COURSE #/TITLE: EAD 840: Supervision of Curriculum

COURSE DESCRIPTION: This course reviews the historical roots of teacher supervision and develops the competencies necessary for effective teacher supervision and evaluation through a study of the Marzano supervision model and a variety of other teacher appraisal techniques. This course includes field experiences.

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Cell: 814.221.6863


Excerpts from other texts provided by instructor.

ONLINE CLASS: This course meets Wednesday on campus beginning on August 22, 2018 through October 10, 2018.
## TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>August 22nd</th>
<th>Course Topic Activity/Assignment or Documentation</th>
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<tr>
<td></td>
<td></td>
<td><strong>Introduction to Supervision</strong></td>
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<td>• What is supervision? What is its purpose?</td>
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<td>• What is the relationship between supervision and evaluation?</td>
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<td>• Does supervision improve teaching and learning?</td>
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<td>• How can a supervisor recognize effective teaching?</td>
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<td>• What role should teachers play in their own supervision?</td>
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<td>• Should supervision and evaluation be conducted by the same person?</td>
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<td><strong>Readings for Week 1</strong></td>
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<td></td>
<td>• <em>Marzano Text: Chapter 1</em></td>
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<td>• <em>Glatthorn: Chapters 1-2, 4-6</em></td>
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<td><strong>Homework</strong></td>
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<td><strong>Principal Interview/School Research</strong>: Submit via dropbox by 11:59 PM September 9th.</td>
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<td><strong>Assessment</strong>:</td>
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<td><strong>Paper: Position Paper on Supervision</strong>: Submit via the dropbox by 11:59 PM October 14th.</td>
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<th>Week 2</th>
<th>August 29th</th>
<th>Course Topic Activity/Assignment or Documentation</th>
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<tr>
<td></td>
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<td><strong>A Brief History of Supervision</strong></td>
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<td>• What are some of the important questions that all supervision models must address?</td>
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<td>• What are the necessary components, processes, and practices needed for any supervision program to accomplish its purpose?</td>
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<td>• What are the theoretical underpinnings of teacher supervision models that have been proposed over the past century?</td>
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<td>• What social, cultural, and professional forces have shaped the development of models for teacher supervision? What were some key influences?</td>
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<td>• What barriers exist for implementation of effective supervision models in schools?</td>
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<td><strong>Readings for Week 2</strong></td>
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<td>• <em>Marzano Text: Chapter 2</em></td>
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<td>• <em>Glatthorn: Chapter 2-3</em></td>
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<td>• <em>Building a New Structure for School Leadership</em></td>
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Meets PDE Core/Corollary #’s

- Core Standards 1C, 2A
- Corollary Standards 1A, 6C
| Week 2 Continued.. | **Homework**  
**Graphic Organizer:** Submit via dropbox by 11:59 PM  
September 2nd. |
|-------------------|------------------|
| **Week 3**  
**September 5th** | **Analysis of Supervision Models**  
• Describe the major theoretical approaches to supervision such as scientific management, clinical supervision, Madeline Hunter Model, and developmental/reflective models such as differentiated supervision.  
• What are the strengths and weaknesses of various supervision models and on what basis should we compare them?  
• Based on your own experience, what relationship, if any, can be demonstrated between supervision and student achievement?  
• How and why has the focus of supervision shifted more in the 21st century?  
**Readings for Week 3**  
• *Marzano text: Chapter 3* |
| **Week 4**  
**September 12th** | **Marzano Model: A Knowledge Base for Teaching**  
• How does the Marzano model build upon the history of supervision in the U.S.? Where does it break new ground?  
• What is "expertise" in teaching and can it be developed?  
• What types of evidence would convince you that a teacher had demonstrated expertise in each Marzano domain?  
• What issues might confront a supervisor applying the Marzano model within a school?  
**Reading for Week 4**  
• *Marzano text: Chapters 3*  
**Homework**  
**OneNote Collaboration--Identifying Domain Criteria**  
Initial post and feedback posts throughout week September 16th. |
| **Week 5**  
**September 19th** | **Focused Feedback and Expertise**  
• What is "focused feedback and practice" and what role does it play in the Marzano model?  
• How can a supervisor distinguish different "levels of performance?" |
| **Core Standards**  
2F  
**Corollary Standards**  
6C |
| **Core Standards**  
2F  
**Corollary Standards**  
1D, 2B, 5C |
| Week 6  
September 26th | Clear Criteria and a Plan for Success  
• How does the Marzano model attempt to establish consistent criteria that can be used to observe, analyze, and classify teacher expertise?  
• What knowledge, skills, and attitudes are needed for teacher supervisors?  
• How can a school ensure that a supervisor is fair and consistent with teacher supervision and evaluation?  
• Can a supervisor also be a coach?  
  
