

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

**EDLE 618, Section 602, Supervision and Evaluation of Instruction  
3 credits, Spring 2024  
January 18, 2024 - April 29, 2024**

**Faculty Name:** Erin Kershner, Ed.D.  
**Office Hours:** Before and after F2F classes; By appointment  
**Class Time:** Thursdays, 4:45pm - 7:45pm F2F, Synchronous online and Asynchronous

**Class Location:**  
**Phone:** cell phone number in Blackboard  
**Email Address:**

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

University Catalog 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 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**

This course will be delivered in a hybrid format using a combination of face-to-face (F2F), synchronous and asynchronous. In-person meetings will be @ Stafford County Schools Professional Development Center Room 13 (PDC). Synchronous and asynchronous format delivered via Blackboard Learning Management system (LMS) housed in MyMason Portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available by January 11.

*Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Cameras must be on for Zoom classes or there will be a reduction in participation points. All synchronous and face-to-face sessions require your undivided attention to course content and instruction.*

## Technology Requirements

High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - o Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - o Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - o Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- **Face-to-Face sessions:** Our face-to-face sessions begin at 5:00pm and end by 7:30pm on Thursdays (15 min. before and after for individual questions/office hours). See the weekly syllabus for the specifics. Attendance is mandatory and points will be deducted if you miss class.
- **Asynchronous Course Week:** Asynchronous work is embedded in specific lessons
- **Office hours:** I will likely use Stafford Schools' Google Meet for virtual office hours, but am also available to come to your school or meet with you before/after class at PDC.
- **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 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **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.
- **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.

- **Workload:** 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.
- **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.
- **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.***
- **Written Expression:** Students are expected to attend to the conventions of written expression appropriate to the academic and professional discourse communities of the various course assignments. Assignments will indicate the intended audience in order to guide the formality and conventions of the written discourse. Additionally, students will have a writing partner who will support efforts toward clarity and efficiency of written expression for major writing assignments.
- **Accommodations:** Students who require effective accommodations to ensure accessibility must be registered with GMU Disability Services.

### **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, reflections, 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 Standards 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.
- 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.

### VDOE 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

## **Required Texts**

## **Reference/Supplemental Texts:**

### *Course Performance and Evaluation Criteria*

Every student registered for any EDLE course with a required performance-based assessment (IPBA) is required to submit these assessments: 1.) the Clinical Supervision Project and 2.) The Professional Development 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 F nine weeks into the following semester.

**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:

### **Class Participation, Activities, and Attendance**

To maximize learning and engagement in the online environment, students are expected to participate actively in class discussions, 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 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 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.

UNIT 1: Effective Teaching & Learning, Instructional Frameworks, Adult Learning & Teacher Feedback (no major writing assignments in this unit)

UNIT 2: Clinical Supervision & Teacher Evaluation

UNIT 3: School Culture & Facilitating Change

**Unit 2: Assignment #1:**

**Unit 2: Assignment #2:**

**Unit 3: Assignment #3:**

*Late Work*

ALL ASSIGNMENTS must be submitted electronically through Blackboard unless stated otherwise. Assignments are due by 11:59 p.m. on the dates listed on the syllabus. The acceptance of late work will be determined on a case by case basis and must be approved by the instructor in advance of the due date. Late work will result in a minimum of one letter grade reduction. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

*Feedback*

You are encouraged to use your writing partner to receive feedback regarding clarity, organization and mechanics prior to submitting final assignments. Rewrites of graded work will not be possible in EDLE 618; however, Dr. Kershner is available for consultation via email, phone, or Google Meet/Zoom prior to deadlines to clarify questions.

*Communicating with Instructor*

Feel free to discuss any/all concerns about the class with me. I will likely check my GMU email on Monday, Tuesday, and Thursday evenings and on the weekends.

*Grading Scale*

**Core Values Commitment**

The College of Education & 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, please visit our website <https://cehd.gmu.edu/>.

**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 TK20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- **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](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see** <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### ***Plagiarism:***

- **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. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is

helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

- **Plagiarism and the Honor Code:** George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (<http://www.gmu.edu/facstaff/handbook/aD.html>). 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.
- **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.
- 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 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. That means, 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 communications.



