GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION and HUMAN DEVELOPMENT
Education Leadership Program

EDLE 618, Section 001, Supervision and Evaluation of Instruction
3 credits, Spring 2020
Tuesdays 4:30 – 7:10 pm, 1/21/20-5/13/20
Thompson L028

Faculty Name: Maureen Marshall, Ed.D.
Office Hours: Tuesdays 3:00-4:00pm
Office Location: Thompson Hall, Suite 1300
Office Phone: 703-993-6441 / cell# 703-678-9669
Email Address: mmarsh22@gmu.edu
Twitter @drmarshallVA

Prerequisite(s)/Corequisites: EDLE 620; EDLE 690, and EDLE 791

University Catalogue Course Description

EDLE 618 Supervision and Evaluation of Instruction (3:3:0)
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.

Course Overview
This course provides a theoretical and practical application of current issues that confront school leaders in their efforts to provide effective leadership and supervision of school staff. Course participants will engage in small group discussion about educational trends and best practices that lead to high performing schools characterized by strong systems of accountability, communication and collaboration.

Course Delivery Method
EDLE 618 is a face-to-face for this semester. Class sessions will consist of brief lectures, discussions, online activities, and role playing. We will utilize several videos for training/development as we observe classroom teachers at work. Students will benefit from and contribute to the learning experience to the extent that they are prepared and ready to participate in each class meeting.
Learner Outcomes or Objectives

Students enrolled in this course will understand the research on adult learning theory and how it connects with effective professional development. They will understand the five phases of clinical supervision, and how they relate to the supervisory styles and approaches. Students will observe classrooms and understand the variety of observation methodologies that can be used to collect data. Students will practice data informed decision making to improve teaching and overall student learning.

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership Program has integrated “embedded experiences” into course work. This means that some of the work in this class is related to your internship. You may write about embedded experiences (such as the Clinical Supervision project) in your internship journal and collective record, but they can only count over and above the minimum 320 hours required for the internship. The professional development project is another example of such an embedded experience.

Professional Standards

Upon completion of this course, students will be able to:

1. Demonstrate the ability to identify and define effective instructional practice.
2. Engage with classroom teachers in applying the principles of clinical supervision and the developmental approach to supervision.
3. Demonstrate the ability to apply supervision consistent with adult learning theory, the characteristics of effective professional development, and the research on effective schools.
4. Articulate a working knowledge of current issues and best practices in supervision.

National Standards and Virginia Competencies

ELCC Standards

ELCC 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.5 Candidates understand and can ensure that teacher and organizational time focuses on supporting high-quality school instruction and student learning.
ELCC 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives to adapt school-based leadership strategies.

Virginia Department of Education Competencies
a. Knowledge and understanding of student growth and development, including applied learning and motivational theories
b. Knowledge and understanding of systems and organizations, including information sources and processing, including data collection and data analysis strategies

Required Texts


Reference Texts:

Online access is vital to success in this course and is important as a class will be an online module if we experience school shutdowns because of the weather or an instructor illness. All students are now required to activate and monitor their GMU e-mail accounts. If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and
receive e-mail messages with attachments. If your computer at school or home has spam blocking
that will prevent you from seeing messages with attachments, you are responsible for addressing
this problem immediately. It is expected that all students will have access to standard word
processing software that can be read by Microsoft Office 2010.

Course Performance and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points
can only be earned by students who attend all classes, are on time, and do not leave early.

General Expectations
Consistent with expectations of a master’s level course in the Education Leadership Program,
grading is based heavily on student performance on written assignments. Overall, written work
will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion.

Additionally, a portion of the class grade will be based on participation and the contribution you
make to class discussions. The overall weights of various performances are as follows:

Class Participation (20 pts)
Students are expected to participate actively in class discussions, and in serving as critical friends
to other students. Attendance is expected for all classes. If you must be absent, please notify me
by e-mail or telephone. Absences will result in a reduction in participation points. Arriving at class
late or leaving from class early may result in the loss of points.

