

# College of Education

#### Vision Statement

We develop educational leaders who create tomorrow's opportunities.

#### **Mission Statement**

Our mission is to prepare professionals to serve and lead education and human services organizations.

# EDL 625 Supervision of Instruction

## **General Information**

Credit Hours: 3

Instructor: Email:

## **Course Prerequisites**

Admission to Graduate College; EDL 600

## **Course Description**

Principles and practices of supervision; methods of evaluating instruction

## **Course Objectives**

Upon successful completion of this class, each candidate will demonstrate the knowledge and skills necessary to achieve the following 2011 ELCC Standards:

- 1. 2.1sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students
- 2. 2.2 create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 3. 2.3 develop and supervise the instructional and leadership capacity of school staff
- 4. 2.4 promote the most effective/appropriate technologies to support teaching and learning
- 5. 3.5 ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.
- 6. 4.1 collecting and analyzing information pertinent to the improvement of the school's educational environment
- 4.2 mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community
- 8. 5.1 act with integrity and fairness to ensure a school system of accountability for every student's academic and social success
- 9. 5.2 model principles of self-awareness, reflective practice, transparence, and ethical behavior as related to their roles within the school
- 10. 5.3 safeguard the values of democracy, equity, and diversity within the school
- 11. 5.4 evaluate the potential and moral and legal consequences of decision making in the school
- 12. 5.5 promote social justice within the school to ensure that individual student needs inform all aspects of schooling
- 13. 6.1 advocate for school students, families, and caregivers
- 14. 7.1 Substantial Field and Clinical Internship Experience.

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COE and PEU Evaluation of Dispositions:

- Modeled professionalism regarding democratic enterprise.
- Exhibited openness to diverse cultures, individuals, and to new ideas through inquiry and self-reflection.
- Modeled professional ethics and sound professional judgment.
- Demonstrated empathy in their relations with faculty, staff, and students.
- Demonstrated willing leadership to their profession.

## **Course Structure/Approach**

The methods of instruction will include small- and large-group activities, reading of required texts, articles, websites (ASCD <a href="www.ascd.org">www.ascd.org</a>), outside readings, role-playing and simulations, completion of in- and out-of-class assignments, group discussions, and field experiences. It is highly rigorous, requires several hours of field-experience, and it is advised that you do not plan to travel during the course.

## **Required Texts**

Glickman, C.D., Gordon, S.P., Ross-Gordon, J.M. (2013). The Basic Guide to Supervision and Instructional Leadership. 3rd ed. Boston: Pearson.

Digital copy available at: http://www.coursesmart.com/IR/1790659/9780132613675? hdv=6.8

Price:\$40.99

Regular price:\$103.00

You save:\$62.01

Danielson, C. and McGreal, T. L. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

#### **Course Outline**

1. Review of Educational Reform Issues, Change Theory, Measurement and Assessment (as they apply to supervision) (Obj. 4, 5)

Danielson Ch. 1, 2, 4, 5, 9

Glickman Ch. 2, 3, 15, 20

2. Models and Issues in Supervision (Obj. 1, 2)

Danielson Ch. 3-4

Glickman Ch. 5, 6, 7, 8, 9, 10, 11

A.R.S. Title 15

**District Policy Manual** 

3. Strategic Evaluation Planning (Obj. 6, 7, 8)

Danielson Ch. 2-6

Glickman Ch. 14

4. Methods of Supervision (Obj. 6, 7)

Danielson Ch. 5, 6

Glickman Ch. 12, 13, 14, 15

5. Supervision Application (Obj. 7, 9, 10)

Fieldwork in schools

6. Curricular Issues in Supervision (Obj. 4, 8)

Danielson Ch. 4, 5, 9

Glickman, pp. 23-24, Ch. 18, 20-22

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## **Assessment of Student Learning Outcomes**

- 1. 10 Points Policy Quiz Due: First Week Complete quiz on course policy during first week of class.
- 2. 60 Points Essential Questions Discussions Due: Weekly The intent of this activity is to collaboratively build student understanding of the "big picture" of supervision issues, through group discussion of questions essential to these understandings. Scoring includes 5 points for thoughtful answer proposed for each EQ, and 5 points for at least 3 meaningful, constructive responses to peers' answers.
- 3. 65 Points

  Unit Exercises

  Due: See Calendar

  The Glickman text is to be used as a resource to develop and supplement growing knowledge
  and skill. Chapters should be skimmed and highlighted for key ideas. Unit Exercise questions
  and tasks are selected to further develop supervision skill and knowledge needed to complete
  course signature assignments and prepare for entry-level supervision positions.
- 4. 10 Points Quiz Due: See Calendar A short quiz over Title 15 (A.R.S.) and ethics.
- Each student is required to complete a field experience, in which they simulate the supervision of another adult educator. The project must be in an area of supervision discussed in the course, requiring the application of theory to practice. Student is *not* to simply reenact district protocol; student must implement **research-based** best practices for supervision of instructors. Students will examine a strategic plan for district evaluation process, including observation tools, note taking, walk-through observations, formal observations, and completing evaluation instruments. Students will work collaboratively with a volunteer "supervisee" teacher, to select and develop observation tools. A mixture of short and long observations of the "supervisee" will be conducted, using script notes and observation tools. Formative feedback to the teacher and formal evaluation will be documented. Students will hold a collaborative post-conference with the supervisee to discuss their findings and develop a professional development plan with them. Research of Title 15 and district policy will be included in this evaluation process.

