader. These are in addition to other homework and class assignments.

Activity #1 Attendance and Participation
Students are expected to participate in group discussions and to interact with the instructor and other students. It is expected that students will arrive in class on time and will notify the instructor in advance when an unavoidable conflict presents the student from arriving to class on time or attending a class. Maximum credit for class participation will be earned by students who are present for each class and who are able to demonstrate that they have completed all homework assignments (including reading and writing).

Activity #2 Clinical Supervision Project
Students will select one teacher in their school with whom to work. Using techniques discussed in class, students will explain the concept of clinical supervision to the colleague and will request her/his participation in the project. After having contacted the principal or an assistant principal to request approval, the clinical supervision process will be utilized. You will video tape some of the conferences with the teacher, so kindly get his/her signed approval. A written report will accompany this activity and will include the following topics:
1. Describe the teacher selected and why that teacher was chosen.
2. Describe and summarize each phase in the clinical process.
3. Discuss the supervisory style(s) and methods you used and your rationale for each.
4. Compare and contrast the clinical process with current practice at your school.

Activity #3 Professional Development Project.
Students will select one of the following:
(Choice #1) Students will conduct a needs assessment and prepare a professional development proposal based on an analysis of the results. The professional development report shall include a copy of the assessment, as well as a section highlighting the process used to both disseminate the document and collect and analyze the data. The final section should include an actual professional development proposal. The report should not exceed five to seven double-spaced pages.
1. How was need assessed? Include the actual document with the data analysis summary.
2. Connect the data with your professional development proposal. Provide specifics describing how your proposal is consistent with the traits of successful professional development (product and process).

Activity #4 Group Activity for Issues Discussion
Students will work in small groups to research an issue in supervision and then present the information to classmates in a presentation not to exceed 15 minutes. Be sure to include a handout of some kind for your classmates.
**Course Sessions**

Session #1  1/24  Introduction, review syllabus and overview of course

Session #2  1/31  Supervisory Methods

Session #3  2/7  Supervisory Methods

Session #4  2/14  No class meeting. Work independently on projects and other assignments

Session #5  2/21  Professional development and supervisory practices

Session #6  2/28  Improving instruction, additional methods and techniques

Session #7  3/7  Review and summary of sessions 1-6

Session #8  3/14  No class meeting. GMU spring break

Session #9  3/21  Issues in supervision

Session #10  3/28  Issues in supervision

Session #11  4/4  Supervision in difficult situations

Session #12  4/11  No class meeting. School district spring break

Session #13  4/18  Clinical supervision projects presented (plus written report and self critique)

Session #14  4/25  Clinical supervision projects presented (plus written report and self critique)

Session #15  5/2  Clinical supervision projects presented (plus written report and self critique). Summary of sessions 1-15.