

University of Illinois at Urbana Champaign
College of Education
Department of Educational Organization and Leadership
Summer 2008
July 1-2; 8-9; 14-15; 21-22
8:00-2:30, Room 22 Education Building

EOL 541 Instructional Supervision

4 semester hours

Instructor

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Course Description

Methods, theories, and research applying to the supervision and evaluation of classroom instruction; includes analysis and application of research in effective teaching practices, formative and summative evaluation, staff development, data collection techniques, and alternative feedback methods. Prerequisite: Graduate standing or consent of instructor.

Course Objectives

Upon completion of this course, the student will be able to:

- Understand the historical and contemporary perspectives on supervision and evaluation.
- Articulate, recognize, and support classroom practices that reflect the most current principles of learning.
- Articulate an understanding of the formative process of supervision in connecting the curriculum and learning, and the principal's role as a leader of learners.
- Demonstrate an understanding of the summative evaluation process and the various teacher evaluation models.
- Demonstrate an understanding of how supervisory models are differentiated to address teacher needs at varying stages in their careers, including professional development, the peer coaching process, and working with marginal staff members.
- Identify and understand the processes of organizational change that promote a culture that focuses on improved student learning.

Relationship of Course to UIUC Conceptual Framework

This course was built on the following goals of the University and College of Education's Professional Education Programs:

- **Establishing community in teaching and learning environments.** This course emphasizes the principal's role, functions, and tasks both in establishing and supervising the school's instructional program. As such, the principal has the primary responsibility for creating a campus climate conducive to the promotion of excellence in teaching and learning.
- **Guiding the development of inquiring and reflective minds.** A major role of the principal as instructional leader is the development of teacher capacity to study and reflect upon his/her own—and the school's—professional practice. The use of group, professional, and curriculum development functions within a collaborative school setting will be emphasized in the course.
- **Fostering a commitment to service.** The importance of serving as an instructional resource in the school setting, and as a contributor to the development of teaching and learning in the profession, will be emphasized in the course.
- **Pursuing the understanding and effective application of technology in educational settings.** The course will expose students to the use of technology as a management aid in the supervision and evaluation of instructional personnel. It also will enable future principals to consider the appropriate use of technology in the instructional programs they will supervise.

Relationship of Course to the Illinois Professional School Leader Standards

This course was developed using the state standards for the preparation of school leaders as presented below:

- **Standard 1: Facilitating a vision of educational excellence.** Part of the principal's role as instructional supervisor is the development of a shared vision of effective learning, teaching, and supervision. Each student will develop a platform statement reflecting her/his beliefs in these areas.
- **Standard 2: School culture and instructional program.** This course will emphasize the development of a school culture that promotes collaborative forms of principal-teacher instructional improvement. The focus developed will center upon the idea of educational excellence through development supervisory practices, as the principal promotes her/his role as leader for learning.
- **Standard 3: Management.** The supportive role of management functions in the instructional supervision process will be explored. The importance of understanding and observing legal and policy guidelines for teacher supervision will be emphasized. Additionally, techniques in structuring workloads and developing technical skills related to observation, evaluation, and conferencing will be practiced.
- **Standard 4: Collaboration with families and communities.** This will emphasize the principal's key role as the facilitator of interaction among families, communities, and instructional personnel in the development of instructional programs that promote educational excellence. The principal's function as supervisor and evaluator will be stressed as an important link among the educational needs of families and communities, the teaching staff, and curriculum and instructional practices.
- **Standard 5: Acting with integrity, fairness, and in an ethical manner.** The importance of conducting supervision and evaluation practices with integrity and fairness

will be emphasized, as well as the importance of confidentiality and respect for teachers and other staff.

- **Standard 6: The political, social, economic, legal and cultural context.** The course will explore the legal and policy bases for teacher evaluation and supervision, as well as the norms of the community and school that may be relevant to the interaction between the instructional supervisor and the instructional staff.

Required Texts

Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2007). *Supervision and instructional leadership: A developmental approach* (7th ed.). Boston: Pearson Education.

Recommended Text

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Electronic reserves:

<http://web.library.uiuc.edu/ereserves/querycourse.asp> (articles are often organized by editor's last name, not author's last name)

E-reserves should be available soon.

Course Organization and Expectations

A variety of approaches will be used to develop the student competencies associated with this course. Students will be required to conduct the research projects identified in the course syllabus. Presentations of findings and recommendations for practical applications will be subjects of discussion and further study. Students are expected to maintain high standards of ethical and professional conduct in this course, including being adequately prepared, regularly and appropriately contributing to class discussions, submitting graduate-caliber work, and representing one's own work fairly and honestly. Students should review the Academic Integrity section of the university's *Code of Policies and Regulations* (http://www.uiuc.edu/admin_manual/code/section_6.html) to note expectations for student work.

