

EDAP 7020—SUPERVISION OF INSTRUCTION
Lea Arnau, Ed. D., Assistant Professor (adjunct)
University of Georgia
Department of Lifelong Education, Administration, and Policy
Office Phone: (678) 301-7005
Spring, 2007 Office Hours: By appointment
E-Mail: larnau@uga.edu
Lea_Arnau@gwinnett.k12.ga.us

Catalogue Course Description: EDAP 7020 Supervision of Instruction (4 Hours)

The basic concepts of supervision, its contribution to the total school program, and means of improving instruction through supervision.

Required Book

Zepeda, S. J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education.

Mission Statement and General Statement of Purpose for the Program in Educational Administration and Policy

The Program in Educational Administration and Policy is committed to providing world-class teaching, research, and service related to educational administration and policy for the improvement of learning for all students.

The Program in Educational Administration and Policy prepares students for careers as educational policy analysts, researchers, college and university faculty, and school administrators. Degree programs in the Program provide students with a thorough understanding of educational policy analysis, administrative studies, social and behavioral sciences, educational foundations, and a broad range of research methods including historical, econometric, legal, qualitative, and quantitative data analysis. Students apply multi-disciplinary and critical ways of thinking to the analysis of problems of educational policy and practice in a diverse, democratic society.

Purpose of Course and Overview

The purpose of this course is to develop the skills for effective supervision of instruction while exploring the theoretical foundation and the knowledge base in the field of supervision. The course focuses on the supervision of classroom environments and the relationship of instructional procedures to the processes of observation and conferencing following a variety of models that offer both technical and developmental support for teachers.

Relationship of EDAP 7020 to the Mission and Purpose in the Program in Educational Administration and Policy

All aspects of the course, EDAP 7020, Supervision of Instruction, reflect the primary purposes of the Program in Educational Administration and Policy to bridge theory, research, and practice. Course instruction and experiences lead students through the Program's belief that schools are complex organizations that need leaders who understand: 1) theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the study of educational administration and policy; and 3) the integration and balance of theory, research, and practice in the field and practice of instructional supervision.

EXPECTED LEARNER OUTCOMES*:

By the end of this course, participants will know, understand, and be able to:

- 1) Use a variety of supervisory models to improve teaching and learning (e.g., clinical, developmental, cognitive and peer coaching, as well as applying observation and conferencing skills). [3.7] {2.0}
- 2) Note the differences in intents, processes, and outcomes between supervision and teacher evaluation (e.g., summative vs. formative) by applying effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. [4.3] {2.0}
- 3) Relate the relationship between supervision and effective teaching (instruction) by developing collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. [3.2] {2.0}
- 4) Discuss the differences of supervision and evaluation for preservice, beginning, and professional teachers by applying adult learning strategies to professional development, focusing on authentic problems and tasks, and using mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace. [4.2] {2.0}
- 5) Articulate a belief system and vision about the role of the supervisor as an agent for instructional and non-instructional staff to be able to formulate and implement a self-development plan, endorsing the value of career-long growth, and using a variety of resources for continuing professional development. [4.4] {1.0, 2.0}
- 6) Use appropriate interpersonal skills (e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, and exhibiting consistency and trustworthiness) while working with the instructional staff on the process of continuous improvement of instruction. [7.1] {1.0, 2.0, 5.0}
- 7) Create the conditions that motivate staff ... while supervising individuals in the classroom and the overall instructional program. [1.2] {2.0}
- 8) Describe the process of supervision and evaluation at the district and building levels. {2.0}
- 9) Develop a professional learning and development plan for teachers based on the principles of adult learning theory and knowledge of career stages, interpretation of classroom observation

data, the learning needs of students in which the teacher is responsible and the wide-range of knowledge and research about instructional methods. {2.0, 2.1, 2.2, 2.3, 2.4}

*These goals are based on the NCATE (1999) Standards for Administrator Preparation. They are also cross-referenced with the Interstate School Leaders Licensure Consortium (ISLLC) Standards [] and the Educational Leadership Council (ELCC) Standards for Advanced Programs in Educational Leadership {1.1, 2.0, 2.1., 2.2, 2.4}.

Overall Framework for EDAP 7020

Supporting and facilitating the improvement of instruction is dependent on an understanding of the principles of adult learning, change, teacher development and career stage theory, and principles of motivation. For principals and other supervisors (e.g., assistant principals, department chairs) to be able to support instructional improvement, knowledge of teachers' experience level, areas of expertise, and professional development needs is essential. Although the principal is the primary instructional leader of the school, every faculty member, when empowered to do so, can be an effective instructional leader.

Reflective Component

Students will respond (typewritten) to prompts concerning their experiences with supervision as teachers. These prompts, which will average 3-5 pages each, will allow students to reflect on supervisory strategies that have been used with them in their professional experience and why those strategies were or were not successful in helping them to improve their instruction.

