

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program
Fall 2023

Course Number/Title: EDLE 618 DL1 Supervision and Evaluation of Instruction (3 credits)

Course Information

Class Location: Blackboard – 100% Asynchronous

Class Dates: August 21, 2023 – December 2, 2023

Class Meetings: 100% Asynchronous – Our class for each week will start on Monday with reflection activities and discussion posts due by Sunday of that week.

Instructor

Name: Dr. Andrew Buchheit

Office Hours: By Appointment

Phone: See Blackboard

Email: abuchhe@gmu.edu

Twitter: @AndrewBuchheit

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

Required Texts

Glickman, C.D., Gordon, S.P. & Ross-Gordon, J.M. (2018). *Supervision and instructional leadership: A developmental approach (10th edition)*. Boston, MA: Allyn and Bacon.

Bambrick-Santoyo, Paul (2018). *Leverage Leadership 2.0*. San Francisco: Jossey-Bass.

***Recommended Resource:* Virginia Standards of Learning; VDOE Website**

APA Reference:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th edition)*. Washington DC: American Psychological Association.

Reference Texts:

- Acheson, K. A. & Gall, M. D. (2003). *Clinical supervision and teacher development*. Chicago, Ill: Jossey-Bass.
- Danielson, Charlotte (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.
- Darling-Hammond, Linda (2013). *Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement*. New York: Teachers College Press.

- Kachur, Donald S., Stout, Judith A., and Edwards, Claudia L. (2013). *Engaging Teachers in Classroom Walkthroughs*. Alexandria, VA: ASCD.
- Marshall, Kim (2009). *Rethinking Teacher Supervision and Evaluation*. San Francisco: Jossey-Bass.
- Marzano, Robert J. & Frontier, Tony (2011). *Effective Supervision: Supporting the Art and Science of Teaching*. Alexandria, VA: ASCD.
- Schmidt, L. (2002). *Gardening in the minefield: A survival guide for school administrators*. Portsmouth, NH: Heinemann Publishing.

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, continuous improvement, communication, and collaboration.

Course Delivery Method

This course will be delivered in a 100% asynchronous format with assignments throughout the semester via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. **This course will be available on Sunday, August 20, 2023**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Although this is an Asynchronous class, it is not self-paced. Assignments will be posted each week on Sunday. Work, responses, activities will be due by 11:59 pm each Saturday. If you need to respond to another student's reflections or work, these responses will be due by 11:59 pm on Sunday.

Technical Requirements –

To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
 - a. https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
 - b. To get a list of supported operation systems on different devices see:
 - c. https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
2. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
3. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
4. The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
5. Adobe Acrobat Reader: <https://get.adobe.com/reader/>
6. Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
7. Apple Quick Time Player: www.apple.com/quicktime/download/

Online Expectations

1. **Course Week:** The course week will begin on Monday and end on Sunday by 11:59pm. **When there is a discussion post, please respond to classmates on Sunday by 11:59pm.**
2. **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least several times a week.
3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

6. **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
9. **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in *selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Course 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.

Students will understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e. equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Relationship of EDLE 618 to Internship Requirements

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.
5. Demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

National Educational Leadership Preparation and Virginia Competencies

NELP Standards

NELP 1.2 Candidates understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation. (overlaps with 690 and 610)

NELP 2.1 Candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norm (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school culture.

NELP 4.1 Candidates understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

NELP 4.2 Candidates understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educator professional, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

NELP 4.3 Candidate understand and can demonstrate the capacity to design, implement and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Virginia Department of Education 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

Course Performance and Evaluation Criteria

Every student registered for any EDLE course with a requirement performance-based assessment is required to submit these assessments: The Professional Development Project and the Clinical Supervision Project to **VIA** 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 VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the VIA submission, the IN will convert to an F nine weeks into the following semester. Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Students can earn a total of **500 points** in this course.

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:

Additionally, due to the nature of this course, a significant 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 and Attendance (140 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. There is a rubric for class participation in this syllabus. **Attendance is mandatory in both face to face and synchronous classes (attendance & activity points).**

Written Assignments (360 points)

VIA 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 and the Clinical Supervision Project to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the VIA submission, the IN will convert to an F nine weeks into the following semester.

Course Performance Evaluation and Submission Policies

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy). Assignments are due by 11:59 pm on the dates listed on the syllabus, electronically via Blackboard. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

Assignments and/or Examinations Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. Educational leaders must be able to use current research in making informed decisions and improving community relations. Consequently, you should find opportunity throughout the course and assignments to explore existing research on a specific topic, organize and evaluate that research, and then share your findings with your classmates and/or in your journals.

Below are the basic percentages for the various kinds of work required for the class. Students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it.

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 learning modules.
2. Original thinking and persuasiveness; and
3. Clarity, concision and organization.

Grading Scale:

Activity	Total Points
Participation Requirement	140
Assignment #1 – The Clinical	150
Assignment #2 – Small Group Discussion Leader	60
Assignment #3- Professional Development Project	150

TOTAL: 500 points

Grading Scale

- A+ 500+ points
- A 475 – 500
- A- 450 – 474
- B+ 435 --- 449
- B 415 --- 434
- B- 400 --- 414
- C 375 --- 399
- F Below 375 points

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. You may do so using e-mail, phone, or in-person.

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor availability to get assistance prior to assignment deadlines.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures>

Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

VIA Performance-Based Assessment Submission Requirements

Every student registered for any EDLE Course with a required performance-based assessment is required to submit these assessments in **EDLE 616 Curriculum Development and Evaluation** to VIA through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor).

The two Performance-Based Assessments (PBA) are: Design of Curriculum Framework and Demographic Analysis of Assessment Data for Improved Student Performance. Evaluation of the performance-based assessment by the course instructor will also be completed in VIA through Blackboard.

Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN grade will convert to some F nine weeks into the following semester.

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- 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.
- 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **For information on the College of Education and Human development, please visit our website** <https://cehd.gmu.edu/students/>.
- **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.

Other reminders:

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.

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/>

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. 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/>.