All written assignments must be word-processed, adhering to the fifth edition of the *Publication Manual of the American Psychological Association*. Include a cover sheet with each assignment (no abstract is necessary), use 1.25-inch margins, Times New Roman font, and use double spacing. Grade reductions will be made for assignments that are not submitted by the due date.

Online learning guidelines will be administered the first class.

Course Requirements and Grades

Each student's performance in the course will be evaluated by the activities that follow. Rubrics will be provided in class.

- **Class Participation.** (15%) Come to class prepared, having completed the readings and any written assignments, and constructively participate in small and large group discussions. Regular and punctual attendance at all class sessions is expected. Except in unusual circumstances, substantial grade reductions will be administered (potentially beyond 15% of the course grade) for missed class time.
- **Moodle reading and video responses.** (10%) As indicated in the course outline table, there are four weeks of course readings that should be completed before the first class of that week. Most weeks have two or three topic areas. Each week, you should write a typed response for EACH topic area by answering three questions:
 - *What are the authors' most important ideas?*
 - *What is your critique of the authors' ideas?* For example, what ideas are confusing, limited, unsubstantiated, or questionable?
 - *How might you apply these ideas to practice as a school principal?*

You do not need to necessarily write answers to these questions for each chapter or article, but you should synthesize your response across the authors of each topic. For example, in Week 1, there are three topics: Intro, Adult Learning, and Curriculum Leadership. You should write a response to the set of three questions for each of the three topic areas (one for intro, one for AL, and one for CL). In some weeks, you should also watch and critique a video on Moodle.

For week 1, you will turn in a written hard copy to me. In weeks 2, 3, and 4, you will post these responses to an online platform called Moodle and you will respond to your colleagues' postings. Your work will be evaluated on the quality of thought, not length. However, typically a half page to one page response is appropriate for each topic area.

- **Supervisory platform.** (15%) Write a five to eight page (double-spaced) paper describing your beliefs about exemplary practices in supervision. What does an exemplary supervisor know and do? This paper should include or critique the "big ideas" of relevant course literature in weeks 1 and 2.
- **Clinical supervision activity.** (30%) You are to complete one clinical supervision cycle with a volunteer teacher (preconference, observation, data analysis/interpretation, postconference). Upon completion of this activity, write a reflective paper, which includes all materials developed during the clinical cycle, as well as a critique of all process steps, to evaluate how well the process served the teacher and supervisor. This assignment is explained later in the syllabus. I encourage you to complete this activity during the summer, but you may also choose to take an incomplete and complete this cycle in early Fall (and then I will change your incomplete to a letter grade).
- **Analysis of district evaluation plan.** (30%) You will critique a school district's teacher evaluation plan. This assignment is shared later in the syllabus and will be further explained in class.

Course grades are based on the following scores:

100-93 A	89-87 B+	79-77 C+	69-67 D+	< 60 F
92-90 A-	86-83 B	76-73 C	66-63 D	
	82-80 B-	72-70 C-	62-60 D-	

Students with Disabilities

If you have a documented disability that may affect your ability to participate fully in the course or if you require special accommodations, you are encouraged to speak with the instructor so that appropriate accommodations can be arranged.

Course Topic Outline

Subject to Change

Session	Big Ideas/Essential Questions	Reading	Assignment Due
Week 1 July 1,2 Tues/Wed	<p>Intro</p> <ul style="list-style-type: none"> • What is educational supervision and evaluation? • How does history inform what is happening now? • What does research tell us about sustaining successful schools? <p>Adult Learning</p> <ul style="list-style-type: none"> • How do adult learning principles and effective teaching research inform supervision? • What is the role of the supervisor? <p>Curriculum Leadership</p> <ul style="list-style-type: none"> • What is the relationship between curriculum, teaching, learning, and supervision? 	<p>Glickman, Ch. 1-3; Danielson, Ch. 1; Marshall (2005)</p> <p>Glickman, Ch. 4-6; Danielson, Ch. 2; Protheroe (2002)</p> <p>Glickman, Ch. 19 Blase & Blase (1999) Yair</p>	Hard copy of reading response (see Moodle responses)
Week 2 July 8, 9 Tues/Wed	<p>Teacher evaluation and supervision are different, but interrelated.</p> <ul style="list-style-type: none"> • How can evaluation be used to enhance professional practice? • What is the role of standards in supervision and evaluation? • What is a quality teacher evaluation framework? <p>Supervisors should attend to teachers' developmental needs.</p> <ul style="list-style-type: none"> • What is developmental supervision? • How does Glickman's continuum of supervisory behaviors inform the supervisor's role? <p>Clinical supervision</p> <ul style="list-style-type: none"> • What is the process of conducting 	<p>Danielson, Ch. 3-4; Glickman, Ch. 15, 16</p> <p>Glickman, Ch. 7-11; Zimmerman & Deckert-Pelton (2003)</p> <p>Glickman, Ch. 12, 13 Dubrovich (2002)</p>	Moodle Postings Due midnight Sunday, July 6 – Instructions will be provided in Week 1

