

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
EDUL 7020 - SUPERVISION OF INSTRUCTION

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REQUIRED BOOKS

- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). Supervision and instructional leadership (6th ed.). Boston, MA: Allyn and Bacon. NOTE: The shorter, paperback version of the book is an acceptable alternative: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2005). The basic guide to supervision and instructional leadership. Boston, MA: Pearson.
- Blase, J., & Blase, J. (2004). Handbook of instructional leadership (2nd ed.). Thousand Oaks, CA: Corwin.

OPTIONAL BOOKS

- Calhoun, E. F. (1994). How to use action research in the self-renewing school. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B., & Showers, B. (1998). Student achievement through staff development (3rd ed.). White Plains, NY: Longman.
- Acheson, K. A., & Gall, M. D. (1992). Techniques in the clinical supervision of teachers: Preservice and inservice applications (3rd ed.). White Plains, NY: Longman.
- Joyce, B. & Calhoun, E. (1996). Creating learning experiences: The role of instructional theory and research. Alexandria, VA: ASCD.
- Joyce, B. & Weil, M. (2000). Models of teaching (6th ed.). Boston, MA: Allyn and Bacon.

COURSE DESCRIPTION

This course is a study of instructional supervision and leadership concepts with exercises of practical application. It is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. The purposes include developing expertise in observation, data collection, analysis, and conducting conferences; developing successful instructional leadership skills including design and implementation of effective staff development, curriculum development, and evaluation programs; developing knowledge and expertise in the areas of needs assessment, design, implementation, and evaluation of staff development programs; developing skills in action research for school improvement and restructuring; developing knowledge in theoretical bases related to adult development, learning, and change; surveying related local roles and responsibilities; developing abilities in related personnel matters; and encouraging on-going research and reading in the field. Instruction and participant exploration will focus on an integration of the extant data base, theory, rationale, knowledge base, and delivery strategies supporting the staff development process in a school system's bureaucratic structure. Dr. Blase will assist students as they sharpen the focus on responsibility for instructional supervision, perceive their roles realistically, and prepare to perform effectively.

OBJECTIVES

- ~To develop an understanding of the basic processes and goals of effective supervision.*
- ~To develop an understanding of why teachers traditionally have had negative attitudes toward supervision.*
- ~To develop an understanding of how effective supervision differs from other forms of teacher supervision.*
- ~To develop an understanding of the relationship between effective supervision and teacher evaluation.*
- ~To develop knowledge about the current state of research on supervision's effectiveness.*
- ~To develop an understanding of different perspectives from which to define effective teaching.*
- ~To develop knowledge about teaching that has been discovered through research.*
- ~To develop a skill in defining what is meant by effective teaching.*
- ~To develop an understanding of the basic elements of a positive relationship between the supervisor and the teacher.*
- ~To develop specific steps for conducting a conference in which teacher and supervisor plan cooperatively to address specific concerns, observe and record behavior, and work together to improve instruction.*
- ~To develop explicit techniques for providing useful feedback to teachers to aid them in analyzing, interpreting, and modifying their instructional efforts.*
- ~To develop an approach to supervision consistent in style, strategy, and technique with the goals of effective supervision.*
- ~To develop specific steps for conducting a variety of types of conferences based on an individual teacher's needs.*
- ~To develop a repertoire of data-gathering techniques.*
- ~To develop means for selecting an appropriate observation system for a given concern.*
- ~To develop an understanding of the strengths and limitations of the various systems.*
- ~To develop recognition of the need for regular, systematic observation and a variety of sources of data.*
- ~To develop skills in design and implementation of effective staff development programs.*
- ~To develop skills in assisting the instructional growth of resistant or poor teachers.*
- ~To develop skills in evaluating teachers.*
- ~To develop knowledge and skills in the areas of self-development, reflection, collegial sharing and coaching, dealing with external forces, and dealing with issues in supervision.*
- ~To develop an understanding of adult learning and development as it relates to the work environment of the school.*
- ~To develop skills in helping teachers deal with diverse students.*
- ~To develop an understanding of the relationships among direct assistance, staff development, curriculum development, group and organization development, and action research.*
- ~To develop a knowledge base and an awareness of the area of change and the variable responses it provokes.*
- ~To develop skill in action research -- assessing individual, group, and institutional needs.*
- ~To develop skill in planning and delivering staff development programs for a grade level team, a school, or a school system.*
- ~To develop presentation skills.*
- ~To develop skill in program implementation supported by appropriate training and coaching for a variety of personnel.*
- ~To assess the growth of personnel using a variety of evaluation techniques.*
- ~To relate the role of educational leader to the process of personnel recruitment, selection, retention, and development.*
- ~To explore leadership approaches and their relationship to democratic schooling, school governance, teacher development, and instructional improvement.*

