

George Mason University
Graduate School of Education

Education Leadership Program
Course Syllabus
Spring, 2011

COURSE NUMBER AND TITLE:

EDLE 618: Supervision and Evaluation of Instruction
(Prince William cohort of math specialists)

INSTRUCTOR:

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OFFICE HOURS: We are at Brentsville District High School every day. Please e-mail or call to set up a meeting time and a convenient place.

TEXTBOOKS:

Hall, P. & Simeral, A. (2008). **Building teachers' capacity for success: A collaborative approach for coaches and school leaders.** Alexandria, VA: ASCD Press.

Merriam, S. and Caffarella, R. (2006). **Learning in adulthood: A comprehensive guide, third ed.** San Francisco: Jossey-Bass.

Marzano, R. & Pickering, D. (1997). **Dimensions of learning teacher's manual, second ed.** Alexandria, VA: ASCD Press.

Wiggins, Grant & McTighe, J. (2005). **Understanding by design, second ed.** Alexandria, VA: Association for Supervision and Curriculum Development.

COURSE DESCRIPTION:

This course will provide a theoretical and practical overview of the supervision and evaluation of instruction (*specific, this semester, to instructional coaches in mathematics*). Using a variety of theoretical lenses, students will examine the challenges facing instructional supervisors, mentors, and coaches – particularly when

working to provide useful feedback to teachers at various stages of their careers. We will use a combination of classroom discussion and field-based observation and reflection to develop a comprehensive perspective on the supervision of instruction.

PARTICIPANT OUTCOMES:

- 1) Demonstrate the ability to identify and define effective instructional practice for teachers at various stages of career development and competency.
- 2) Engage with classroom teachers, regardless of skill level or experience, and provide meaningful, growth-producing feedback.
- 3) Demonstrate the ability to apply instructional mentoring consistent with adult learning theory and the characteristics of effective professional development.
- 4) Articulate a working knowledge of current issues and best practices in mentoring and professional development.

Professional Standards

ELCC Standards:

- 1.3.a—Candidates can formulate the initiatives necessary to motivate staff, students and families to achieve the school’s vision
- 1.3.b- Candidates can develop plans and processes for implementing the vision
- 2.2.a- Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- 2.2.c- Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide the staff the assistance needed for improvement.
- 2.3.a- Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- 2.4.a- Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs
- 2.4.b- Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

VA DOE Competencies:

- a.1- Knowledge and understanding of student growth and development, including applied learning and motivational theories
- a. 3- Knowledge and understanding....(above), including principles of effective instruction, measurement, evaluation and assessment strategies
- a.5- Knowledge and understanding...(above), including the role of technology in promoting student learning
- b.2 - Knowledge and understanding of systems and organizations, including information sources and processing, including data collection and data analysis strategies
- b.5- Knowledge and understanding...(above), including effective communication, including consensus building and negotiation skills

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 large and small-group discussions, case studies, in-class coaching and reflection sessions, guest practitioners, multiple field-based observations and conferences.

COURSE REQUIREMENTS:

You are expected to attend each class because discussions, presentations, and hands-on activities are critical parts of the course. The completion of and reflection on assigned readings, constructive participation in discussions, and group work are routine expectations. Access to a computer and email accounts is essential. GMU provides free email accounts if you need one. Computers are available in labs located in the Graduate School of Education.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, completing any missed assignments, readings, etc. before the start of the next class. Absences may affect your final grade.

Specific course requirements may be altered and due dates will be determined during the second class session, after the professor receives input from the class participants about professional interests and needs.

EVALUATION AND GRADING:

Because EDLE 618 is a graduate level course, high quality work is expected in class and on all assignments. If assignments are graded by rubrics, you will receive a rubric along with your assignment and be able to complete your work accordingly.

This course is designed to develop and expand your mentoring skills in the area of instructional leadership and coaching. You will be assessed on your ability to analyze situations from the broad perspective of a teacher leader/mentor, and be expected to view the impact of decisions from a systemic perspective and from the benefit to student learning.

The grading scales and assigned percentages are shown below. Your final grade for the semester will reflect the professors' judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in the above paragraphs. In other words, endeavor to demonstrate, in observable behavior, your understanding of curriculum and your readiness for the responsibility and enjoyment that comes with an instructional leadership position in schools.

RUBRICS:

Rubrics for each assignment are available and will be distributed during class.

