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

EDLE 618, Section 601, Supervision and Evaluation of Instruction
3 credits, Fall 2023
Wednesdays 4:45 – 7:45, September 6 – November 29

Faculty
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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 discussion about educational trends and best practices that lead to high performing schools characterized by strong systems of accountability, communication, and collaboration.

Course Delivery Method
This course will be delivered online asynchronously and in-person. See class dates (below) for details. Students are expected to attend in-person class meetings. Online instruction will be delivered via Blackboard Learning Management system housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available before 8/31/2023.

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.

Technology 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#supported- browsers
- To get a list of supported operation systems on different devices see:
  - https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested- devices-and-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 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: Adobe Acrobat Reader: https://get.adobe.com/reader/
  - WindowsMediaPlayer: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

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

<u>NELP Standards</u>

NELP 1.2   Candidates understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

NELP 2.1   Candidate understands and demonstrates the capacity to reflect on, communicate about, and cultivate professional dispositions and norm (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school culture.

NELP 4.1   Candidates understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

NELP 4.2   Candidates understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educator professional, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

NELP 4.3   Candidate understand and can demonstrate the capacity to design, implement and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP 4.4   Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

VA DOE 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.

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 in-person 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 (10 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: 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.

Small Group Discussion Activity (20 points)
Students will work in small groups to plan and lead a discussion on topics that relate to the themes addressed in class. A list of available topics is posted below and will be reviewed at the first class meeting. Students may use the Glickman text or other approved research articles to provide background information as they prepare for this assignment. However, these texts should not be relied on as the only or most utilized source of information. Professional journals (NASSP, NAESP, ASCD, PDK, etc.), official school records and documents, interviews with school leaders, local school forms and procedures, and other course texts may be used to inform the discussion.

Successful completion of this activity will result in the engagement of classmates on the selected topic. A list of references must be presented to students and the instructor at the time of the presentation.

NOTE: Unlike some "presentations" to classes, the emphasis for this activity should be on the active involvement of classmates. It will be acceptable to devote some time to context—but even this part of the assignment should be done as interactively as possible. Most of the time should be devoted to guided small group activities in which everyone actively participates.

List of Topics

"Delivering and Receiving Feedback"
Students will provide opportunities for classmates to learn about the characteristics of high-quality feedback delivery and how to receive feedback productively. As a result, classmates should be able to identify the characteristics of effective feedback delivery and receipt.

"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 Marshall's work on walkthroughs, as well as others 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, underline the use of electronic devices to collect and analyze classroom data.

"Design of Teacher Supervision/ Evaluation in Local Contexts"
The group presenting this topic must include representation from all divisions. While the Clinical Supervision Project includes a discussion of the *practice* of teacher supervision/ evaluation in local schools, this presentation focuses on what *should* occur. This presentation must reference state *and* division *and* school policies/ regulations. Differences among divisions, if they exist, should be discussed. Students must discuss the extent to which policies/ regulations allow school administrators discretion over teacher supervision/ evaluation.

PERFORMANCE BASED ASSESSMENT SUBMISSION REQUIREMENT

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

Written Assignment #1

The Professional Development Project (40 points)

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 of 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. (NELP 1.2)

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 you are enrolled in EDLE 618.* (NELP 4.1)

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.

5) Discuss and connect the three phases of professional development [Orientation (NELP 4.2), Integration (NELP 4.4), and Refinement (NELP 7.3)] with your proposed professional development plan.

6) Use your knowledge of Improvement Science research (six principles) to describe how professional development serves as an integral part of staff competence in using inquiry-based processes that support school improvement efforts based on identified needs.

- This professional development project should not exceed nine (9-10) double-spaced pages.
- You must include in an appendix a copy of the data assessment methodologies/tools you used. (For example, if you used a "review of official documents," you should include one or two pages).

Written Assignment #2

The Clinical Supervision Project (30 points)

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 (paper) will complete this project, consisting of the following components:

1) Context—Describe how the teacher was selected, their developmental level, expertise, and commitment. (NELP 2.1)

2) Five Phases of Clinical Supervision.
> a. Phase 1—Include all required elements of a pre-observation conference, including background information on the teacher observed. (NELP 4.1)
>
> b. Phase 2—Describe the class that you observed, generally discussing student and teacher behaviors, the length of your observation, and any challenges you had applying the observation methodology or methodologies that you selected. (NELP 4.3)
>
> 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 improve their instructional practice ("interpretation"). Finally, determine and defend the supervisory style you will use in your phase 4 conference. (NELP 4.4)
>
> d. Phase 4—Describe in detail your interactions with your classroom teacher, referring to the supervisory style you utilized during phase 4. You do not need to include a plan for improvement in your phase 4 write-up. (NELP 4.2)
>
> 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 used most often in your school. Be specific as you review the five clinical phases—for example, in phase 1, is there typically 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. (NELP 2.3)

Clinical supervision project paper should not exceed ten (9-10) double-spaced pages. Include in an appendix a copy of the actual observation tool(s) (for example, the categorical frequency chart, or the performance indicator checklist), including your notes, used.

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

Course Policies
ALL ASSIGNMENTS must be submitted electronically through Blackboard unless stated otherwise.

LATE WORK: Assignments are due by 11:59 p.m. on the dates listed on the syllabus. The acceptance of late work will be determined on a case by case basis. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

FEEDBACK: Rewrites of graded work will not be possible in EDLE 618.

COMMUNICATING WITH INSTRUCTOR: Feel free to discuss any/all concerns about the class with me. It is unlikely I will respond to email over the weekend. I typically check email twice daily.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code **(see** https://catalog.gmu.edu/policies/honor-code-system/**).**

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to TK20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- **For information on student support resources 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 https://cehd.gmu.edu/**.**

Plagiarism:
- Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; **a simple listing of books and articles is not sufficient.** Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

- Plagiarism and the Honor Code: George Mason University operates under an honor system, which is published in the University Catalog and deals specifically with cheating, attempted cheating, plagiarism, lying, and stealing. Please familiarize yourself with the honor code, especially the statement on plagiarism (http://www.gmu.edu/facstaff/handbook/aD.html). If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.

- Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics.

- If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the