ASSIGNMENT OPTIONS (requirements will vary)

1. Regular and prompt class attendance
Provide notification to instructor in case of absence in advance. Important learnings occur as we study together. In emergencies, absences may be compensated for through special assignments arranged with your instructor.
2. Critical reading of all assigned material from the primary texts and handouts
Maintain a notebook of any articles and research reports with responses to the Readings Guidelines sheets.
3. Active participation and contribution
Involve yourself in class discussions. Supervision of instruction requires practice in the exchange of ideas with other educators.
4. Clinical skill development
As you participate in class discussion, 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. You will need to spend at least two hours per week practicing skills of observing, conferring, and leading in staff development, action research, and coaching matters.
5. Reaction/integration log
Maintain a log in which you record (a) your experiences in the class and your interpretation of those experiences, and (b) your interpretation of and reactions to the concepts covered in assigned readings. This is a reflective exercise which will help you form a belief system consistent with effective supervisory practice. (5 sessions minimum) Be prepared to discuss this in class.
6. Research topic exploration
Prepare a formal review paper using correct style and form which shows in-depth reading in an area of recent research related to this course (effects research, models of supervision, coaching, reflective practice, etc.). Describe implications of the findings for work in instructional leadership. Major journals, researchers, concepts and theories will be discussed in class. Be prepared to briefly review this work for class. A suggested topics list will be reviewed in class. Use Galileo, WWW, ERIC, DAI, etc.
- 7a. Staff development session
Plan and conduct at least one formal staff development session for building or central office level personnel (any positions). Submit a brief report of the needs assessment, design, implementation, and evaluation of your session. Include your personal reflection on the effectiveness of the session.
- 7b. Trio of Plans and Critique
 1. Growth plan
Develop an individual professional development or renewal plan. Submit an outline of the plan and be prepared to share details with colleagues.
 2. Critique of staff development program
Conduct a full-scale review, analysis, and critique of your district's staff development program. This will require obtaining detailed documents (in some cases, historical documents) and formal publications related to elements of the district staff development program. If time permits, class members will jointly develop a framework for needs assessments.
 3. Action research/Staff development plan
Create a building or district level one- to five-year staff development plan reflecting concepts you have learned. Submit an outline of the plan with projected possible approaches, elements, procedures -- given established needs.
8. School improvement matrix
As you complete readings related to the extant data base you should strive to integrate the theories presented, the knowledge base, research and practice. It is expected that you will demonstrate this in the joint development of data for cells on a school improvement matrix. You will need to spend at least two hours per week investigating and developing input for this exercise. Group members may want to divide responsibility for reading sections.
9. Field liaisons, presenters
Establish links with exemplary practitioners (e.g., district staff development director). Interviews are recommended.
10. Final exam
Integration and synthesis of concepts in a school-wide instructional improvement plan.
11. Term project - Direct Assistance Using Effective Supervision
(see details on next page)

Term Project - Direct Assistance Using Effective Supervision

NOTE: This project is a capstone experience to be completed after weeks of practice using various related pre-requisite skills.

