Westminster College Graduate Program Course Syllabus

Online Learning

COURSE #/TITLE: EAD 840: Supervision of Instruction

COURSE DESCRIPTION: This course is designed to develop competencies necessary for effective classroom supervision and evaluation by implementing the clinical supervision model, Danielson’s Framework for Teaching, and by developing other formal and informal appraisal techniques.


Excerpts from other texts provided by instructor.

FACULTY MEMBER: Dr. Eugene M. Thomas
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740-357-2677

Virtual Office Hours: Tuesdays 7:00-9:00 PM or by arrangement.
<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topic Activity/Assignment or Documentation</th>
<th>Meets PDE Corollary #'s</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Introduction of Supervision and Evaluation, Reflection, and Course Expectations Danielson's Framework: Overview Students will understand the difference between supervision and evaluation and understand the structure of Danielson's Framework and how it is now used for teacher supervision and evaluation. Clinical Model of Supervision Students will understand how to effectively implement clinical models of supervision.</td>
<td>C1 C2 C3 CS1 CS2 CS3 CS4 CS6</td>
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<tr>
<td>Assignment:</td>
<td>• Comparing Two School Handout • Look at how each school is set up for failure and write a couple of paragraphs of your analysis • What Makes a Successful School • Supervisory Belief Inventory</td>
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<td>Class 2</td>
<td>Differentiated Supervision Plans and Walk Throughs Students will understand how to use differentiated supervision plans and walk throughs as a means of supervising and evaluating staff.</td>
<td>C1 C2 C3 CS1 CS2 CS3 CS4 CS6</td>
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<tr>
<td>Assignment:</td>
<td>Prepare a walkthrough observation form for a teacher of your choice.</td>
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<td>Class 3</td>
<td>Observation Process</td>
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<td>Domain 1: Planning and Prep</td>
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<td>Domain 2: Classroom Environment</td>
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<td>Domain 3: Instruction</td>
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<td>Domain 4: Professional Responsibilities</td>
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<td><em>Students will understand Danielson's Framework including each of the Domains and Components.</em></td>
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<td>Assignment: Develop and observation schedule for a specific building of teachers.</td>
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<td>Answer discussion questions and Observation Schedule. Due next week</td>
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<th>Class 4</th>
<th>Moving Teachers to Reflective Inquiry</th>
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<td><em>Students will understand how reflective questions change teachers to become reflective, thus having an impact on change and student achievement.</em></td>
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<td>Assignment: Compare the principal evaluation instruments. Write a paper on each evaluations similarities, strengths and weaknesses. Due next class</td>
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<th>Class 5</th>
<th>Post conferences: Providing Instructional and the Value of Feedback in post-evaluation conference.</th>
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<td><em>Students will identify specific strategies to support the improvement of each of Danielson's Domains in classroom instruction.</em></td>
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<td>Assignment: Watch a teaching video and answer leading questions</td>
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<td>Assignment Complete a Case Study and answer the discussion questions that follow.</td>
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| Class 6 | Unsatisfactory Evaluations and Performance Improvement Plans  
Students will understand the legalities of issuing unsatisfactory ratings, improvement plans, and progressive discipline through the use of documentation and evidence.  
Assignment: Case Study and Developing an Improvement plan  
Assignment:  
Write a Performance Improvement Plan for the teacher in the above case study. Due next class | C1  
C2  
C3  
CS1  
CS2  
CS3  
CS4  
CS6 |
| Class 7 | Principal's Evaluation  
Assignment: Compare the principal evaluation to your current administrator. Write a summary on what you observe and how things may be different.  
Students will understand how they will be evaluated as principals.  
Presentation: Due in class.  
Course Evaluation | C1  
C2  
C3  
CS1  
CS2  
CS3  
CS4  
CS6 |
| Class 8 | Presentation of Performance Improvement based on the Case Study provided in class.  
Assignment: Presentation of your completed Performance Improvement Plan and rationale for components in the plan. | C1  
C2  
C3  
CS1  
CS2  
CS3  
CS4  
CS6 |
**STUDENT EVALUATION:** Each of the assignments is worth 20% of the total class grade. Points will be assigned using the following criteria:

**Distinguished Work (9-10 points):**
Assignment is completed on time, is thorough, completed with thoughtfulness, clearly embraced the intent of the assignment, and has presented clearly, concisely, and professionally.

**Satisfactory (7-8 points):**
Assignment is completed on time, with thoughtfulness, is complete, and presented professionally.

**Needs Improvement or Progressing (5-6 points):**
Assignment is completed but lacks the thoroughness or professionalism as required and/or expected.

**Unsatisfactory (0-5 points):**
Assignment lacks the requirements and is not appropriate for graduate level or future administrative expectations.

All online postings are to be made by 10 P.M. on the day the assignment is due. All assignments are to be turned in to the instructor via e-mail: your instructor’s email address.

**READINGS:** As assigned in Syllabus.
* ASSIGNMENTS:

- Supervisory Belief Inventory
- Elementary Reading Academy Case Study
- Principal Interview Assignment “What makes a successful school?” Reading article comparing two schools due
- Walk Through Experience
- Evaluation Tool Assignment
- Teacher Effectiveness Tool Presentation
- Principal Effectiveness Tool Presentation

* All assignments are due on the day outlined above by 10 P.M. to your instructor's email address.

Reflections, Responses and Class Participation (20%)
1. The student is expected to respond to reflections as identified in syllabus and reflect on the questions included in this syllabus by e-mailing the instructor.
2. The student is expected to fully participate in classroom discussion.

Principal Interview Assignment (20%)
The student will interview a principal who has been an administrator for at least 10 years. At a minimum, discuss the following topics:

1. What models of supervision and evaluation has this principal used for teachers?
2. What does he or she believe to be the strengths of PDE's/ODE's Teacher Effectiveness Tool? Obstacles or weaknesses?
3. What are the concerns with supervision and evaluation regarding time?
4. What advice does this principal have for you in regards to supervision and evaluation of teachers?
5. If a teacher needs to improve classroom instruction, how does he or she approach that teacher? What does he or she say to the teacher? What happens if the teacher doesn't see a need to improve?

Prepare a 1 page reflection on the conversation including your lessons learned, helpful advice, concerns that you share, or obstacles that you must overcome when supervising and evaluating staff. E-mail the assignment to the instructor: mtodora@roadrunner.com
Evaluation Assignment (20%)
The student will observe a colleague’s instruction and will evaluate the teacher using a Danielson observation tool. The student will complete the appropriate form and provide a reflection of the post conference that would be held including recommendations for improvement.

Teacher Effectiveness Tool Presentation (20%)
Prepare and present to the class the following:
You have been asked by your Superintendent to lead a 10-15 minute overview to new teachers during their induction. You are to present an overview of the PDE/ODE teacher evaluation tool that their principal will use to evaluate them this school year and what a teacher should expect throughout the year in terms of evaluation and supervision.

PA/OH Leadership Standards as identified in your syllabus:
Core Standards (C)
I. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.
II. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader’s job as an architect of standards based reform in the school.
III. The ability to access and use appropriate data to inform decision-making at all levels of the system.

Corollary Standards (CS)
I. Creating a culture of teaching and learning with an emphasis on learning.
II. Managing resources for effective results.
III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.
IV. Operating in a fair and equitable manner with personal and professional integrity.
V. Advocating for children and public education in the larger political, social, economic, legal and cultural context.
VI. Supporting professional growth of self and others through practice and inquiry.