An ongoing reflective component is the development of the vision for learning and leading which adds to the development of the Philosophy of Educational Administration and Policy. In EDAP 7020, students will develop a vision of learning and leading focusing on how supervision and professional development add to the overall Philosophy of Educational Administration and Policy.

Performance and Field Component

Students will conduct a complete cycle of clinical supervision in the field with a practicing teacher. The completed project will include 1) a written report including a video-tape of the pre-observation and post-observation conference, 2) raw data collected using two data collection tools deemed appropriate based on the focus established in the pre-observation conference, 3) an analysis of the school and classroom context including the characteristics of the students, 4) a summary and analysis of what was shared with the teacher in the video-taped post-observation conference, 5) a detailed professional growth plan for the teacher based on career stage, principles of adult learning, and instructional improvement targets, and 6) a long-term plan for assessing the professional growth plan. This performance component is intended to go beyond knowledge and understanding *to* the doing and applying of skills to the practice of supervising teachers in a context with detail to multi-cultural, gender, and special needs. Complete instructions for this project are provided later in this document.

Diversity Components

Multicultural/Gender Issues: Through role-play, large group and small group discussions, students will explore diversity issues that can affect not only classroom observations and conferencing with teachers but also the overall learning environment related to meeting students and their needs.

Special Education Needs: Through role-play, large group and small group discussions, students will explore special education issues that can affect supervisory processes such as self-contained classrooms and special education-regular education team teaching situations as well as the overall learning environment related to meeting students and their needs.

Gifted Education Needs: Through role-play and large group and small group discussions, students will explore gifted education issues that can affect supervisory processes such as pullout gifted programs and teachers incorporating gifted/enrichment in the regular classroom.

Course Segments

The course is divided into **four** distinct segments:

Segment I: The purposes of supervision, the role of the supervisor, and the enlarged role of teachers in the processes of supervision are explored.

Segment II: Differentiated forms of supervision are explored to develop the requisite skills and knowledge needed by supervisors to work with teachers based on learning needs (career stages, preparation).

Segment III: The practice and application of observation techniques that can be applied to the pre-observation conference, classroom observation, and post-observation conference.

Segment IV: The development of a detailed professional growth plan for a teacher after conducting a full cycle of clinical supervision.

Instructional Methods

Varying models of instructional supervision are explored both critically and reflectively through, but not limited to, the following methods:

1. Critical reading and response to primary texts;
2. Instructor-or guest educator-led lecture and/or whole group discussion;
3. Small group focused discussion;
4. Modeling of appropriate interaction practices;
5. Cooperative learning groups;
6. Individualized learning;
7. Case study analysis;
8. Videotape analysis;
9. Role play;
10. Simulations;
11. Library research;
12. Situational problem solving and decision-making.

Articles relating to supervision and evaluation might be shared occasionally to supplement the text.

The Portfolio:

The Portfolio is a requirement for the Master's Degree and the Specialist in Education Degree in the Program in Educational Administration and Policy. During the final semester of studies, the student presents and defends the portfolio as the Comprehensive Exam. Complete guidelines for the portfolio can be found at

http://www.coe.uga.edu/leap/adminpolicy/med/requirements_masters.html for the Master's Degree and http://www.coe.uga.edu/leap/adminpolicy/eds/specialist_portfolio.html for the Specialist in Education Degree.

For this course, the completed Individual Teacher Supervisory Plan with the Professional Growth Plan and the Supervisory Vision for Learning and Leading would be ideal artifacts to include in the portfolio.

Evaluation Criteria

Each of the following will determine the final grade:

- | | |
|--|-------------------------|
| 1. Individual Teacher Supervisory Plan that includes 1) a Video-Tape of a Pre-and Post-Observation Conference, 2) raw observation notes using Classroom observation tools, and 3) a detailed Professional Growth Plan. | 120 Points |
| 2. Supervisory Vision for Learning and Leading | 30 Points |
| 3. Research Article Analysis and Presentation | 20 Points |
| 4. Reflective Journal | 10 Points |
| 5. Participation | 20 Points |
| | <hr/> 200 Points |

| Grade Scale | Point Scale |
|--------------|-------------|
| 100 – 93 = A | 186-200 |
| 92 – 90 = A- | 180-185 |
| 89 – 87 = B+ | 174-179 |
| 86 – 83 = B | 173-166 |
| 82 – 80 = B- | 160-165 |
| 79 – 77 = C+ | 154-159 |
| 76 – 73 = C | 146-153 |
| 72 – 70 = C- | 140-145 |
| 69 – 60 = D | 139-120 |
| 59 – 0 = F | 118-0 |

General Expectations

1. Regular and prompt class attendance

Important learning occurs as we study together. However, as a former classroom teacher and administrator, I realize that professional responsibilities can at times make attending class difficult. I request that you provide notification to me in case of absence **in advance**. In emergencies, absences may be compensated for through special assignments arranged with the instructor. Excessive absences, lateness, and/or leaving early will negatively affect your final grade. Make-up work will be required.