**Reading for week 6**  
• *Marzano text: Chapters 6*  
• *Is a collegial relationship possible between supervisors and teacher?*  
  
**Homework & Assessment**  
Video Observation: Review video lesson prior to posting for Module #6 Forum Discussion.  
Marzano Exam: Complete by 11:59 PM September 30th.  
| Core Standards  
1C  
Corollary Standards  
1D, 6A |
| --- | --- |
| Week 7  
October 3rd | Legal Aspects of Supervision and Evaluation  
• What are the legal implications of teacher supervision and evaluation?  
• What steps must school administrators take to avoid litigation related to teacher supervision and evaluation?  
• What is progressive discipline? When and how should it be used in teacher supervision?  
  
**Reading for Week 7**  
• *Legal Aspects of Supervision*  
| Corollary Standards  
4A, 5A, 5B |
### Week 7 Continued...

**Assessment**  
Supervision & School Law Quiz: Complete by 11:59 PM October 7th

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### Week 8  
October 10th

**PA (OH) Teacher Rating Systems**
- How do you recognize teacher expertise?
- Classroom group work: Analyze PDE rating system
- Analyze sample teacher ratings for compliance

**Reading for week 8**
- *Marzano text: Chapter 7*
- *PA (OH) Rating Systems*

**Assessment**  
Final Exam: Complete by 11:59 PM October 13th

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### Course Assignments and Assessments
- Field Research & Interviews
- Position Paper
- Simulated Observations
- Supervision Homework
- Quiz: Supervision and School Law
- Quiz: Marzano Supervision Model

### Grading
Grading is based on a point system. Letters grades will be assigned based on the course catalog as follows:

- 94-100 A
- 84-93.99 B
- 74-83.99 C
- 64-73.99 D
- 0-63.99 F

### Late and Make-up Work
Meeting deadlines is important for any professional employee. As prospective school leaders, students enrolled in the Educational Administration program are preparing for a career that will require them to manage time and to meet deadlines.

When students must submit an assignment late due to a serious illness, family emergency, or other compelling reason, work submitted beyond the due date is considered make-up work and, absent other arrangements with the instructor, may be submitted seven days beyond the original due date without penalty. Beyond this, make-up work becomes a "late" assignment and is scored accordingly.

Late assignments are those submitted beyond the original due date without a compelling reason or permission of the instructor. Such assignments will be accepted up to seven days beyond the original due date. However, the final score for any assignment submitted late will be reduced at the discretion of the instructor.
Essential Questions for the Course
1) What am I trying to accomplish through teacher supervision and evaluation?
2) What factors make supervision and evaluation challenging?
3) What does effective teacher supervision and evaluation look like?
4) How can my supervision of instruction improve student learning?
5) What knowledge and skills must I learn to be an effective supervisor of curriculum and instruction within a standards-based accountability system?

Major Course Goals/Outcomes
1. Understand the history of supervision and the important questions that supervision has tried to address.
2. Understand and critique some of the more important approaches to supervision and the key issues each seeks to address.
3. Articulate and support a personal model for supervision and evaluation of teachers.
4. Understand key legal issues that arise during supervision and evaluation of teachers.
5. Understand and apply the Marzano model for teacher supervision.

Professional Journals and Magazines
- Educational Administration Quarterly
- Educational Leadership (ASCD)
- Journal of Educational Change
- Journal of Cases in Educational Leadership
- Journal of School Leadership
- National Forum of Educational Administration & Supervision Journal

Professional Organizations
Students seeking a career as a building level school leader will want to consider joining one or more of the following professional associations:
- ASCD
- PASCD
- Ohio ASCD
- National Association of Secondary School Principals
- National Association of Elementary School Principals

Academic Integrity
Online students are expected to adhere to standards for academic integrity as presented on the Westminster College graduate school website:
- http://www.westminster.edu/academics/graduate/ethics.cfm

Online Discussions
The discussion forums are an extension of the live class. Here, students will reflect on the essential questions of the course. If discussion forums are to help students to deepen their understanding of key ideas, it is important for all students to monitor the forum discussions closely and respond to questions and requests for clarification from the instructor and/or other class members. Interactions should be professional and timely.
Interactions on the discussion forum must move beyond those typically found on social media. Unlike discussions in a live class, in the forum discussions it is expected that students will support their assertions with specific references. [Example: My own experience supports Glatthorn's position that "all the developmental services provided to teachers should foster the learning-centered classroom."(p. 24).]

References
Students actively pursuing a career as a school leader may find the following books helpful to their professional growth:


