

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

EDLE 618, Section 601, Supervision and Evaluation of Instruction
3 credits, Summer 2020
100% online with 5/20/20-7/29/20

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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

This is a 100% online course using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. There are four **synchronous** classes that will also be part of the class. Office hours will also be virtual on Wednesdays. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 17, 2020.

Under no circumstances, may 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.

Technical Requirements

To participate in this course, students will need to satisfy the following technical 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/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devicesand-operating-systems

- 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:
 - 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/

On-line Expectations

- **Synchronous sessions:** We have added three synchronous sessions to our learning this summer. Our synchronous sessions begin at 5pm and end by 7pm on specific Wednesdays. See the weekly syllabus for the specifics.
- **Asynchronous Course Week:** Because asynchronous online courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday with assignments typically due by Sunday afternoon EXCEPT where noted on the syllabi. This schedule should allow sufficient time to complete and post assignments for this course.
- **Office hours-** synchronous office hours are Wednesdays from 4-5pm.

- **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:** 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.
- **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.*** 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 insure accessibility must be registered with George Mason University Disability Services.

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.

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.

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 (2018). *Leverage Leadership 2.0*. San Francisco: Jossey-Bass.

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.

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 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 an F nine weeks into the following semester.

Students can earn a total of 500 points in this course. Graded assignments account for 70% (350 points) of the overall grade, while online course participation accounts for 30% (150 points).

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 online 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 (150 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 synchronous classes.**

Unit 1 (60 points)

Unit 2 (30 points)

Unit 3 (60 points)

Written Assignments (350 points)

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 and the Clinical Supervision Project 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 an F nine weeks into the following semester.

The three major written graded assignments required for this course are as follows:

Written Assignment #1

The Clinical Supervision Project (150 points) due **June 28th**

Explain the clinical supervision process to your principal and solicit advice as to who might be observed for the purpose of this assignment. Using the overview described in the text, online information and discussions, and videos, students will apply the five-phase model in an authentic classroom setting.

A written report will complete this project, consisting of the following components:

- 1) Context—Describe how the teacher was selected, their developmental level, expertise, and commitment.
- 2) Five Phases of Clinical Supervision—Describe and defend the supervisory style that you selected and utilized.
 - a. Phase 1—Include all required elements of a pre-observation conference, including background information on the teacher observed
 - b. Phase 2—Describe the class that you observed, generally discussing student and teacher behaviors, the length of your observation, and any challenges that you had with applying the observation methodology or methodologies that you selected.
 - c. Phase 3—Describe the data that you collected and specifically discuss the trends and patterns that were revealed (“analysis”). Then begin to interpret the patterns and trends in terms of how they might help the teacher to improve his/her instructional practice (“interpretation”). And, finally, determine and defend the supervisory style that you will use in your phase 4 conference.
 - d. Phase 4—Describe in detail your interactions with your classroom teacher, referring to the supervisory style that you utilized during phase 4. You do not need to include a plan for improvement in your phase 4 write-up.
 - e. Phase 5—Describe your critique of the process, including teacher input as to how the previous four phases of the clinical process might be improved.
- 3) Comparison with Actual Practice—compare and contrast the five phases of the clinical model with the observation model utilized in your school. Be specific as you review the five clinical phases—for example, in phase 1, is there a pre-observation conference in your school? Provide sufficient detail and reach a conclusion as to whether a formative (as opposed to summative) evaluation model is being employed in your school.
 - Clinical supervision project is due **June 28th** and may not exceed ten (10) double-spaced pages.
 - Include in an appendix a copy of the actual observation tools (for example, the categorical frequency chart, or the performance indicator checklist) including your notes.

Written Assignment #2 The Professional Development Project (125 points)

DUE DATE: July 19th

This project involves developing an authentic professional development plan, providing your school (or department) with a research-based approach to providing growth opportunities for professional staff. You should solicit input from school and/or department leaders as you consider topics and options for this proposal.

Five required components for this project:

- 1) Context—Briefly describe your school and, if relevant for your project, the department/grade level in which you work.
- 2) Needs Assessment, Analysis and Interpretation—Based on class discussions and text readings, use at least two of the “Ways of Assessing Need.” Describe and defend the needs assessment techniques selected as well as your method of collecting data. Identify patterns and trends (“analysis”) from your data and describe your interpretation and conclusions. Specifically connect your data-informed trends and interpretations to the professional development proposal you will develop in component 3 below. This section must be a description of your analysis and findings, and not a description of what others in your school have done.
- 3) Prepare a professional development proposal that includes the six essential elements of such plans (per class discussion). Be specific when addressing these essential elements, with emphasis on the proposed learning activities. This proposal should be authentic in nature—something that could be used in your school. **NOTE:** *It is not expected that you will implement the proposal that you develop during the semester that you are enrolled in EDLE 618.*
- 4) Use the readings and class discussion to connect your proposal with the research-based characteristics of effective professional development identified in the Glickman text. You should also discuss and connect the three phases of professional development (orientation, integration, and refinement) with your proposed professional development plan.
- 5) Use your knowledge of Improvement Science research (six principles) to describe how professional development serves as integral part of staff competence in using inquiry-based processes that support school improvement efforts based on identified needs.

