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

EDLE 618, Section DL2
Supervision and Evaluation of Instruction
Fall, 2024

Faculty Name: Alan Sturrock, Ed. D
Office Hours: By appointment [telephone, Zoom]
Office Phone: See Blackboard course site
Email Address: asturro1@gmu.edu

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

Course Schedule Information

Location: Online [asynchronous]

Meeting Dates/times: August 26th through December 9th, 2024

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 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 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.

Nature of Course Delivery

This course will be delivered online 100% asynchronous format via Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. **The course site will be available on or before August 23rd.**

To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

Requirements

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
  - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

Online Course Expectations

- Log-in Frequency: **All students should participate live during any <u>optional</u> synchronous sessions. *Students should make sure their camera is on.*** Students must actively check the course Blackboard site and their GMU email for communications— **announcements--** from the instructor, class discussions, and/or access to course materials at least three times a week.
- Because asynchronous courses do not have a "fixed" meeting day, our week will start on [**Tuesday**], and finish on [**Monday**].

- 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: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in 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 that 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.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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 the Clinical Supervision Project and the

Professional Development Project as embedded experiences in your Collective Record. The paper from each project may be used as an artifact for the accompanying embedded experience.

Professional Standards

Upon completion of this course, students will be able to:
- Demonstrate the ability to identify and define effective instructional practice;
- Engage with classroom teachers in applying the principles of clinical supervision and the developmental approach to supervision;
- Demonstrate the ability to apply supervision consistent with adult learning theory, the characteristics of effective professional development, and the research on effective schools;
- Articulate a working knowledge of current issues and best practices in supervision;
- 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 (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.

<u>Virginia Department of Education Competencies</u>

    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

    <u>NAIS Principles of Good Practice:</u> https://www.nais.org/getmedia/69fbe928-fe67-40b2-9c17-3e477c4fa9be/NAIS_PGP_2017.pdf

    National Association of Independent Schools (NAIS) Principals of Good Practice The NAIS Principals of Practice provide common ground for interaction between independent school professionals and their many constituents (parents, students, colleagues at other schools, and the public). The NAIS Principles of Good Practice define high standards and ethical behavior in key areas of school operations to guide schools in becoming the best education communities they can be, to embed the expectation of professionalism, and to further core values of transparency, excellence, and inclusivity.

<u>Required Text</u>

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

<u>Recommended [strongly]</u>: Bambrick-Santoyo, P (2018): *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools* [*eBook full text online available through GMU Library*].

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.

More information about VIA can be found at https://cehd.gmu.edu/aero/assessments/. Questions can be directed to viahelp@gmu.edu.

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

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/polices-procedures/

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:
https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students
Policies
- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices 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 your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - TimelyCare: https://caps.gmu.edu/timelycare-services/
  - Writing Center: https://writingcenter.gmu.edu/

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.