1. Secure voluntary participation of two teachers who vary in terms of experience, career development, level of concerns, needs, abstraction, and/or commitment.
2. Conduct two full clinical cycles with each of the teachers.
3. Arrange a 30 minute preconference, 20-45 minute observation, and 30 minute postconference for each cycle with each of the teachers.
4. Video or audiotape the four postconferences.
5. Please secure prior approval with appropriate school official and ensure that participants know that the project is voluntary. Do not use any real names of teachers in any written reports.
6. Submit a final report to include, for example:
 - a) How and why you selected these teachers.
 - b) Summary of each preconference: What you agreed upon in terms of purpose of observation, method/ instruments, *time* of observation and postconference.
 - c) Actual observation records, analyses and findings, and interpretations.
 - d) Strategy, agenda, and rationale for postconferences.
 - e) Summary of actual postconferences.
 - f) Comparison of plan for postconferences with actual postconferences.
 - g) Critique value from both participants' points of view.
 - h) Your thoughts about working with these teachers in the future.
 - i) Reflection: What did you learn? (about observing, talking, growth, and reflection?)
 - j) How would you improve your skills?
7. Submit one cassette tape of one of the postconferences.

Notes:

1. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
2. Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty" All students are responsible for informing themselves about those standards before performing any academic work.

GRADING POLICY

Attendance , Reading, Participation, & Contribution
Skill Development (demonstrated application of concepts in class and on assignments)
 Log
 Topic
 Staff Development Session
 Trio of Plans & Critique
 Matrix
 Field Liaisons
 Exam

<i>Term Project</i>

Portfolio Implementation Plan For Courses Offered by Dr. Jo Blase

Educational Leadership students are required to develop a portfolio and present this portfolio as part of the comprehensive exam. Full details regarding the comprehensive exam and the portfolio process are presented on the Department of Educational Leadership homepage.

(<http://www.coe.uga.edu/leadership/>)

At the end of the following courses, students will have a variety of artifacts for possible inclusion in their portfolios. However, not every assignment and/or requirement listed on a course syllabus is appropriate for inclusion as an artifact in the portfolio. Below are listed examples of artifacts that may be included in your portfolio.

SAMPLE ARTIFACTS FOR SUPERVISION OF INSTRUCTION:

- A videotape of the student conducting pre- and post-observation conferences (attach data and analysis)
- A professional development plan for a teacher for whom the student has conducted a series of classroom observations
- A set of original classroom observation instruments developed by the student

SAMPLE ARTIFACTS FOR GROUP DEVELOPMENT IN THE SCHOOLS:

- Reports of formal observations and analyses of groups (patterns of communication, role behaviors, decision-making processes, leadership behaviors, etc.)
- Survey of teachers regarding the student's work in helping groups achieve cohesiveness, interpersonal trust, openness, and interdependence
- Feedback (from principal, teachers, parents) on the student's ability to give non-evaluative feedback to individuals and groups, ability to facilitate in conflict situations, ability to use a number of decision-making styles, ability to help others solve problems, and ability to help others develop goals and objectives
- The student's activity log and personal reflection on his or her abilities, personal growth, and development needs

SAMPLE ARTIFACTS FOR ORGANIZATIONAL DEVELOPMENT AND CHANGE:

- A review, analysis, and critique of change efforts in your school
- A building or district level action research project report, including assessment
- An individual professional development or renewal plan
- A personal platform integrating the student's conceptual, theoretical, empirical, philosophical, and practical learning
- A personal log, including reflection on one's belief system and its relationship to effective organization development
- Reports of interviews, with administrators and teachers, regarding the development of a school-wide instructional improvement plan

SAMPLE ARTIFACTS FOR SUPERVISION THEORY:

- A review of research in a theoretical area that undergirds supervision and its theoretical and practical implications