	<p>an observation?</p> <ul style="list-style-type: none"> • What is clinical supervision? 		
<p>Week 3 July 14, 15 Mon/Tues</p>	<p>Conducting Observations</p> <ul style="list-style-type: none"> • What are the nuts and bolts of conducting an observation? • What feedback techniques help facilitate supervision? <p>Ethics (in-class) and social justice</p> <ul style="list-style-type: none"> • What ethical issues should principals consider in supervision? • To what extent can principals encourage teachers to teach for social justice? <p>Data sources</p> <ul style="list-style-type: none"> • How can principals utilize portfolios, self-assessments, planning documents, teaching artifacts, student work for supervision? 	<p>Glickman, Ch. 14; Schmidt (2003) Bushman (2006)</p> <p>Bigelow et al. Kose (2007)</p> <p>Danielson, Ch. 5; Andrejko (1998)</p>	<p>Moodle Reponses due Sunday, July 13, 5:00 pm</p> <p>Supervision platform due</p>
<p>Week 4 July 21, 22 Mon/Tues</p>	<p>D&M Eval Model</p> <ul style="list-style-type: none"> • How can Danielson & McGreal's Evaluation Model inform principals' practice? <p>Beyond clinical supervision</p> <ul style="list-style-type: none"> • How can principals encourage group development, professional development, peer coaching, and action research? <p>Conclusion</p>	<p>Danielson, Ch. 6-10</p> <p>Glickman, Ch. 17, 18, 20; Review 19. Cooper, Ehrensall, & Bromme (2005)</p> <p>Glickman 21-22</p>	<p>Moodle response due Sunday, July 20, 5:00 pm</p> <p>Clinical assignment due</p> <p>Bring a copy of your district/school evaluation documents</p>
<p>July 24 Make-up Class if necessary</p>			
<p>Tuesday, July 29 (no class)</p>			<p>District Evaluation Analysis due by 5:00 p.m. (submit electronically)</p>

Required Readings

Andrejko, L. (1998). The case for the teacher portfolio. *Journal of Staff Development*, 19(4), 45-48.

Blase, J., & Blase, J. (1999). Principal's instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly*, 35, 349-378.

Bushman, J. (2006). Teachers as Walk-Through Partners. *Educational Leadership*, 63(6), 58-61.

- Cooper, B. S., Ehrensals, P. A. L., & Bromme, M. (2005). School-level politics and professional development: Traps in evaluating the quality of practicing teachers. *Educational Policy*, 19(1), 112-125.
- Dubrovich, M. A. (2002). Student achievement data: Holding teachers accountable. *Principal*, 81(4), 30-32, 34.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39, 370-397.
- Marshall, K. (2005). It's time to rethink supervision and evaluation. *Phi Delta Kappan*, 86, 727-735.
- Protheroe, N. (2002). Improving instruction through teacher observation. *Principal*, 82(1), 48-51.
- Schmidt, L. (2003). Getting smarter about supervising instruction. *Principal*, 82(4), 24-25, 27-28.
- Yair, G. (2000). Not just about time: Instructional practices and productive time in school. *Educational Administration Quarterly*, 36, 485-512.
- Zimmerman, S., & Deckert-Pelton, M. (2005). Evaluating the evaluators: Teachers' perceptions of the principal's role in professional evaluation. *NASSP Bulletin*, 87(636), 28-37.

Additional Recommended Readings

- Costa, A. L., & Garmston, R. J. (2002). *Cognitive coaching: A foundation for Renaissance schools* (2nd ed.). Norwood, MA: Christopher-Gordon.
- Danielson, C. (1996/2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Good, T. L., & Brophy, J. (2003). *Looking in classrooms* (9th ed.). Boston: Allyn and Bacon.
- Gordon, S. P. (2004). *Professional development for school improvement: Empowering learning communities*. Boston: Allyn and Bacon.
- Pajak, E. (2000). *Approaches to clinical supervision: Alternatives for improving instruction* (2nd ed.). Norwood, MA: Christopher-Gordon.
- Reiman, A., & Thies-Sprinthall, L. (1998). *Mentoring and supervision for teacher development*. New York: Longman.
- Sullivan, S., & Glanz, J. (2004). *Supervision that improves teaching: Strategies and techniques* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Zemelman, S., Daniels, H., & Hyde, A. (1998). *Best practice: New standards for teaching and learning in America's schools* (2nd ed.). Portsmouth, NH: Heinemann.