- This professional development project is due July 19th and may not exceed nine (9) double-spaced pages.

- You must include in an appendix a copy of the data assessment methodologies/tools that you selected and used. (For example, if you used a “review of official documents,” you should include one or two pages of such docs in your appendix. If you used a survey, include a copy of the blank survey in your appendix, etc.)

Assignment #3

Small Group Project (75 points)

DUE DATE: Sunday, July 5th by 11:59pm and group feedback by July 12th

Students will work in assigned small groups to plan and provide current information on topics that relate to the themes being addressed in class. Presentations should be in the form of a PowerPoint and or video. The PowerPoint should not exceed 12 slides and 1-2 page summary of relevant information and references. In addition, once posted, each group will provide a short feedback statement to a designated group. For example, Group 1 will respond to Group 2, Group 2 to Group 3, Group 3 to Group 4, Group 4 to Group 5 and Group 5 to Group 1. A list of available topics is posted below.

List of Topics—Summer 2020

1st- “Walkthrough observations”: Students will lead a discussion in which classmates are exposed to and can practice a variety of walkthrough models. Discussion leaders will make use of Downey’s work on walkthroughs, as well as others that are used in local schools. Emphasis will be placed on the espoused purposes of walkthroughs, as well as the actual/authentic procedures that are used by school administrators. It is highly recommended that the latest developments be reviewed and discussed, including the use of electronic devices to collect and analyze classroom data.

2nd- “Supervisory behaviors”: Students will research and lead a discussion on supervisory behaviors. The Glickman text may be useful in informing this discussion. The emphasis will be on supervisory behaviors, verbal and nonverbal, as they are demonstrated by school leaders during interactions with teachers, students, and community. 10

3rd- “Professional development”: Students will lead a discussion on pre-K-12 professional development. Emphasis will be placed on the research-based traits of effective PD, and how they connect with examples of professional development that the group selects and shares. The phases of professional development will be explored, including the work of Joyce and Showers.

4th- “Data informed decision making”: Students will discuss current practices in their schools as to how data are informing the decision-making process. Discussion leaders will provide authentic

examples of data sharing and utilization in local schools. Classmates will be engaged in reviewing, analyzing and interpreting data.

5th- “Action research”: Students will share authentic examples of action research as it occurs today in local schools. Emphasis will be placed on the phases/steps of action research, and on differences between action and traditional research.

NOTE: To best exceed the minimum expectations regarding the required submission of a reference list at the completion of each discussion activity session, it is recommended that the group develop an annotated reference list as a user-friendly way to expose students to the resources that were selected and utilized. ALL ASSIGNMENTS must be submitted electronically through Blackboard.

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, Dr. Marshall is available for consultation via email, phone or Zoom prior to deadlines to clarify questions.

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

DUE DATE: Sunday, July 5th by 11:59pm and group feedback by July 12th

Grading Scale:

A+ 500 points

A 475 - 499 11

A- 450 - 474

B+ 435 - 449

B 415 - 434

B- 400 - 414

C 375 - 399

F Below 375 points

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/>

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.edu/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/>.

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:

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/>.

Summer 2020 Class Schedule

Note: Please refer to the Weekly Schedule and Announcements on Blackboard for the most up-to-date version of the Course Schedule. Blackboard assignments will be available on the Sunday afternoon prior to the start of the week and due by midnight the following Sunday.

Class	Unit/ Lesson	Date	Topics	Prepared Readings & Assignments by the class session date
Live	5:00pm 5-7pm	Wednesday 5/20/20	Course Orientation & Syllabus	Link: In Blackboard
1	Unit 1 Lesson 1	5/18/20- 5/24/20	SuperVision and Effective Schools Leverage Leadership 2.0	<i>Reading:</i> Glickman, Chapters 1-3; Bambrick-Santoyo– Introduction <i>Assignment:</i> Activity (1) [10 points]
2	Unit1 Lesson 2	5/25/20- 5/30/20	Characteristics of Effective Teaching and Learning Leadership for Effective Schools SuperVision for Successful Schools Why Traditional Schools as They Are The Dynamic School Data Driven Instruction	<i>Readings:</i> -Danielson Chapter 1: <i>Framework for Teaching: An Overview</i> -Bambrick-Santoyo– Chapter 1 -Leadership for Effective Schools • NY Teacher Effectiveness Program Rubric <i>Assignment:</i> Activity (2) Activity Danielson’s framework (10 points)
3	Unit 1 Lesson 3	6/1/20- 6/7/20	Effective Classroom Observation and Feedback Techniques -Phases of Clinical Supervision -Review individual observation templates *Danielson Framework -Observing Skills -Assessing & Planning Skills	<i>Reading:</i> Glickman, Chapters 12-13 Bambrick-Santoyo– Ch. 3 <i>Assignment:</i> Activity (3) –[10 pts]
	LIVE 5-7pm	6/10/20 Wednesday	Supervisory Behaviors Simulation	Zoom link: In Blackboard Simulation Participation & Reflection (20 points)