There will be numerous opportunities for students to demonstrate initiative during EDLE 618.
Some examples include: chapter presentations, volunteering to lead small group class time
activities; reporting out small group findings to the entire class; verbally (but respectfully)
challenging others’ assumptions during class discussions; specifically citing and using previously
learned materials; and initiating discussion and student-to-student interaction. There will also be
a Small Group Project—Group Discussion Activity (20 points) which will require collaboration with
classmates.

TK20 PERFORMANCE BASED ASSESSMENT SUBMISSION REQUIREMENT
Every student registered for any EDLE course with a requirement performance-based assessment
is required to submit these assessments: The Professional Development Project (30 points) and
the Clinical Supervision Project (30 points) to TK20 through Blackboard (regardless of whether a
course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the
performance-based assessment by the course instructor will also be completed in TK20 through
Blackboard. Failure to submit the assessment to TK20 (through Blackboard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the TK20 submission, the IN will convert to F nine weeks into the following semester.

ALL ASSIGNMENTS must be submitted electronically through Blackboard. Presentations to class will begin in October.

LATE WORK: It is expected that all students submit (through Blackboard) work on time, no later than midnight of the due date. Late projects may be accepted in extenuating circumstances and will result in a minimum of a one letter grade reduction.

FEEDBACK: Rewrites of graded work will not be possible in EDLE 618. However, papers may be submitted in advance of the due date for feedback from the instructor. You may submit a complete paper, or any portion of it for feedback, but must allow at least one week in advance of the due date for the instructor to review your work and contact you electronically with feedback.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail…but a personal contact (before class, during break, after class or a scheduled office visit) is preferred.

GRADING SCALE:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<td>A</td>
<td>95-99</td>
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<td>B+</td>
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<td>C</td>
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<td>F</td>
<td>0-74</td>
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PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times.