READINGS

A	Supervision for Successful Schools	Glickman Ch. 1
	The Norm & Why Schools Are as They Are	Glickman Ch. 2
	The Exception: What Schools Can Be	Glickman Ch. 3
	Reflections on Schools, Teaching & Supervision	Glickman Ch. 5
B	Direct Assistance to Teachers	Glickman Ch. 16
	Group Development	Glickman Ch. 17
	Professional Development	Glickman Ch. 18
	Curriculum Development	Glickman Ch. 19
	Action Research	Glickman Ch. 20
	Research & Evaluation Skills	Glickman Ch. 15
	How to Use Action Research	(Calhoun)
C	Creating Learning Experiences	(Joyce & Calhoun)
		(Joyce & Weil)
D	Observing Skills	Glickman Ch. 14
	Techniques	(Acheson & Gall)
E	Supervisory Behavior Continuum	Glickman Ch. 6
	Developmental Supervision	Glickman Ch. 7
	Directive Control Behaviors	Glickman Ch. 8
	Directive Informational Behaviors	Glickman Ch. 9
	Collaborative Behaviors	Glickman Ch. 10
	Non-Directive Behaviors	Glickman Ch. 11
Developmental Supervision: Theory & Practice	Glickman Ch. 12	
F	Assessing & Planning Skills (& time)	Glickman Ch. 13
G	Coaching & Mentoring	(Joyce & Showers)
H	Staff Development (guide)	(Blase)
	Adult & Teacher Development	Glickman Ch. 4
I	Instructional Leadership:	
	Craft	Blase & Blase Ch. 1
	Conference, Growth, Reflection	Blase & Blase Ch. 2-4
	Positive vs. Negative Behaviors	Blase & Blase Ch. 5-7
	Learning Community	Blase & Blase Ch. 8
J	Supervision, Change, & School Success	Glickman Ch. 21
	Super-Vision for Democratic Education	Glickman Ch. 22

RELATIONSHIP OF PRIMARY SKILL DEVELOPMENT ACTIVITIES TO ISLLC & NCATE STANDARDS*

1. Utilize a variety of supervisory models to improve teaching and learning (e.g., clinical, developmental, and cognitive and peer coaching) as well as apply observation and conferencing skills. [3.7] (2)
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)
3. Relate the relationship between supervision and effective teaching (instruction) by developing a collaborative learning community that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. [3.2] (1,2)
4. Discuss the differences between supervision and evaluation for preservice, beginning, and professional teachers by applying adult learning strategies to professional development, by focusing on authentic problems and tasks, and by utilizing mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace. [4.2] (2)
5. Articulate a belief system 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 that endorses the value of career-long growth, and utilizing a variety of resources for continuing professional development. [4.4] (1,2)
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] (2)
7. Create the conditions that motivate staff ... while supervising individuals in the classroom & the overall instructional program. [1.2] (2)
8. Describe the process of supervision and evaluation at the district and building levels. (2)
9. Apply adult learning theories while working with teachers and other support personnel to improve their instructional practices and to develop professional development activities. (2)
10. Analyze the school culture to identify barriers to effectively work with teachers. (2,3,5)
11. Examine supervision and professional development activities in relation to change processes for systems, organizations, and individuals. (1,2,4)
12. Implement supervisory and professional development practices that are integrally a part and process of school improvement. (2)
13. Focus supervisory efforts directly on student learning consistently with the school vision and goals. (1,2)

14. Develop a culture of high expectations for self, student, and staff performance. (1,2,4,5)
15. Apply research to practice that fosters direct and indirect assistance through curriculum development, group and organizational development, and action research. (1,2,3)
16. Develop leadership approaches rooted in democratic schooling, shared governance, teacher development, and instructional improvement. (1,2,3,4,5,6)
17. Model ethical behavior by embracing cultural diversity, valuing staff, implementing a sound professional development program, and celebrating the successes of all. (1,2,5)
18. Create the conditions for a community of self-reflective practitioners to emerge. (1,2,5)
19. Demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance. (2,5)
20. Treat teachers and staff fairly, equitably, and with dignity and respect. (5)

* **[] indicates NCATE (1999) Standards for Administrator Preparation**
() indicates ISLLC (2000) Standards for School Leaders