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

EDLE 618, Section 601, Supervision and Evaluation of Instruction
3 credits, Fall 2019
Thursdays 4:45 – 7:45 pm, September 5, 2019- December 3, 2019
Lake Braddock Secondary School Library

Faculty Name:	Maureen Marshall, Ed.D.
Office Hours:	By appointment
Office Location:	Thompson Hall, Suite 1300
Office Phone:	703-993-6441
Email Address:	mmarsh22@gmu.edu

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 offered as a HYBRID course--combination online (35%) and face-to-face for this semester. I have coordinated with EDLE 616 to ensure that our face2face schedule does not occur on similar weeks for most of the semester.

Class sessions will consist of brief lectures, discussions, online activities (hybrid), 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.

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.

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.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

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 (2012). *Leverage Leadership*. San Francisco: Jossey-Bass.

Reference Texts:

- Acheson, K. A. & Gall, M. D. (2003). *Clinical supervision and teacher development*. Chicago, Ill: Jossey-Bass.
- Bambrick-Santoyo, Paul (2012). *Leverage Leadership*. San Francisco: 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.

Online access is vital to success in this course and is important as it is a HYBRID course. If we experience school shutdowns because of the weather or an instructor illness, we will also use the online format. **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 <u>must allow at least one week in advance</u> 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:

A+	=	100
A	=	95-99
A-	=	90-94
B+	=	87-89
B	=	83-86
B-	=	80-82
C	=	75-79
F	=	0-74

Professional Dispositions

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

Class Schedule (May be adjusted depending on course direction)

Class	Date	Topics	Prepared Readings & Assignments by the class session date
1	September 5 Face2Face	Course Overview SuperVision and Effective Schools Leverage Leadership 2.0	Bring laptops to class
2	September 12 Face2Face	Characteristics of Effective Teaching and Learning Leadership for Effective Schools	*Reading:* Glickman, Chapters 1-4; Have (hard copy or electronic) of your school division's/school's observation template for online class this week. Reading: Bambrick-Santoyo– Introduction & Ch. 1
3	September 19 Online	Effective Classroom Observation and Feedback Techniques	*Reading:* Glickman, Chapters 13-15 Danielson Chapter 1: Framework for Teaching: An Overview (from Blackboard); Reading: Bambrick-Santoyo– Ch. 2 & Ch. 3 **Discussion Board Online – Entry 1**
4	September 26 Face2Face	Adult Learning and Teacher Feedback Conferencing Skills Developmental Supervision	*Reading:* Glickman Ch. 4 (Adult Learning), Ch. 7-10 (Interpersonal Skills), Ch. 11 (Developmental Supervision) Article by Shawn Blankenship regarding feedback http://connectedprincipals.com/archives/10634

5	October 3 **Online**	Clinical Supervision Working with Individuals, Groups and Teams Mini-Observations	**Discussion Board Online – Entry 2** Glickman pp. 243-252 (Clinical Supervision) Glickman, Chapter 16 Marshall, K. Chapters 3 and 4 Rethinking Teacher Supervision and Evaluation (from Blackboard)
6	October 10 **Face2Face**	Designing Effective Professional Development	Reading: Glickman p. 181-185 Reading: Bambrick-Santoyo– Ch. 4
7	October 17 **Online**	Teacher Evaluation: Formative and Summative	*Reading:* -Review Glickman pp. 246-252 Strategies for -Enhancing Post-Observation Feedback," (Myung and Martinez from Blackboard) **Discussion Board Online – Entry 3**
8	October 24 **Face2Face**	Instructional Walkthroughs Working with Individuals and Teams Clinical Supervision	Glickman Chapter 17 **Assignment 1 Clinical Supervision Project due 10/24**
9	October 31 **Online**	Creating a School Culture for Meaningful Supervision	Glickman, Chapter 18 Reading: Bambrick-Santoyo – Ch. 5 **Discussion Board Online – Entry 4**

10	November 7 Face2Face	Building a Professional Learning Community	Reading: DuFour and Mattos, "How Do Principals Really Improve Schools?" Educational Leadership, 2004 (from Blackboard); Reading: Bambrick-Santoyo– Ch.6 *Small Group Presentations*
11	November 14 Online	Moral Role of Supervision Building Community Small group project presentations-Groups 4 and 5	Glickman Chapters 20, 21, (next two classes) Reading: Bambrick-Santoyo – Ch. 7 Discussion Board Online – Entry 5
12	November 21 Face2Face	Addressing Diversity and Facilitating Change	Reading: Glickman Ch. 20-21 Reading: Bambrick-Santoyo – Ch. 8 *Small Group Presentations*
13	November 28	Thanksgiving	
14	December 5 Face2Face	Presentation of PD Projects/Evaluations	Glickman Ch. 22-23 *Small Group Presentations* Assignment #2 Professional Development Project due 12/5

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

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/.