GRADING SCALE:

Participation in class and contribution to group learning	25 points
Observation and reflections with P1/P2 teacher	15 points
Observation and reflections with Year 4 - 6 teacher	15 points
Observation and reflections with Year 20+ teacher	15 points
Final, comprehensive statement on coaching/mentoring	<u>30 points</u>

TOTAL **100 points**

GRADING SCALE:

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

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Syllabus

Week 1 – January 24

Welcome and introductions. Review syllabus, reading requirements, course goals, assignments and assessments.

Outline for each week's meeting:

- Professional reading
- Case study
- Framework discussion
- Review week's reading

Introduction to theoretical frameworks for coaching/mentoring teachers at various ages and stages of their careers.

Framework #1: Understanding/Relearning by Design. Essential understandings examples.

Reading: Wiggins & McTighe samples.

Week 2 – January 31, (4:30 – 6:00)

- Professional reading
- Case study
- Framework discussion: Mentoring through Wiggins & McTighe *Relearning By Design* model.

Reading: Marzano & Pickering samples.

Week 3 – February 7

- Professional reading
 - Case study
 - Framework discussion: Introduction to Marzano & Pickering's *Dimensions of Learning*.
- Framework #2: Dimensions of Learning.** Types of knowledge examples – observing alignment between objectives, strategies, and assessments.

Reading: Marzano & Pickering samples.

Week 4 – February 14, (4:30 – 6:00)

- Professional reading
- Case study
- Framework discussion: Mentoring through Marzano & Pickering's *Dimensions of Learning* model.
- Review week's reading

Framework #2 - continued: Dimensions of Learning. Offering teachers useful feedback to improve their classroom assessments.

Reading: Marzano & Pickering samples.

Week 5 – February 21

--Professional reading

--Case study

--Framework discussion: Mentoring through Merriam & Caffarella's *Andragogy* model.

--Review week's reading

Framework #3: Andragogy. Mentoring/coaching teachers – understanding learning in adulthood.

Reading: Merriam & Caffarella samples.

Week 6 – February 28. Assignment #1 Due.

--Professional reading

--Case study

--Framework discussion: Mentoring through Merriam & Caffarella's *Andragogy* model.

--Review week's reading

Framework #3 Andragogy - continued.

Reading: Merriam & Caffarella samples.

Week 7 – March 7

--Professional reading

--Case study

--Framework discussion: Mentoring through Rutheford's *21st Century* model.

--Review week's reading

Framework #4 Rutheford's 21st Century model: Coach, collaborate, consult based on stage, experience, effectiveness.

Reading: Rutheford samples.

Week 8 – March 14, (4:30 – 6:00)

--Professional reading

--Case study

--Framework discussion: Mentoring & facilitating change through Hall & Hord's *Concerns-Based Adoption Model* (CBAM).

--Review week's reading

Framework #5 Hall & Hord's CBAM: Mentoring teachers based on their level of personal, professional, or organizational concern – particularly to foster change in classrooms, departments, and schools.

Reading: Hall & Hord samples.

Week 9 – March 21

--Professional reading

--Case study

--Framework discussion: Mentoring & facilitating change through Hall & Hord's *Concerns-Based Adoption Model* (CBAM).

--Review week's reading

Framework #5 Hall & Hord's *CBAM* – continued. Mentoring teachers based on their level of personal, professional, or organizational concern – particularly to foster change in classrooms, departments, and schools.

Reading: Hall & Hord samples.

Week 10 - March 28, (4:30 – 6:00). Assignment #2 Due

--Professional reading

--Case study

--Framework discussion: Mentoring & facilitating department-wide change through DuFour & Eaker's *Professional Learning Communities* model.

--Review week's reading

Framework #6 DuFour & Eaker's PLC Model. Coaching and mentoring teachers in planning groups/departments based on available data, department collaboration, diverse perspectives, and common goals over time.

Reading: DuFour and Eaker samples.

Week 11 – April 4

--Professional reading

--Case study

--Framework discussion: Mentoring & facilitating department-wide change through DuFour & Eaker's *Professional Learning Communities* model.

--Review week's reading

Framework #6 DuFour & Eaker's *PLC Model* – continued. Coaching and mentoring teachers in planning groups/departments based on available data, department collaboration, diverse perspectives, and common goals over time.

Reading: DuFour and Eaker samples.

Week 12 April 11. TBA.

Week 13 April 18. No Class. PWCS on Spring Break.

Week 14 April 25, (4:30 – 6:00) TBA. **Assignment #3 Due.**

Week 15 May 2. TBA. **Final Paper Due.**