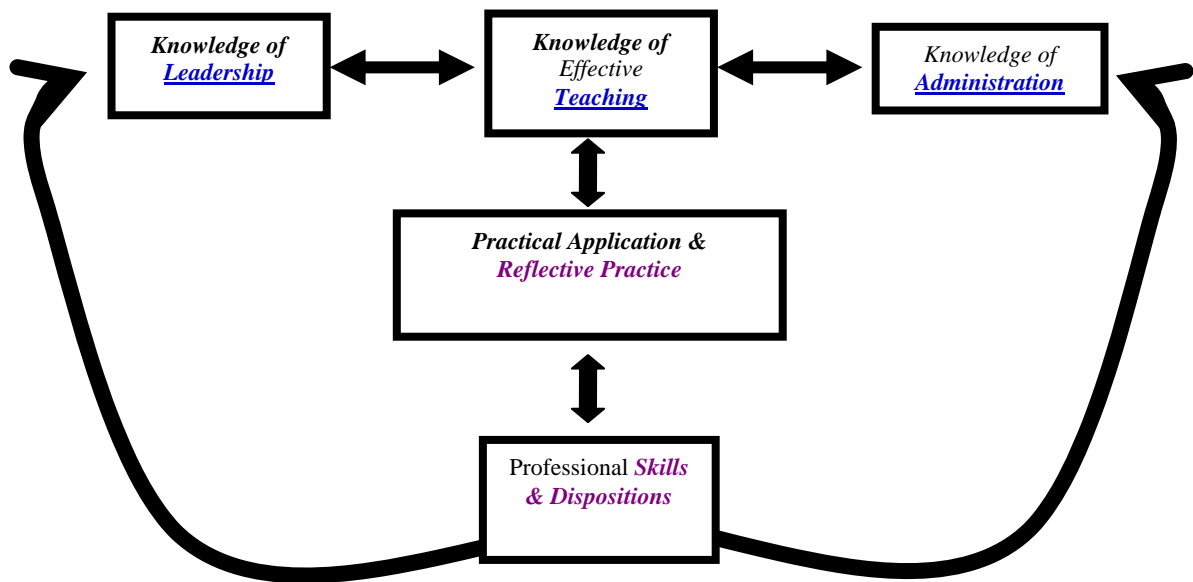


## EDL 560

### Supervision of Instruction

Western Illinois University  
Macomb Campus  
Spring 2008



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**Office Hours:** Wednesday 1:00 - 3:30  
Thursday 9:00 - 11:30  
Before and after each class session

**Class Meetings:** Macomb

March 8-9

March 29 -30

April 12-13

## TEXT and HANDOUTS

Required Texts:

Danielson, C. 2007. Enhancing professional practice. ASCD

Danielson, C. and McGreal, T. 2000. Teacher evaluation to enhance professional practice. ASCD

These texts are available at the University Bookstore or directly from ASCD ([www.ascd.org](http://www.ascd.org)). They may also be available through Amazon or other on-line provider.

Required Text for those wanting Iowa Evaluator Approval and Optional for others

A framework for Understanding the Iowa Teaching Standards and Criteria. ISEA, 2002. This book can be ordered directly from ISEA ([www.ISEA.org](http://www.ISEA.org)). It is listed on their homepage as “Order ISEA’s new Framework” at a cost of \$5 to ISEA members and \$20 for others. I strongly recommend this book for the students from Iowa and feel that it would also be an excellent resource for students from Illinois.

Handouts

On the first day of class you will be required to purchase a set of handouts. I will bring the packets to class. The packets will cost about \$8. (I suggest that you bring a three-hole binder for the handouts.)

## CATALOG DESCRIPTION

Supervisory function in the elementary and secondary schools as it relates to the administrator’s role in the evaluation and improvement of classroom instruction

Prerequisite: EDL 500, EDL 505, EDL 517, and at least 15 hours of graduate course work in the Educational Leadership program.

## COURSE OUTCOMES

### Course Outcome and Student Performance Requirements

Course Outcomes	Student Performance Requirements
1. The student <u>demonstrates</u> that he/she can identify, model, and understand principles of instruction shown by research and emerging trends to be effective.	1. Every student will research, discuss, observe, practice and critique effective instruction. Every student will model effective teaching in class at least two times.