4	Unit 1 Lesson 4	6/8/20- 6/14/20	Adult Learning and Teacher Feedback Conferencing Skills Developmental Supervision -model, practice, write up Supervisory Behaviors	<i>Reading:</i> Glickman Ch. 6-10 (Interpersonal Skills), Glickman Ch. 11 (Developmental Supervision) Article by Shawn Blankenship regarding feedback http://connectedprincipals.com/archives/10634 Assignment: Activity (4) – [10 points]
5	Unit 2 Lesson 5 Unit 2 Lesson 6	6/15/20- 6/21/20	Clinical Supervision Working with Individuals, Groups and Teams Mini-observations	<i>Reading:</i> Glickman, Chapter 15 & 16 Marshall, K. Chapters 3 and 4 Rethinking Teacher Supervision and Evaluation (from Blackboard) – read for class on 2/25/20 <i>Assignments:</i> Activity [5] [15 points] CLINICAL SUPERVISION PROJECT DUE June 28th
6	Unit 2 Lesson 7 & 8	6/22/20- 6/28/20	Designing Effective Professional Development	<i>Reading:</i> Glickman, Chapter 18 Bambrick-Santoyo– Ch. 4 Assignment #1 Clinical Supervision Project due 6/28 Assignment [6] [15 points]
7	Unit 3 Lesson 9	6/29/20- 7/5/20	What’s Wrong With This Picture: Why Current Practices are Ineffective Teacher Evaluation: Formative and Summative Introduce PD Project	<i>Reading:</i> Glickman, Chapter 16 Bambrick-Santoyo–Ch. 2 Strategies for -Enhancing Post-Observation Feedback," (Myung and Martinez from Blackboard)

				<p>Zapeda, Sally: <i>Can Supervision and Evaluation Co-Exist?</i> (Blackboard)</p> <p><i>Assignment:</i></p> <p>Activity (7) – [5] points]</p> <p>Assignment #3 GROUP PROJECT DUE July 5th with group feedback posted by July 12th. Each student should have an assigned group. It is your responsibility to work with each other in preparing, creating, and presenting the assignment.</p>
	Live 5-7pm	7/8/20 Wednesday	Teacher Evaluation Simulation	<p>Zoom Link: In Blackboard</p> <p>Simulation Participation & Reflection (20 points)</p>
8	Unit 3 Lesson 10	7/6/20- 7/12/20	Creating a School Culture for Meaningful Supervision	<p>Reading</p> <p>Glickman, Chapter 21 & 22</p> <p>Bambrick-Santoyo–Ch. 5 & Ch. 6</p> <p>Case Study: <i>If It Ain't Broke, Don't Fix It</i></p> <p>Assignment:</p> <p>Activity (8) [10 points]</p> <p>Assignment #3 GROUP PROJECT feedback posted by July 12th.</p>
9	Unit 3 Lesson 11	7/13/20- 7/19/20	Building a Professional Learning Community	<p><i>Reading:</i></p> <p>Glickman, Chapter 23</p> <p>Bambrick-Santoyo – Ch. 7</p>

			<p>Working with Individuals and Teams</p> <p>Designing Effective PD</p>	<p>Articles from Blackboard</p> <p>How Do Principals Really Improve Schools - DuFour and Mattos</p> <p>It is not a Meeting but a way of Being – Brian Butler</p> <p>Creating Effective Professional Learning Communities – Andrew Miller</p> <p>Assignment:</p> <p>Activity (9) [10 points]</p> <p>Assignment #2 PD Projects Due July 19th</p>
	Live 5-7pm	7/22/20	PD Projects Presented Case Study review	<i>Students should be prepared to share 2-3 minutes about the PD project.</i>
10	Unit 3 Lesson 12	7/20/20- 7/26/20	Addressing Diversity and Facilitating Change	<p><i>Reading:</i></p> <p>Glickman, Chapter 21 & 22 (revisited)</p> <p>Assignment:</p> <p>Activity (10) [10 points]</p>
11	Unit 3 Lesson 13	7/27/20- 7/31/20	Final Class Activity	<p><i>Reading:</i></p> <p>Blackboard</p> <p>Assignment:</p> <p>Activity (11) [5 points]</p>