EdAdm541 Clinical Supervision Assignment

Complete one full clinical supervision cycle with a peer: preconference, observation, data analysis/interpretation, and postconference. ***Please obtain the principal's approval before beginning this process.***

Preobservation Conference: Use the “Preobservation Form” provided or your district’s form.

The teacher you observe should complete this form prior to or during the conference, using a fictitious name. Jointly decide on the focus of the observation and the data collection method to be used. Length of conference: 10-15 minutes.

Observation: Do your best to collect all relevant data. “If you didn’t write it down, it didn’t happen,” so whatever you discuss in the postconference must be recorded in your data. You do not have to record every classroom occurrence; simply get the “gist” of the lesson. In time, you will become much more proficient with data collection techniques. Length of observation: Minimum 30 minutes

Data Analysis: (Prior to postconference.) You may wish to ask the teacher to complete the “Observation Reflection Form” provided, to assist her/him in preparing for the feedback conference. Examine your data, include any notations or labels you wish to make, and develop any summary charts or figures you would like to use to present your data to the teacher. If it is appropriate (i.e., a directive conference), you may use the “Instructional Conference Plan” format presented in class. Make a listing of the information you wish to share with the teacher during the feedback conference.

Postconference: Use an appropriate format to guide you through this conference. Referring to Chapter 16 in the Glickman, Gordon, and Ross-Gordon text and Glickman’s four Developmental Supervision Conferences can help you with this discussion. Take appropriate notes to submit with your assignment. Your objective is to promote teacher reflection on his/her instruction, with at least 50% teacher talk. Time for conference: Approximately same length of time as the observation

Submit the following: a) completed *preobservation form*, b) handwritten *data collected*, c) handwritten data analysis, d) handwritten *postconference notes*, and 4) a summary and analysis of each stage of the process. Please refer to the scoring guide handed out in class for specific grading criteria.

If you have any questions while completing this assignment, please do not hesitate to discuss it with me.

Preobservation Form

Date of Preconference _____ Date/Time of Observation _____
 Grade Level/Curriculum Area Observed _____

1. Briefly describe the students in this class, including those with special needs.	2. What are the goals for the lesson? What do you want the students to learn?
3. Why are these goals suitable for this group of students?	4. How do these goals support the district's curriculum, state frameworks, and the content standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?	6. How do you plan to engage students in the content? What will you do? What will the students do?
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?	8. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.)
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.)	10. How do you plan to use the results of the assessment?

Teaching comments pertaining to observation setting. List any items you might want to call to the attention of the supervisor. (Use the back of this form if needed.)

Observational Focus:

Instructional Conference Plan

PHASE I: *Introductory*

- Greeting
- Feeling Tone
- Conference Sequence

PHASE II: *Completing the diagnosis*

General diagnosis of teaching:

- Teacher's perceptions of positives
- Teacher's perceptions of negatives

Specific diagnosis of teaching:

- Replay . . . (Phase III)
- Go over . . . (Phase IV)

PHASE III: *Reinforcing the teacher*

- Focus statement
- Define the skill being reinforced (tie to Illinois Professional Teaching Standards)
- Generate examples from the lesson
- Teach the rationale (why it's important)
- State a recommendation for continued use
- Check for understanding

PHASE IV: *Growth objective*

- Set (including objective)
- Define the skill being taught (tie to Illinois Professional Teaching Standards)
- Generate examples
- Rationale for continued use
- Guided practice (teacher creates examples. . . "tell me how you would use these ideas in the future")
- Check for understanding

PHASE V: *Planning the follow-up*

- Chance to practice
- Accountability: "When can I come back and observe?"

NOTE: This format should only be used following a "wide lens" observation, when the supervisor determines if a directive informational conference is appropriate. Format can be modified to facilitate a collaborative conference.

EOL541 Analysis of District Evaluation Plan

As Danielson and McGreal (2000) note, many teacher evaluation models are flawed systems, relying on outdated evaluative criteria, inappropriate assumptions about effective teaching and learning, lack of precision in evaluating performance, and using a one-size-fits-all approach for novice and veteran teachers. In addition, many district evaluation models do not recognize the difference between supervision and evaluation. In this assignment, you will review your district's evaluation plan, note its strengths and limitations, and provide a series of recommendations to improve the plan. Your completed assignment will contain the following materials:

- A. Provide a copy of your district's evaluation plan (which might be contained in a handbook), along with any formative and summative forms used. *I'll keep these for my records.* If the document is lengthy, copy only the portions that you feel are pertinent. If your district does not have a handbook, copy the pertinent information from your district's negotiated teacher agreement. If you work in the same district as another colleague, you can turn in one copy per district—please ensure that all names are clearly identified.

- B. Write an analysis of your current evaluation model. A scoring guide with specific criteria will be administered in class.