<p>2. The student <u>demonstrates</u> his/her understanding of theories and models of educational supervision as a means to help individual teachers improve instructional practice.</p>	<p>2. Every student will supervise instruction in a variety of disciplines on videotape in class. Students will also conduct two clinical supervisions in the school where employed or another location of their choice.</p>
<p>3. The student <u>demonstrates</u> methods and procedures for applying elements of research on effective teaching for assessing and improving individual teacher performance. The emphasis in this course will be on teachers who are adequate or better in their instructional performance.</p>	<p>3. Every student will analyze numerous observations and use the data to plan and prioritize conferencing to improve instructional practices of the teacher. Students will interact with at least two “real” teachers to improve teaching in the school where employed or another location of their choice.</p>
<p>4. The student <u>demonstrates</u> classroom observation techniques, using a variety of common observation forms and systems.</p>	<p>4. Every student will record numerous observations of instruction in class using a variety of assigned and chosen forms, aids, and techniques. Students will also provide documented observations of instruction of two “real” teaching episodes.</p>
<p>5. The student <u>demonstrates</u> clinical supervision conferencing skills.</p>	<p>5. Each student will observe and critique six clinical conferences and will personally conduct three clinical conferences in class. Students will conduct and document two clinical conferences with teachers at the school where employed and will videotape the actual pre and post conferences for evaluation by the class.</p>
<p>6. The student <u>identifies and applies</u> factors from research that teachers can use to establish a positive classroom environment.</p>	<p>6. Every student, while conducting clinical supervisions, will record, assess, diagnose, and select elements from all parts of the classroom environment for improvement. Students will practice this while documenting clinical supervisions of “real” teachers.</p>
<p>7. The student <u>writes and uses</u> numerous supervision documents, to include pre-conference notes, observation data records, data analysis, post conference plans, summary notes and summative evaluations.</p>	<p>7. Every student will write numerous supervision documents, which include pre-conference notes, observation data records, data analysis, post conference plans, and summary notes. Every student will utilize information obtained during a clinical supervision episode to complete a teacher evaluation, using an assigned school district form.</p>

8. The student <u>understands</u> various classroom discipline procedures, guides teachers in their use, and diagnoses classroom management problems.	8. Students will learn about different discipline procedures and will discuss the advantages and disadvantages of each system.
9. The student <u>demonstrates</u> how to develop an individual growth plan for a teacher, using self-development as a model, and incorporating adult learning strategies.	9. Every student will develop a growth plan for him or her self as a working example of an individual development plan.
10. The student <u>understands</u> how to use group surveys, individual growth plans, and school goals to design a staff development plan for an entire school faculty.	10. Every student, as part of a team, will use a diagnostic survey and then draw up a group development plan based on the results.
11. The student <u>understands</u> modifications and adjustments to instructional approaches appropriate for students with special educational needs.	11. Every student will record observations of a videotaped special education lesson, analyze the data, and plan a clinical conference.
12. The student <u>publishes</u> a one-page summary of supervision guidance for a specific teaching field.	12. Every student will read and discuss special supervision guidance documents. Every student will author concise supervision guidance for a selected grade level or subject area via a published "one-pager".

## WEEK ONE ASSIGNMENTS

1. Come prepared with a 15 minute videotaped lesson of **you** teaching students. (**If you are not assigned to a classroom, you will need to find one in which you can teach a lesson. For this assignment it is essential that you be in the role of a teacher who is receiving feedback.**) The tape may be of any length, but you will select portions of the lesson for your 15 minute lesson which will be shared with members of your group. (If you record the lesson on anything other than regular videotape, you will need to bring the equipment necessary for viewing your tape.)
2. Readings from texts: (**You should bring typed reactions to the main points of each chapter. The paper should not exceed 1-2 pages for each chapter. Do not summarize the information, react to it. Your paper should have a high number of "I" statements explaining why you agree or disagree with a particular point.**)
  - a. Teacher Evaluation, Prologue and Chapter 1
  - b. Teacher Evaluation, Chapter 2
  - c. Enhancing Professional Practice, Chapter 1

3. Answer the following questions. Your responses can be in paragraph or bulleted form.
  - a. What are the goals of a teacher supervision/evaluation process?
  - b. What criteria might you use to determine if a teacher supervision or evaluation process is obtaining the desired results?
4. Also bring for use later in the course:
  - a. Blank samples of teacher evaluation forms used by your district.
  - b. Blank samples of observation forms used by your district.

## WEEK TWO ASSIGNMENTS

1. Readings from texts: **(There will be questions posted on the Western Online Discussion board that you will answer based on the readings in the chapters listed below. Since there will be 3 weeks between classes there will be 3 separate questions with reactions due each week.)**
  - a. Teacher Evaluation, Chapters 3, 4, and 5
  - b. Enhancing Professional Practice, Chapter 3
2. Each student should bring a videotape of a lesson **they** taught. The lesson may be of any length, however you will "show" about 15 minutes of the lesson in class.
3. Do "walk-throughs" for a minimum of 30 minutes and write a reflection on what you learned from the activity. (We will discuss this during the first weekend of class.)
4. Come prepared with a set of questions to utilize in the pre-observation conference you will conduct. Include at least two questions that will help the teacher reflect on his/her teaching. (We will be working on this the first weekend of class.)
5. Come prepared with a set of questions to utilize in a post-observation conference you will conduct. You should have a variety of questions so that you will be able to select those that are most appropriate based on the results of the pre-observation conference and the lesson. (We will be working on this the first weekend of class.)
6. **Students working for an A** will bring their "one-pager" on a discipline plan and present the information to all or part of the class.