2. Critical reading of all assigned material from the primary text and handouts.

3. Active participation and contribution

Involve yourself in class discussions. Effective supervision of instruction requires practice in the exchange of ideas with other educators.

4. Clinical skill development

As you participate in class discussions, exercises, case studies, role-playing and problem analysis, you should strive to integrate theory and research with practice. It is expected that you will demonstrate your knowledge and grow in the application of effective supervisory skills. This does not preclude a variety of successful approaches given myriad circumstances and levels of development among professionals.

5. Incompletes are generally not granted unless there are extenuating circumstances beyond the control of the student and a grade of “B” or better is the grade in the course at the time the student requests in writing an incomplete grade for the semester.

CALENDAR of READINGS and ACTIVITIES

EDAP 7020 Supervision of Instruction
Spring Term, 2007

Instructor: Lea Arnau, Ed. D.
Assistant Professor, Part-time/adjunct

Please note that the course calendar is a general plan for the course; deviations announced to the class by the instructor may be necessary to achieve course goals and objectives.

- 01/10/07 Course Introduction
Supervision Defined (Lecture)
Supervisory Beliefs (Discussion and Lecture)
- 01/17/07 Intents and Purposes of Supervision
Linking Instructional Supervision, Professional Development, and Teacher Evaluation
Developmental and Differentiated Supervision
Reading: Text Chapters 1 and 2
- 01/24/07 Informal and Formal Supervisory Processes
Introduction to the Pre-observation Conference
The Pre-observation Conference—demonstration
Simulated Pre-observation Conferences
Reading: Text Chapters 3 and 4
Journal Prompt #1 Due
- 01/31/07 Conducting a Classroom Observation
Observation Tools
Reading: Text Chapter 5
Research Article Analysis and Presentations Begin
- 02/07/07 Observation Tools (Chapter 5, continued)
- 02/14/07 Observation Tools (Chapter 5, continued)
- 02/21/07 The Post-observation Conference: Demonstration
Simulated Post-observation Conferences
Reading: Text Chapter 6
- 02/28/07 Career Stages and Adult Learning
Observation Skills and Techniques Practice (Video Simulations)
Reading: Text Chapter 7
- 03/07/07 Observation Skills and Techniques Practice (Video Simulations)
Supervisory Vision for Learning and Leading Due
Change, Motivation, and Leadership
Reading: Text Chapter 8
Observation Skills and Techniques Practice (Video Simulations)
- 03/14/07 Group Work

- 03/21/07 Peer Coaching—Moving toward more differentiated and developmental forms of instructional supervision
Observation Skills and Techniques Practice (Video Simulations)
Reading: Text Chapter 9
- 03/28/07 Action Research and Portfolio Supervision
Reading: Text Chapter 10 and 11
- 04/04/07 Group Work
- 04/11/07 Mentoring and Induction
Reading: Text Chapter 12
Individual Teacher Supervisory and Professional Growth Plan Due
- 04/18/07 Revisiting the Supervisory Vision for Learning and Leading
Final Perspectives

Academic Honesty

All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible to inform themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at http://www.uga.edu/ovpi/academic_honesty/ah.pdf

Accommodations

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

Overview of the Major Assessments and Project

Students will conduct a complete cycle of clinical supervision in the field with a practicing teacher. The completed project will include 1) a written report including a video-tape of the pre-observation and post-observation conference, 2) raw data collected using two data collection tools deemed appropriate based on the focus established in the pre-observation conference, 3) an analysis of the school and classroom context including the characteristics of the students, 4) a summary and analysis of what was shared with the teacher in the video-taped post-observation conference, 5) a detailed professional growth plan for the teacher based on career stage, principles of adult learning, and instructional improvement targets, and 6) a long-term plan for assessing the professional growth plan. This performance component is intended to go beyond knowledge and understanding *to* the doing and applying of skills to the practice of supervising teachers in a context with detail to multi-cultural, gender, and special needs.

EDAP 7020—Supervision of Instruction Individual Teacher Supervisory and Professional Growth Plan Assignment 1

To gain mastery of the skills and processes associated with effective supervision of the classroom environment, the student will develop an Individual Teacher Supervisory Plan collaboratively with a teacher. The following is an outline with the caveat that the student has latitude to adjust the components to fit the unique characteristics of the teacher you are working, the school setting (context), and other unknown variables.

Section I: PROFILE: ESTABLISHING THE CONTEXT AND CHARACTERISTICS

Narrative

1. *Profile of the teacher for whom the plan is being developed.* Include such information as: Number of years in teaching (beginning teacher, etc.); number of years at this school setting; highest degree held; staff development activities over the past two years; views about supervision in general.