See: [https://cehd.gmu.edu/students/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/)
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Prepared Readings &amp; Assignments by the class session date</th>
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<tbody>
<tr>
<td>1</td>
<td>1/21/20</td>
<td>Course Overview</td>
<td>There is no paper distributed so if you would prefer hard copies, please print items from Blackboard. Items should be available prior to class.</td>
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<td>SuperVision and Effective Schools</td>
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<td>Leverage Leadership 2.0</td>
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<td>2</td>
<td>1/28/20</td>
<td>Characteristics of Effective Teaching and Learning</td>
<td>Reading:</td>
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<td>Leadership for Effective Schools</td>
<td>Glickman, Chapters 1-3;</td>
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<td>SuperVision for Successful Schools</td>
<td>Bambrick-Santoyo– Introduction &amp; Ch. 1</td>
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<td>Why Traditional Schools as They Are The Dynamic School</td>
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<td>Data Driven Instruction</td>
<td>Bring a hard copy or electronic copy of your school division's/school's observation template.</td>
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<td>3</td>
<td>2/4/20</td>
<td>Effective Classroom Observation and Feedback Techniques</td>
<td>Reading:</td>
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<td>-Phases of Clinical Supervision</td>
<td>Glickman, Chapters 12-13</td>
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<td>-Review individual observation templates</td>
<td>Bambrick-Santoyo– Ch. 2 &amp; Ch. 3</td>
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<td>*Danielson Framework</td>
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<td>-Observing Skills</td>
<td>Danielson Chapter 1: Framework for Teaching: An Overview (from Blackboard);</td>
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<td>-Assessing &amp; Planning Skills</td>
<td>Review Board Online – Entry 1</td>
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<td>4</td>
<td>2/11/20</td>
<td>Adult Learning and Teacher Feedback</td>
<td>Reading:</td>
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<td>Conferencing Skills</td>
<td>Glickman Ch. 7-10 (Interpersonal Skills),</td>
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<td>Developmental Supervision -model, practice, write up</td>
<td>Glickman Ch. 11 (Developmental Supervision)</td>
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<td>Supervisory Behaviors</td>
<td>Article by Shawn Blankenship regarding feedback</td>
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http://connectedprincipals.com/archives/10634
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<th>Topic</th>
<th>Assignment/Discussion</th>
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| 5 | 2/18/20| Clinical Supervision  
Working with Individuals, Groups and Teams  
Conferring with teachers | Discussion Board Online – Entry 2  
*Reading:*  
Glickman, Chapter 15  
Marshall, K. Chapters 3 and 4 Rethinking Teacher Supervision and Evaluation (from Blackboard) – read for class on 2/25/20 |
| 6 | 2/25/20| Creating a School Culture for Meaningful Supervision  
See it, Name it, Do it | *Reading:*  
Glickman, Chapter 12  
Bambrick-Santoyo– Ch. 6 |
| 7 | 3/3/20 | Evaluation Skills  
Clinical Supervision | *Reading:*  
Glickman, Chapter 14  
Strategies for -Enhancing Post-Observation Feedback," (Myung and Martinez from Blackboard) |
| 8 | 3/10/20| Teacher Evaluation: Formative and Summative  
Case Study | Discussion Board Online – Entry 3  
*GMU Spring Break – this is an online class this week*  
Assignment #1 Clinical Supervision Project due next week 3/17 |
| 9 | 3/17/20| Working with Individuals and Teams  
Designing Effective PD  
Introduce PD Project | *Reading:*  
Glickman, Chapter 16  
Bambrick-Santoyo – Ch. 4 & 5  
Assignment #1 Clinical Supervision Project due 3/17 |
| 10| 3/24/20| Creating a School Culture for Meaningful Supervision | *Reading:*  
Glickman, Chapter 17 & 18  
Discussion Board Online – Entry 4 |
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<th>Topic</th>
<th>Reading</th>
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| 11| 3/31/20   | Building a Professional Learning Community                           | *Reading*: Glickman Ch. 4 (Adult Learning)  
Bambrick-Santoyo— Ch.6  
Reading: DuFour and Mattos, “How Do Principals Really Improve Schools?” Educational Leadership, 2004 (from Blackboard); | Small Group Presentations –Assignment #3 |
|   |           | Professional Development                                            |                                                                                            |            |
|   |           | Professional Learning Communities (PLC)                              |                                                                                            |            |
|   | 4/7/20    | FCPS & PWCS - Spring Break                                          | No class                                                                                  |            |
| 12| 4/14/20   | Moral Role of Supervision Building Community                        | *Reading*: Improvement Science - Blackboard  
Bambrick-Santoyo – Ch. 7 | Small Group Presentations –Assignment #3 |
|   |           | Building Community                                                  |                                                                                            | Discussion Board Online – Entry 5 |
|   |           | Improvement Science                                                 |                                                                                            |            |
| 13| 4/21/20   | Facilitating Change                                                 | *Reading*: Glickman Ch. 21  
Bambrick-Santoyo – Ch. 8 | Small Group Presentations –Assignment #3 |
| 14| 4/28/20   | Glickman 22-23                                                      | *Reading*: Glickman Ch. 22-23 | Small Group Presentations –Assignment #3 |
|   |           | Addressing Diversity Building Community                              |                                                                                            |            |
| 15| 5/5/20    | Individual small group presentation of PD project                   | Finish PD Project  
Assignment #2 Professional Development Project due 5/5/20 |            |
|   |           | Course evaluation                                                   |                                                                                            |            |

Spring 2020
Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

George Mason University Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/policies/honor-code-system/).
2. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
3. Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
4. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

1. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
2. For information on student support services on campus, see https://ctfe.gmu/teaching/student-support-resources-on-campus
3. Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator
per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student’s responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don’t cite or forward someone else’s e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say “free,” assume it is not. Putting someone else’s Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/
**Diversity, Religious Holiday:** Please refer to George Mason University’s calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious-holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

**Student Privacy Policy:** George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University’s student privacy policy https://Registrar.gmu.edu/students/privacy/

**Other Concerns:** If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.