WESTMINSTER COLLEGE GRADUATE PROGRAM COURSE SYLLABUS

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.

MEETINGS: This class will meet during Spring session of the Westminster College Graduate School. A combination of discussions, small group interactions, readings, research, and additional relevant assignments will be used to interpret and convey the content. Students are encouraged and expected to participate in all class discussions and activities. This class will meet for eight sessions beginning on Monday, January 07, 2019 through February 25, 2019 by appointment at a location TBD.

TENTATIVE COURSE SCHEDULE: The instructor reserves the right to change the schedule below as needed. Students are responsible for all the material in the class and textbook (even if we have not covered the textbook topics for the class).
<table>
<thead>
<tr>
<th>Class 1</th>
<th>WEEK 1</th>
<th>Date</th>
<th>Course Topic Activity/Assignment or Documentation</th>
<th>Meets PDE</th>
<th>ODE Core/Corollary #’s</th>
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<tr>
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<td></td>
<td>Introduction of Supervision and Evaluation,</td>
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<td>Reflection, and Course Expectations</td>
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<td>Danielson’s Framework: Overview</td>
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<td>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.</td>
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<td>Clinical Model of Supervision</td>
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<td>Students will understand how to effectively implement clinical models of supervision.</td>
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<td>Assignment: Submit VIA DropBox</td>
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<td>• Comparing Two School Handout</td>
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<td>• Look at how each school is set up for failure and write a couple of paragraphs of your analysis</td>
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<td>• What Makes a Successful School</td>
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<td>• Supervisory Belief Inventory</td>
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<td>Class 2</td>
<td>WEEK 2</td>
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<td>Differentiated Supervision Plans and Walk Throughs</td>
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<td>Students will understand how to use differentiated supervision plans and walk throughs as a means of supervising and evaluating staff.</td>
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<td>Assignment: Submit VIA DropBox</td>
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<td>Prepare a walkthrough observation form for a teacher of your choice.</td>
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<td>Class 3</td>
<td>WEEK 3</td>
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<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>Students will understand Danielson’s Framework</td>
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### Class 4
#### WEEK 4

**Moving Teachers to Reflective Inquiry**

*Students will understand how reflective questions change teachers to become reflective, thus having an impact on change and student achievement.*

**Assignment:**
- Compare the principal evaluation instruments.
- Write a one page paper comparing similarities, strengths and weaknesses. Due next class VIA DropBox.

### Class 5
#### WEEK 5

**Post conferences: Providing Instructional and the Value of Feedback in post-evaluation conference.**

*Students will identify specific strategies to support the improvement of each of Danielson’s Domains in classroom instruction.*

**Assignment:**
- Watch the Effective Teaching Video and post your reflection and a response to another student’s reflection.

**Complete QUIZ #1 (10%)**

### Class 6
#### WEEK 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
<table>
<thead>
<tr>
<th>Class 7</th>
<th>WEEK 7</th>
<th>Assignment: Write a Performance Improvement Plan for the teacher in the above case study. Due last class: Submit VIA DropBox.</th>
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</thead>
<tbody>
<tr>
<td>Class 7</td>
<td>WEEK 7</td>
<td>Principal's Evaluation</td>
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<td>Assignment: Compare the principal evaluation to your current administrator. Write a summary on what you observe and how things may be different. Submit VIA DropBox</td>
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<td>Students will understand how they will be evaluated as principals.</td>
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<td>Presentation: Due in class: Submit Assignment Via Discussion Post and reflect on at least one other student’s summary.</td>
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<td>Class 8</td>
<td>WEEK 8</td>
<td>Course Evaluation</td>
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<td>Class 8</td>
<td>WEEK 8</td>
<td>Presentation of Performance Improvement based on the Case Study provided in class.</td>
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<td>Class 8</td>
<td>WEEK 8</td>
<td>Complete QUIZ #2 (10%)</td>
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<td>Class 8</td>
<td>WEEK 8</td>
<td>Submit Principal Interview Assignment (20%)</td>
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<td>Class 8</td>
<td>WEEK 8</td>
<td>Assignment: FINAL EXAM: Presentation of your completed Performance Improvement Plan and rationale for components in the plan: Read and reflect to at least one other student’s plan. DISCUSSION POST</td>
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<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>CS1</th>
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<th>CS3</th>
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<th>CS6</th>
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| 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 5 P.M. on the last day the assignment is due each week. All assignments are to be turned in via DropBox or on the Discussion tab provided in each week’s module.

Instructor:
Dr. Eugene “Geno” Thomas
Graduate School and Adult Studies
thomasem@westminster.edu
740-357-2677

Virtual Office Hours: Tuesdays 7:00-9:00 PM or by arrangement.

Evaluations: Student Evaluation and Grading
Grades: Grades will be based on the successful completion of all course requirements. The cumulative points will be calculated into percentages. Grades will be determined in the following manner:
Grades of C- and below will necessitate repeating the course and may result in the inability to continue with the major.

**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 and discussion posts are due on the last day outlined above by 5:00 P.M. each week.

**Reflections, Responses and Class Participation OLC (20%)**

1. The student is expected to respond to reflections as identified in syllabus and reflect on the questions included in this syllabus by posting their thoughts on the Discussion tab and responding to at least one other student.

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 including the questions (and answers from the interview) on the conversation including your lessons learned, helpful advice, concerns that you share, or obstacles that you must overcome when supervising and evaluating staff. Submit the Interview VIA DropBox DUE LAST DAY OF CLASS.

Evaluation Assignment (20%)
The student will observe a colleague’s instruction and will evaluate the teacher using the school's 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. Scan and submit VIA DropBox.

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. You are asked to post this assignment on the Discussion tab so that your colleagues can reflect on your work.

Quizzes (20% Total)
Two quizzes will be added throughout the course weighted at 10% each. These quizzes are to be completed by the end of the week posted.
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.

A. Professionalism:
Students are expected to complete all class modules. If you are unable to complete a module, prior arrangements must be made with the instructor (all of these items reflect on your commitment to being a leader).

B. Class participation:
Students are encouraged and expected to participate in class discussions (online) and activities (shared postings). Learning is not passive. We are interdependent in the learning process and will interact, debate and question.

C. Integrity in your assignments:
All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments may lose 10% the first week and 20% the second week. Exams or quizzes that are missed due to illness or other serious cause may be made up if the instructor has been notified in advance of the absence and documentation of the
reason has been submitted. It will be the student's responsibility to contact the instructor to make arrangements to make up any exams or presentations missed.

Plagiarism or turning in others' work as your own will result in meeting with the department of education to determine your status as an education major.

Students are expected to adhere to the highest standards of academic integrity. Students should be intimately familiar with Westminster College's Academic Integrity Policy. The Westminster Policy provides a detailed description of those behaviors which are not permitted and the procedures that will be followed in every case of violations of the Pennsylvania Code for Professional Practice and Conduct. Failure to access or become familiar with either code is not a justifiable excuse.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an "F" on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Note: The content of this syllabus is subject to change at the instructor's discretion.

D. Professional Collaboration:
EAD 840 is a core course within the certification program for school leaders. The willingness of students to contribute their ideas to online discussions is a critical factor in the success of this course. In addition, the ability to effectively communicate and collaborate with other educators is a key skill for school leaders. Thus, it is expected that students will participate fully in all discussions and required chats and, in doing so, will adhere to professional standards. This includes providing substantive and clearly articulated comments regarding the work of other class members.