Narrative

2. *Profile of the Supervisory procedures in place in the setting.* Include a district or school description of the supervisory/evaluation process (appendix) and a copy of the evaluative forms used (appendix).

Narrative

3. *Profile of the School setting.* Identify the type of school (urban, suburban, rural, high school, elementary, middle school, public, private, parochial, military), and school demographics (size, number of students, number of teachers) and other areas that make the school context unique (e.g., theme school, charter school, block schedule, teacher attrition rates, socioeconomic status).

Section II: PRE-OBSERVATION CONFERENCE AND THE CLASSROOM OBSERVATION

This section is to be videotaped, but there is also a writing component to this phase of the plan:

1. *Pre-observation*: Conduct a pre-observation conference with the teacher you are working with. Use a standard format, either the one provided in class OR the format used by your district. In writing, identify the teacher's instructional concerns. Also, identify the supervisory focus and the data collection tools you will be using during the observation.

2. *Observation*: After conducting the pre-observation conference, observe the teacher. The classroom observation should be at least forty-five (45) minutes long. This observation may or may not be videotaped (this will depend on the comfort level of the teacher, the availability of equipment, and/or school/district policies governing video-taping in the classroom). You and the teacher should mutually agree on this aspect. Also, you should run this past the principal to determine his/her comfort level with videotaping. Remember that the videotape will only be viewed by you, the teacher with whom you are developing the plan, and me. All tapes are returned to the student.

At least two observation tools are to be used to collect data. *The observation notes (raw form) are to be included in what you hand in to the instructor.*

Section III: The POST-OBSERVATION CONFERENCE

This section is to be videotaped, but there is also a writing component to this phase of the plan:

1. You will conduct a post-observation conference with the teacher you observed. This conference should be held in the classroom in which the teacher you observed taught the lesson. You will present the data in such a way that the teacher can begin to orally reflect on his/her instruction. Remember to show data by using the tools that we learned in class AND to address the teacher's concerns (which were to be teased out during the pre-observation conference).

2. The writing component. You are to submit a formal report of your observation and include the major points that were discussed with the teacher. Focus on the data that were collected, and how the teacher responded to the data. Refer to the form used in class.

Here are some additional questions to help you frame the written summary:

- a) What data did you share with the teacher, noting strengths and future target areas for the teacher to focus?
- b) What areas did the teacher want to focus on during the post-observation conference?
- c) Assuming there is truth to the statement, "The more teachers talk about teaching, the better they get at it" (McGreal, 1983), what do you think the teacher learned about his or her own teaching through the experience?

Section IV: **THE PROFESSIONAL GROWTH PLAN**

Based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference, you are to develop a semester-long DETAILED professional growth plan WITH the teacher. Include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include). Include how you and the teacher will mutually monitor the plan (e.g., markers of completion, time frame). Negotiate how you and the teacher will communicate about the plan once it is in place.

Start by writing a rationale including the need for the Professional Growth Plan. Remember, though, that this is not a Plan of Remediation.

Include such information as to why a plan needed? What data led you to realize that the plan is needed? Situate this plan within the context of the school or system in which the plan is being developed. Then proceed with the following components of the plan.

1. List the objectives and/or goals of the plan.
2. Identify the characteristics of the teacher (first-year, alternatively-certified, veteran teacher).
3. What are the needs of the teacher based on your work and what the teacher identifies as needs?
4. How did you determine these needs? Or How would you determine the needs?
5. How did you involve the teacher in the planning, ongoing assessment, evaluation?
6. What resources are needed? What are the costs of these resources?
7. Detail the workings of the plan: a) What will be involved? b) What will the teacher be doing (hopefully, more than just listening to someone)? c) What activities are planned for the teacher? d) Identify the types of learning activities that will be embedded in the day-to-day work of the teacher and how these activities will be embedded in the workday.
8. What types of on-going support will be provided for this teacher? How will this support be given and by whom?
9. How will you monitor the plan?

Section V: **REFLECTIONS ON THE PROCESS AND SUMMARY**

What insights have you gained about the process of working with teachers and your role as a supervisor? What have you learned? What are the 'rough' spots? How does a supervisor overcome the rough terrain of working with teachers?

All materials should be bundled together in such a way that the videotape and other artifacts do not get lost.

Highlight of what to include in this packet:

1. Profile of the teacher and the school context.
2. Pre-observation (videotaped and notes).
3. Observation (videotape and/or raw notes).
4. Discussion of what data collection tool (s) you used and why (include raw notes).

5. Post-observation conference (videotaped and formal narrative report).
6. Detailed professional growth plan.
7. Reflections on the process and Summary.

PERFORMANCE ASESMENTS

Each component of the Individual Teacher Supervisory Plan and the Comprehensive Professional Growth Plan Project will be assessed overall based on the following three criteria:

1. **Completeness** (Have all of the requirements for that component been completed?);
2. **The degree to which the project provides a coherent image of a comprehensive teacher growth plan** (Does the professional growth plan follow logically from the focus identified in the pre-observation conference, the observational tool used, the data collected during the observation, and the report from the post-observation conference?); and,
3. **The extent to which the student has demonstrated the ability to create an atmosphere of collaboration in the supervision process** (Do the artifacts from the process demonstrate equal involvement on the part of the teacher and the supervisor?).

Rubric—Classroom Observation (Pre-observation Conference, Classroom Observation, Post-observation Conference)

| ELCC Standard | Elements of the Standard in which performance is assessed | Improvement Needed | Proficient | Exceptional |
|---|--|---|--|---|
| 2.4b Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. | | | | |
| | 1.1: Teacher Profile/School Context Narrative | | | |
| | <i>Profile of the teacher for whom the plan is being developed</i> | Information about the teacher is sketchy. Does not include discussion of the characteristics of the teacher relative to career continuum (beginning, mid-career, veteran); history of professional development lacks description. | Includes information about the teacher relative to career continuum but lacks key insights about needs of the teacher related to the key principles of adult development; lacks explanation and analysis of professional development activities. | Includes detailed information such as: Number of years in teaching (beginning teacher, etc.); details and discusses the principles of adult learning that characterize the teacher's needs; includes number of years at this school setting; highest degree held; staff development activities over the past two years and provides explanation of how these activities have promoted growth and development; views about supervision in general. |

| ELCC Standard | Elements of the Standard | Improvement | Proficient | Exceptional |
|---------------|--------------------------|-------------|------------|-------------|
|---------------|--------------------------|-------------|------------|-------------|

| | in which performance is assessed | Needed | | |
|--|---|--|--|---|
| | <i>Profile of the supervisory and evaluative procedures in place in the setting</i> | Provides only rudimentary information and documents from within the system are not included as appendix material | Includes documents from within the system; provides some insight on how the supervisory and evaluative procedures “play out” in practice; makes some connections to how these processes promote teacher development. | Documents from within the system are included with detailed analysis of how these practices and procedures add to the development of teachers, especially the teacher with whom the student is working with during the current semester; analysis is provided detailing the specific points of the procedures and processes and how these processes support teacher development and growth. Distinction is made between the differences in summative and formative procedures within the supervisory and evaluative plans and procedures. |
| | <i>Profile of the School setting including:</i> <ul style="list-style-type: none"> • Percentages of free and reduced lunch • Demographic changes • Unique and special programs in place to work with students, parents, community. • Emerging programs developed to meet needs • AYP Status • Changes in personnel (principal, teachers) • Instructional issues facing the school • District-wide initiatives • School mission | The profile does not include a majority of detail to add texture to the context of the school setting; many profile factors are missing or only “covered” without detail on how each one of items contribute a full understanding of the context in which the teacher works. | The profile includes numerous descriptions of the context but full explanations are not offered showing deep understanding of how the context factors affect supervisor, evaluative, and professional development practices. | The profile of the school context includes all factors (see profile) with full discussion of how these factors contribute to providing supervision, evaluation, and professional development. Detail and analysis provide a full rendition of the “life” of the school and the policies and procedures in place that support or inhibit supervision, evaluation, and professional development. |

| ELCC Standard | Elements of the Standard | Improvement | Proficient | Exceptional |
|----------------------|---------------------------------|--------------------|-------------------|--------------------|
|----------------------|---------------------------------|--------------------|-------------------|--------------------|

| | in which performance is assessed | Needed | | |
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| | 1.2: Supervisory Skills (Pre-observation Conference) | | | |
| | Identification of classroom context, characteristics of the learners | Pre-observation and video-clip show perfunctory discussion of the learning environment. | Pre-observation and video-clip shows discussion but certain aspects of the learning environment are not included or barely discussed (e.g., culture, climate, and atmosphere). | Pre-observation form and video-clip shows discussion of the classroom context including characteristics of students as learners and unique learning needs; details the culture and climate of the classroom with discussion of the atmosphere in the room and how students contribute to this atmosphere. |
| | Learning objectives | Learning objectives do not give much detail about what students will learn and why; objectives are not teased out during discussion; incomplete information is given | Learning objectives are provided, namely a listing of learning objectives without full specificity | Learning objectives are discussed in relation to past learning and future learning objectives; shows detail about content of the lesson; how students will cue into what is being taught and why. Full explanation of what instruction will look and sound like given the content specifications and the objectives. |
| | Focus mutually identified between the supervisor and the teacher | Classroom observation focus is unclear | Classroom observation is clear but lacks some forms of specificity that could be achieved with follow-up and probing questions of the teacher during the pre-observation conference. | Clear classroom observation focus developed with appropriate probes and follow-up questions further define the classroom observation focus; teacher and observer develop the focus mutually with the teacher leading the discussion; observer asks probing questions so the teacher further defines the focus. |

| ELCC Standard | Elements of the Standard in which performance is assessed | Improvement Needed | Proficient | Exceptional |
|---------------|---|---|---|---|
| | Discussion of which Data Tools Used and Why | No discussion of what tools will be used to collect data or discussion consists of merely identifying the types of data collection tools to be used without elaboration or explanation of the tools and what data will look like and significance of the types of data that can be collected and how this data will shed light on the agreed on focus of the classroom observation. | Moderate discussion of the tools to be used to collect data with some discussion on the types of data that can be collected using the tools. | Elaborate discussion related to the tools and identifies at least two data collection tools. Provides detail on the types of data that can be collected, shows value of the type of data that can be collected and how this data can be used to shed insight on classroom practices as identified in the observation focus. |
| | 1.3: The Classroom Observation | Spends less than 45 minutes conducting the classroom observation; notes are sketchy and do not relate to the classroom observation focus; gaps in the notes do not afford the observer to frame for the post-observation conference. | Spends 45 minutes in the classroom observing the teacher; some gaps in observation notes make it possible but difficult to relate data to the classroom observation focus; data are not necessary related to classroom focus agreed on in the pre-observation conference; over-reliance on one data collection tool with the second tool only used in a cursory manner. | Spends 45 minutes or more conducting the classroom observation. The data collection tool was aligned with the discussion in the pre-observation conference. Raw classroom observation notes detail what was observed—what the teacher was doing and what the children were doing; Notes show a composite of teaching and learning based on the lesson being taught, and the characteristics of the students; the data collected relate directly to the focus. |

| ELCC Standard | Elements of the Standard in which performance is assessed | Improvement Needed | Proficient | Exceptional |
|---------------|---|--|---|---|
| | 1.4: The Post-observation Conference | Data are presented with the observer dominating the talk of the post-observation conference. Data are “listed” with some value judgments made by the observer. | Data are presented as factual, with the observer mediating the conversation with some opportunity for the teacher to extend thoughts. Questions are closed-nature not allowing dialogue to flow from the teacher presenting his or her point-of-view. | Observer presents data in a value-free manner; allows teacher to analyze and reflect “out-loud” about the data; teacher is able to reconstruct the lesson. Ongoing plans are developed for follow-up. Concrete suggestions are developed based on the insights of the teacher moderated by the data collected during the classroom observation. The teacher owns data and has latitude to develop “next steps.” |

Rubric—Professional Growth Plan for EDAP 7020

| ELCC Standard | Elements in which performance is assessed | Improvement Needed | Proficient | Exceptional |
|--|---|--|---|--|
| 2.4a Candidates design and demonstrate an ability to implement well-planned, context- appropriate professional development programs based on reflective practice and research on learning consistent with the school vision and goals. | | | | |
| | 1.1: Based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference | The Professional Growth Plan is not connected to the needs of the teacher based on 1) knowledge of the teacher through classroom observation and | The Professional Growth Plan is developed based on the needs of the teacher but lacks clarity based on data from the classroom observation and/or | The Professional Growth Plan is fully developed driven by data gleaned from the pre-observation, the extended classroom observation, and |

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|--|--|---|--|--|
| | | <p>post-observation dialogue, 2) the developmental level of the teacher (based on principles of adult learning and career stage theory), 3) the needs of the students as based on the context of the classroom.</p> | <p>knowledge about the teacher's conceptual development. Plan is only partially developed with specificity.</p> | <p>the post-observation conference. The objectives and/or goals of the plan align with the principles of adult learning based on the needs of the teacher. Activities reflect needs of the teacher based on principles of adult learning and/or career stage theory, the context of the classroom, and the students who the teachers works with.</p> |
| | <p>1.2: DETAILED professional growth plan include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include).</p> | <p>The Professional Growth Plan (activities) does not reflect a broad-range of activities. Planning did not include the teacher in the process.</p> | <p>The Professional growth plan reflects a moderate number of activities; the teacher was involved to a limited degree in the development of the professional growth plan.</p> | <p>The Professional Growth Plan includes a wide-range of activities focused on the needs of the teacher; the teacher was fully involved in the planning, ongoing assessment, evaluation of the professional growth plan. The detailed workings of the plan include specification related to a) What will be involved? b) What the teacher will be doing, c) the activities planned for the teacher are explicit d) the types of learning activities that will be embedded in the day-to-day work of the teacher and how these activities will be embedded in the</p> |

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| | | | | workday are specified in detail. |
| | 1.3: Monitoring plan (e.g., markers of completion, time frame). | A monitoring plan exists but lacks specificity relative to who will provide support, what resources are needed, who will assist with the plan, and the time frame of the plan. | The monitoring plan exists with approximate needs identified, a time frame is identified but not linked to the activities and resources identified in the plan. A certain amount of ambiguity creates a sense of too much room for interpretation on whom will monitor the plan and when the monitoring will begin and end. | There is a detailed monitoring plan that includes both the supervisor and the teacher in the ongoing assessment and evaluation of the professional growth plan. Resources needed to deliver the professional growth plan are identified and secured. The types of on-going support and personnel needed are identified and plans are made to ensure that this support is provided for this teacher. |

SJZ, 2005

EDAP 7020—Supervision of Instruction
Developing a Supervisory Vision for Learning and Leading
Assignment 2

The Supervisory Vision for Learning and Leading is worth 30 points toward the final grade in EDAP 7020. This vision is important as it will contain your beliefs and values about students, learning, and leading and how these influence the supervision of instruction as well as other factors including adult development and growth, instructional methods, and the ways in which the “best,” and the “worst” teachers teach the way they do.

The Supervisory Vision for Learning and Leading is due at the mid-point of the semester, July 6, 2006 and will be formally revisited at the end of the semester (August 1, 2006). Developing a vision is a process shaped by experiences, beliefs, values, and myriad other factors that interact with each other over time. During this course, you will develop and revisit the vision for learning and leading. Moreover, the vision should assist with the development of the Philosophy of Educational Administration and Policy, a requirement for Master’s Degree students.

The Assignment: Articulate in writing your vision of learning and leading. This vision should be no more than 3 or 4 pages, typed and double-spaced. Kindly use 12-point font preferably Times New Roman. If materials to support the vision for learning and leading are used, please use APA 5th Edition to cite these materials.

The following questions can serve to guide this process. Also, see ELCC Standard 1, Elements 1.1 to 1.5 (distributed on the first night of class).

- What do I stand for?
- What is my personal vision about teaching, students, and achievement?
- What does good teaching look like? What separates good teaching from excellent teaching, mediocre teaching?
- How does data about learning translate to teaching, professional development, and the needs of the community?
- What contextual factors affect the development and implementation of a vision for learning and leading at the building site?
- What types of support would teachers need to achieve good teaching as I envision this picture of good teaching?
- How does instructional supervision, evaluation, and professional development fit into this scheme of support?
- What types of teaching do students need to learn? Can all children learn?

Assessment Rubric for the Vision Learning and Leading

| Element | Meets | Partially Meets | Does Not Meet | Points and Comments |
|---|-------|-----------------|---------------|---------------------|
| Context Factors Identified | | | | |
| Scope and Sequence of the Vision | | | | |
| Leadership to move the vision forward | | | | |
| Collaborative Relationships—Working with Others to Promote Learning and Leading | | | | |
| Organizing Programs and Services to Support Student Learning | | | | |
| Planning for Improving Curriculum, Teaching, and Learning | | | | |
| Promoting Best Instructional Practices | | | | |
| Uses of Technology to Support Instruction | | | | |
| Supporting Diversity and Sub-Populations | | | | |
| Summary | | | | |

SJZ, 2005

Reflective Journal Prompt Assignment 3

General Directions: Respond to the following prompt in “informal” reflective discussion format. All prompt responses are confidential. Periodically, common themes from responses will be aggregated and shared (without student identity attached) to be used as a point of departure for class discussion. **In a manila file folder, hand in a “hard” copy of the Journal Response.** Use a standard 12-point computer type font (e.g., Courier, Helvetica, Times New Roman). Check printer ribbon or ink jet cartridge for darkness.

You may want to consult the professional literature (refereed and non-refereed) to underscore a point. If you consult the professional literature, use standard APA Guidelines (Fifth Edition) when you cite materials. Also, provide a reference page at the end of your response.

Journal Prompt # 1 The Good, The Bad, and The Ugly

- 1) Describe in detail the “best” and “worst” supervisory experience you have had as a teacher.
- 2) How did you feel about each experience (best and worst)?
- 3) What process factors (how “it” was done) characterized the “best” experience?
- 4) What process factors (how “it” was done) characterized the “worst” experience?

EDAP 7020, Assignment 4
Article Share—Landscaping the Research in the Field of Instructional Supervision
Directions for Preparing the Presentation

The purpose of this assignment is to examine an area of research in the field of instructional supervision. As a starting point, please review the numerous journals that present the research about instructional supervision and related areas such as professional development, peer coaching, adult learning theory, motivation, and other areas.

The article selected should report empirical research either quantitative or qualitative methods not “opinions” about a topic or aspect related to instructional supervision. The article must come from a scholarly, refereed journal.

Directions

1. Select an area of interest from the list (see below)
2. Scan the indexes of the journals and choose an article to report the results of research on instructional supervision. Articles should be recent which is defined for the purposes of this course as no more than a five-year publication date.
3. Prepare a five to seven minute presentation.
4. Provide for each classmate a copy of the article and a cover of the journal (make sure that the volume and issue numbers are on the article).