Projects must include:

- Careful study of evaluation process and instruments
- Permission (principal)
- Supervision timeline (what you plan to do, and when it will be done)
- Supervision documents (observation tools, script notes, evaluation instrument, professional development plan), complete with data (including recommendations and commendations for teacher)
- Log of activities (date, time, and total time spent on each activity)
- "Supervisee" and self-assessment of student's supervisory performance (Glickman pp. 97-98)
- Summary narrative of project including detailed account of each step of project (see rubric to guide narrative), recommendations for personal growth as a supervisor and for the profession in general, and reflection on the project.

See assessment rubric for more details.

Total points come from the following sub-sections of this project:

• 15 points- Quiz on evaluation instrument and use procedures

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- 25 points- Selection and tailoring of observation tools in pre-conference (in collaboration w/supervisee's needs/desires). Must include Glickman 13.6 form (p. 172), at least one from "Supervision that Improves Instruction" and at least one "tailored" form (Glickman pp. 178-180).
- 10 points- Scripting practice
- The above portions are submitted prior to Project
- 100 points- Project final submission. Includes narrative to cover all rubric areas, scanned copies of actual notes, completed forms, evaluation instrument, etc. Black out teacher's name in all areas.

6. 70 Points Culture Activity Date: See Calendar

This brief paper describes how you, as a supervisor, would work with teachers and other stakeholders to collaboratively plan a curriculum that anticipates occupational trends and their educational implications. Additionally, the importance of embedding non-mastery goals into the curriculum, specifically how to help students develop as caring and informed citizens, must be included. Points for this assignment are derived from the following breakdown:

- 5 points- Draft of paper on working collaboratively planning curriculum which anticipates occupational trends and their educational implications
- 5 points- Providing peer-review for classmate's above draft using scoring rubric
- 5 points- Draft of paper on embedding non-mastery goals into the curriculum, specifically how to help students develop as caring and informed citizens
- 5 points- Providing peer-review for classmate's above draft using scoring rubric
- 50 points- Polished and combined paper.
- 7. 40 Points Weekly Self-Reflection Journal Due: Weekly Weekly notations of student progress toward course objectives, academically or in the field (who was talked to, what was discussed, learned, reinforces, what questions/issues Developed? Etc.) 5 points each week; must be posted at the end of each week by Sunday/midnight
- 8. 5 Points NAU Course Evaluation Due: See Calendar When NAU opens the online review for this course, log on, complete the anonymous review of the course, submit, copy the completion message and paste that into the NAU Course Evaluation assignment submission window.

#### **Evaluation Methods and Deadlines**

The final grade for this course will be determined by the following scale, based on a total of 410 points possible:

- A 410-369 points
- B 368-328 points
- C 327-287 points
- D 286-246 points

The instructor reserves the right to make both qualitative and quantitative assessments of student performance. Graduate students are expected to produce high quality, professional work in all assignments.

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#### **Course Policy**

This class will be a success for you and for others if you take responsibility for your own learning and then make sure you share your leaning and experiences with the other participants in the class. Never forget that this is a class in leadership and it is your ideal chance to practice, assess and improve your own leadership skills. Take the risk, for example, to find out who you are as a leader and discover how important ethics and character are to the role of the leader.

## • Makeup Work

- Due dates of assignments are included in the online calendar. If you are not clear on any
  assignment requirements, please ask your instructor. You are permitted and encouraged to
  proofread each other's assignments.
- o Before turning in assignments, I encourage you to make a copy for your files.
- To receive full credit for assignments, they must be received on the due date. Any assignment may be turned in earlier than the due date. Late work will be accepted at 20% deduction per class period missed. Assignments will only be graded once (no "re-do's" for additional credit after submission for grading, or turning in summative project and asking for missed formative points). This does not apply to Assessments (quizzes) and Discussion. Those must be completed by due date for credit. Assignments may be turned in only during the week they are due. They will be graded shortly after due date.
- Exceptions to the above policies may be made upon presentation of proof of hospitalization/death of student or immediate relative (parent, child, spouse) or Institutional Excuse from Dean's Office. Include documentation with initial request for exception. You MUST notify instructor within 48 hours of initial incident and/or missed assignment due date. You may not miss substantial portions of class and make hardship claim at the end of class; keep instructor informed.

#### Attendance

- Class attendance is mandatory. Please notify instructor of any major emergency that will keep a student from taking part in class activities.
- O Course participation is the student's opportunity to demonstrate leadership and service to the class. "Lateral" learning is an asset in this class.

## • Statement on plagiarism and cheating

- Academic integrity and honest are required in all NAU classes. To knowingly represent the
  words or ideas of another as your own is plagiarism and is a major violation of the NAU student
  code.
- o NAU policies and procedures are to be followed by all students and can be reviewed in the appendices of this syllabus.

# • Important note:

- O Ability to use technology for communication and class presentations is desired.
- Oue to the nature of individual or group needs, this course may be altered or changed to meet those needs or priorities. Times and dates may change due to circumstances during the course. If significant changes to this document become necessary, those changes will be provided to students in a written and timely manner.

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## Reading List:

- Acheson, K.A., Gall, M. D. (2003). *Clinical supervision and teacher development*. New York: John-Wiley & Sons.
- Anderson, T. (1994). *Multiple intelligences in the classroom*. Alexander, VA: Association for Supervision and Curriculum Development.
- Barth, R. S. (2003). *Lessons learned: Shaping relationships and the culture of the workplace*. Thousand Oaks, CA: Corwin Press.
- Bella, N. J. (2004). *Reflective analysis of student work: Improving teaching through collaboration*. Thousand Oaks, CA: Corwin Press.
- Blasé, J., Blasé, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning*. Thousand Oaks, CA: Corwin Press.
- Bradeley, L. H. (2003). *Curriculum Leadership: Beyond boilerplate standards*. Blue Ridge Summit, PA: Rowman & Littlefield.
- Brock, B. L., Grady, M. L. (2001). From first-year to first rate: Principals guiding beginning teachers, (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Caine, R. and Caine, J. (1997). *Education on the edge of possibility*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Coppola, A. J., Scricca, D. B., Connors, G. E. (2004). *Supportive supervision: Becoming a teacher of teachers*. Thousand Oaks, CA: Corwin Press.
- Dickmann, M. H., Stanford-Blair, N. (2002). *Connecting leadership to the brain*. Thousand Oaks, CA: Corwin Press.
- Downey, C. J., Steffy, B. E., English, F. W., Frase, L. E., Poston, W. K. (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time.*Thousand Oaks, CA: Corwin Press.
- Fullan, M., Hill, P., Crevola, C. (2006). *Breackthrough*. Thousand Oaks, CA: Corwin Press.
- Gardner, J. (2006). Assessment and learning. Thousand Oaks, CA: Sage.
- Glasser, J. (2005). *Leading through collaboration: Guiding groups to productive solutions.*Thousand Oaks, CA: Corwin Press.
- Glatthorn, A. A. (2000). *The principal as curriculum leader: Shaping what is taught and tested* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Glatthorn, A. A., Boschee, F., Whitehead, B. M. (2006). *Curriculum Leadership: Development and implementation*. Thousand Oaks, CA: Sage.
- Goleman, D. (1994). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

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- Guskey, T. R. (2000). Evaluating professional development. Thousand Oaks, CA: Corwin Press.
- Hart, L. (1998). Human brain and human learning. Kent, WA: Books for Educators.
- Holt, L. C., Kysilka, M. (2006). *Instructional Patters: Strategies for maximizing student learning*. Thousand Oaks, CA: Sage.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Katzenmeyer, M., Moller, G. (2001). Awakening the sleeping giant: Helping teachers develop as leaders. Thousand Oaks, CA: Corwin Press.
- Kellogg, R. T. (2003). Cognitive psychology, (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Kise, J. A. G. (2006). *Differentiated coaching: A framework for helping teachers change*. Thousand Oaks, CA: Corwin Press.
- Marlowe, B. A., Page, M. L. (2005). *Creating and sustaining the constructivist classroom* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- McEwain, E. K. (2003). Seven steps to effective instructional leadership. Thousand Oaks, CA: Corwin Press.
- McEwain, E. K. (2005). How to deal with teachers who are angry, troubled, exhausted, or just plain confused. Thousand Oaks, CA: Corwin Press.
- Mertler, C. A. (2006). *Action research: Teachers as researchers in the classroom.* Thousand Oaks, CA: Sage.
- Pryor, B. W., Pryor, C. R. (2005). *The school leader's guide to understanding attitude and influencing behavior*. Thousand Oaks, CA: Corwin Press.
- Sousa, D. A. (2003). *The leadership brain: How to lead today's schools more effectively.* Thousand Oaks, CA: Corwin Press.
- Stone, R., Cuper, P. (2006). Best practices for teacher leadership: What award-winning teachers do for their professional learning communities. Thousand Oaks, CA: Corwin Press.
- Zemelman, S., Daniels, H., Hyyde, A. (2005). *Best practices: Today's standards for teaching and learning in America's schools* (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann.
- Zepeda, S. J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education.
- Zepeda, S. J. (2005). *The instructional leader's guide to informal classroom observations*. Larchmont, NY: Eye on Education.

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# Northern Arizona University Policy Statements

#### SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <a href="http://www4.nau.edu/diversity/swale.htm">http://www4.nau.edu/diversity/swale.htm</a>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

#### STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed.

Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <a href="http://www2.nau.edu/dss/">http://www2.nau.edu/dss/</a>.

#### INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The

IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

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http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

#### ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <a href="http://www4.nau.edu/stulife/handbookdishonesty.htm">http://www4.nau.edu/stulife/handbookdishonesty.htm</a>.

#### ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

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