## WEEK THREE ASSIGNMENTS

1. Readings from texts: **(There will be questions posted on the Western Online Discussion board that you will answer based on the readings in the chapters listed below. Since there will be 2 weeks between classes there will be 2 separate questions with reactions due each week.)**
  - a. Teacher Evaluation, Chapters 6 and 9
  - a. Enhancing Professional Practice, Chapter 5
2. Each student conducts clinical supervision sequences with two different teachers. (The experience will be enhanced if one is a relatively new teacher and the other

- is a teacher with considerable experience.) Bring to class the following items from each conference:
- a. Video tape of pre-conferences
  - b. Notes from your classroom observations
  - c. Planning notes for pre and post conferences
  - d. Video tape of post-conferences
  - e. A reflection of each sequence
3. Every student will bring their “one-pager” summary of supervision guidance for their level or subject. This assignment takes the place of a final exam. (Samples will be provide the 2<sup>nd</sup> weekend of class.)
  4. **Students working for an A** will bring and present their PowerPoint on the various topics to all or part of the class. Handouts should be provided for all students in the class.

## STUDENT EVALUATION

**Final Grade of “B”:** The expectation for a student earning a grade of “B” is that he/she will prepare and perform all class assignments, successfully conduct clinical supervision episodes in class and in actual teaching settings, and become aware of opinions and issues bearing on the supervision of teachers. To obtain the grade of “B” a student must:

1. Research, prepare and present two teaching examples for assessment by class members. Each should be 15 minutes in length. Videotaped lessons will be used on the 1<sup>st</sup> and 2<sup>nd</sup> weekends.
2. Conduct observations, collect data, perform data analysis, plan conferences, and conduct conferences as assigned in class.
3. Conduct “walk-throughs” and submit a written reflection.
4. Participate on a class team and contribute to all team assignments.
5. Complete supervision episodes for three assigned classmates in class.
6. Prepare an individual development plan based on findings from class activities, personal reflections, and related readings.
7. Conduct a complete clinical supervision episode for two teachers outside of class and provide complete documents (video tapes of the pre-observation, observation record, data analysis, video tapes of the post-conference, summary notes, and a personal reflection on the process—on for each sequence) to the instructor.
8. Prepare and share with the class a one-pager (it may be front and back), which is a summary of supervision guidance for a chosen teaching level or subject. The instructor will provide a sample on the 2<sup>nd</sup> weekend.
9. Turn in summarizes of all assigned chapters and respond to questions on the Western Online Discussion Board.

**Final Grade of “A”:** The expectation for a student earning a grade of “A” is that he/she will prepare and perform all class assignments, successfully conduct clinical supervision episodes in class and in actual teaching settings, and become aware of opinions and issues bearing on the supervision of teachers. To obtain the grade of “A” a student must:

1. Complete all requirements for a grade of B as listed above.
2. Earn at least 60 additional points by completing the following activities:
  - a. Research a discipline plan, create a “one-pager” for the plan and present the information to the class. (25 possible points) (Examples include, but are not limited to; Love and Logic, Assertive Discipline, Boys’ Town Model.)
  - b. Prepare and present a PowerPoint on one of the topics listed below to all or part of the class. (40 possible points) (Length of presentation should be approximately 15 minutes.) In order to insure a variety of presentations, the instructor must approve all topics. The Criteria for the PowerPoint is listed below. (**Do not begin on a topic until you have received the instructor’s approval.**)
    - Peer coaching
    - Mentoring
    - Study Groups or Collegial Action Research
    - Teacher Portfolios
    - Use of surveys in the teacher supervision/evaluation process
  - c. If you do not earn at least 60 points on activities on a and b, you will need to write a paper on one of the topics listed below. The paper, using APA format, will be about 2 pages in length with at least three resources sited in the body of the article and on the reference page. (10 points)
    - Factors, from research, that teachers can use to establish a positive classroom environment.
    - Modifications and adjustments to instructional approaches appropriate for students with special educational needs.

**Scoring Criteria for “One-pager”**

<b>Criteria</b>	<b>Points Possible</b>	<b>Points Earned</b>
Use of at least 4 the following: White spaces Visuals Blocked stories/articles Use of bullets or numbering for lists Bolded sentences or statements Break up of long blocks of text	6	
Attractive and appealing to the “30 second” reader	4	
Accurate and complete presentation of concepts and ideas of the discipline plan	10	
Grammar, punctuation, spelling, etc.	5 (-1 per error)	
<b>TOTAL POINTS</b>	25	

## **Criteria for PowerPoint**

- Demonstrates scholarly research with at least 5 sited sources/references
- Issue clearly defined—message is clear—the key points are obvious
- Strong sense of unity, clarity, and coherence
- Creative and interesting
- Quality of the PowerPoint
- Effective presentation skills
- Appropriate hand-outs for class

## **Attendance Policy**

At the 500 level, any student who is absent for more than 50% of a scheduled day of a weekend academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the "incomplete" to a letter grade.

## **EDL Incomplete Policy**

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

The normal grade for the first semester of EDL 555 and EDL 655 is INCOMPLETE because the internship is viewed as a single entity rather than as two separate semesters.

## **Americans with Disabilities Act**

In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.

## **WIU Academic Dishonesty Policy**

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.