Reporting Protocol

1. Five to seven minute presentation to include:
 - a) a general summary of the article with research methods and findings
 - b) implications for the practice of instructional supervision
2. After the presentation, the participant will field questions.

Assessment

This assignment is worth 20 points toward the final grade in this course. The attached rubric will be used to grade the presentation of research.

Research Article Share Topics

Directions: Only one person can sign-up for a topic unless there is an asterisk next to the topic. Then only two people can elect to explore this topic and both people must coordinate efforts to eliminate the possibility of each using the same article.

1. portfolio development and teacher supervision/evaluation
2. supervision and national standards:
 - English
 - Math
 - Science
 - Other
3. peer coaching *
4. cognitive coaching
5. mentoring *
6. induction *
7. first-year teachers *
8. marginal teachers
9. veteran teachers
10. action research
11. video-tape analysis of teaching
12. differentiated supervision or developmental supervision
13. teacher leadership
14. teacher empowerment/leadership
15. reflection *
16. incompetent teachers
17. classroom observation tools and methods/techniques
18. needs of alternatively-certified teachers
19. adult learning
20. teacher burn-out
21. teacher attrition
22. job-embedded learning
23. supervision and technology
24. supervision of special education and/or gifted/talented teachers
25. supervision of paraprofessionals
26. supervision of the school nurse, counselor, social worker
27. collaboration
28. professional learning communities
29. Other _____

Guiding Principles:

1. Prepare a five to seven minute presentation.
2. Provide for each classmate a reference for the article and a cover of the journal. Make sure that the volume and issue numbers are on the article. Provide instructor two copies of the entire article and the reference information.
3. After each presentation, time will be given to discuss implications for practice.

Rubric for Assessing Research Article Analysis and Presentation

| Elements | Meets | Partially Meets | Does Not Meet | Points | Comments |
|--|--------------|------------------------|----------------------|---------------|-----------------|
| Content | | | | | |
| Articulate a connection of the research to instructional supervision | | | | | |
| Demonstrate a connection between the research and its application within a context | | | | | |
| Ability to analyze research | | | | | |
| Promote best practices in supervision | | | | | |
| Research-based article from a refereed journal | | | | | |
| Presentation | | | | | |
| Lasts between 5 and 7 minutes | | | | | |
| Summarizes salient points | | | | | |
| Clear, audible voice | | | | | |
| Eye contact with audience | | | | | |
| Professional language | | | | | |
| Fields questions | | | | | |
| Total Points | | | | | |

SJZ & JBA, 2005

JOURNAL LIST

REFEREED Journals

The following journals routinely contain articles specifically related to the study of instructional supervision and teacher evaluation:

Journal of Supervision and Curriculum Development *— research articles on public K-12; private; and community college. Refereed journal, research articles, book reviews, and commentaries are often included.

Journal of Teacher Education *— International research journal on public and private schools. Refereed journal, research articles, book reviews, and commentaries are often included.

Other Journals (research) that will contain articles related to supervision and evaluation issues include:

| | |
|---|---|
| <i>Peabody Journal of Education</i> * | <i>Education and Urban Society</i> * |
| <i>Harvard Educational Review</i> * | <i>American Journal of Sociology</i> * |
| <i>Elementary School Journal</i> * | <i>Educational Research</i> * |
| <i>Journal of Educational Administration</i> * | <i>Review of Educational Research</i> * |
| <i>Educational Theory</i> * | <i>Planning and Changing</i> * |
| <i>Educational Administration Quarterly</i> * | <i>Teachers College Record</i> * |
| <i>American Educational Research Journal</i> * | <i>Educational Research Quarterly</i> * |
| <i>International Education</i> * | <i>Journal of Educational Research</i> * |
| <i>National Forum of Educational Administration and Supervision Journal</i> | <i>Studies in Educational Evaluation</i> * |
| <i>High School Journal</i> * | <i>Journal of School Leadership</i> * |
| <i>International Electronic Journal for Leadership and Learning (ASCD)</i> | <i>Journal of Staff Development</i> * |
| <i>NASSP, The Bulletin</i> * | <i>Urban Education</i> * |
| | <i>Educational Evaluation and Policy Analysis</i> * |

The following are “popular” professional publications. The articles are not necessarily based on the results of recent research, although they often are. They are written in a less formal style and often talk about the application of research in school settings, rather than the actual research design, methods of data collection and analysis, and results as found in the research journals.

| | |
|--|---------------------------|
| <i>American School Board Journal</i> * | <i>School Executive</i> * |
| <i>School Administrator</i> * | <i>Phi Delta Kappan</i> * |
| <i>Educational Leadership</i> * | |

There are many other excellent professional and research journals. The ones listed above have generally been those in which articles pertaining to instructional supervision and other related topics (e.g., professional development) regularly appear.

* = UGA Library

**Research Article Analysis and Presentation
Sign-up Sheet, Spring, 2007**

Jan. 10, 2007

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