

Supervision of Instruction

EDAD 632 79

Summer 2013

**Instructor:** Dr. Hank McCallum  **Office:** Old Administration Room #125

**Office Phone:** (308) 432-6334 **Email:** hmccallum@csc.edu

**Office Hours:** Refer to Sakai RESOURCES

 Other hours by appointment

Credit hours: Three graduate credits (3)

Description:Reviews current philosophy and practices in supervision at both the elementary and the secondary school levels. Emphasis will be placed upon a developmental model of improvement of instruction and the domains of the principalship. A course designed for prospective mentors, principals, supervisors, and school superintendents.

Prerequisite: An earned baccalaureate degree from a regionally accredited institution of higher education. EDAD 632 is a core requirement course for individuals who are seeking the Masters of Education degree in Educational Administration or may serve as an elective in a graduate program with approval of an advisor.

Required Text(s):

Danielson, C. (2007). Enhancing professional practice: A framework for teaching (2nd ed.). ASCD, Alexandria, Virginia

Danielson, C. (2008). The handbook for enhancing professional practice: Using the framework for teaching in your school. ASCD, Alexandria, Virginia

*Additional web-based journal articles will be provided within the course.*

There will be approximately 16 Units within EDAD 632-79. The units are divided into paired Learning Guides with assigned readings, learning activities including collaborative discussions and individual assignments.

Method(s) of Instruction: Course methodology is web-based with threaded discussion boards, reading in texts and research articles, and reflective discourse between classmates and the instructor. Instructor feedback is a critical aspect of learning. We all like to know “how we are doing”. To that end, this course will attempt to model transformational and constructivist learning processes that encourage a concept of problem-posing, connections with prior experience, reflection, and reflective discourse that help shape a new understanding.

Course Schedule/Outline:

| Date | Readings/Topics | Learning Activities and Assignments |
| --- | --- | --- |
| June 3 – June 9 | **Unit 1and 2:** Frameworks, chapters 1-2. “The Framework for Teaching: An Overview” and “Assumptions and Features of the Framework for Teaching”. Also, Frameworks Appendix A (very important).Our topics will include an overview and research background of Danielson’s Frameworks and a web-conference reviewing the syllabus and web-conference system. | Answer any questions relating to the course syllabus, Educator’s Virtual Mentor (EVM) as well as brief overview of the Frameworks.Introductory Assignments to include syllabus overviewDiscussion Forum #1 “Let's Get Acquainted!” |
| June 3 – June 16 | **Unit 3 and 4:** Frameworks, chapters 3 and chapter 4 Domain 1 Planning and Preparation. Handbook, chapter 1 “Evidence of Teaching”. | Discussion Forum #2 “Teaching as Organizing...”Submit EVM Video Matrix/Observation Script #1  |
| June 3 – June 23 | **Unit 5 and 6:** Frameworks, chapter 4 Domain 2 “The Classroom Environment”. Selected Journal Articles | Discussion Forum #3 “The Learning Environment”First Article Analysis due  |
| June 3 – June 30 | **Unit 7 and 8:** Frameworks, chapter 4 Domain 3 “Instruction”. Handbook, Teacher Evaluations | Discussion Forum #4 "What to Evaluate?"Submit EVM Video Matrix/Observation Script #2 Second Article Analysis due. |
| June 3 – July 7 | **Unit 9 and 10:** Frameworks, chapter 4 Domain 4 Professional Responsibilities. Handbook, Promoting Professional Learning. | Discussion Forum #5 "Promoting Professionalism"Submit Professional Development Plan Review #1. |
| June 3 – July 14 | **Unit 11 and 12:** Frameworks, chapter 5 “Frameworks for Specialists” and web resources.  | Discussion Forum #6 "Supporting Specialists"Submit EVM Video Matrix/Observation Script #3. Submit Professional Development Plan Review #2. |
| June 3 – July 21 | **Unit 13 and 14:** Frameworks, chapter 2 “Promoting Professional Learning” and chapter 5 “Self-Directed Professional Inquiry”. | Discussion Forum #7 “Course Wrap-up and share some examples of PDPs"Submit EVM Video Matrix/Observation Script #4. |
| June 3 – July 26 | **Unit 15 and 16:**  Course wrap-up and submission of professional learning plans.  | Submit your personal Professional Development Plan.Class Reflection |

Grading Procedures: Total points will determine your grade for this class. Grades are determined by the following scale:

A = 94-100%

B = 86-93%

C = 78-85%

F = below78

It is reasonable to assume that a policy dealing with late or missing assignments should be established. I hold to the notion that learning should take precedence over strict policy enforcement. However, I also want to honor those students who consistently submit assignments on-time and with superior quality. I am always willing to work with students who may need accommodation due to exceptional circumstances. Therefore, all assignments have due dates and students have ample time for completion. Full credit can be earned on work submitted on *or before the due date.* Without a waiver from the instructor prior to the due date, **no credit will be given for work turned in late**. For the benefit of the student, the instructor will provide feedback for late work. Course assignments are posted in Sakai and should be submitted electronically via the appropriate attachment. Please do not e-mail assignments unless instructed to do so.

Student Learning Outcomes

This course is a required core course in the Masters of Education Educational Administration degree program. The Program Outcomes are cross-referenced with Chadron State College’s Conceptual Framework for the Education Unit.

Education Administration Program Outcomes:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (*Communication, thinking skills, human relations/diversity*)
2. Lead and promote a positive school culture, providing an effective standards based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (*Methodology/technology, professionalism, assessment, thinking skills, human relations/diversity)*
3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (*Communication, thinking skills, methodology/technology, professionalism)*
4. Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. *(Communication, methodology/technology, human relations/diversity)*
5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. *(Human relations/diversity, communication, professionalism)*
6. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. *(Professionalism, thinking skills, human relations/diversity)*
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. *(Communication, thinking skills, methodology/technology, professionalism, assessment, and human relations/diversity)*

**Continue to develop as "Visionary Leaders" in the following areas:**

Assessment: Know general assessment practices as related to the administration of the school, including the effects of laws and selection of "best practice."

Communication: Develop written and technological modes to develop effective, necessary, professional communication skills.

Critical thinking: Know theories and models as compared and contrasted with the demands of practice at all levels.

Human relations: Know how this essential component for administration relates to various groups involved with the school district, students and community.

Leadership: Examine models and effective practices at local, state and federal levels. Facilitate class discussion boards by individual students to promote individual growth.

Methodology: Examine strategies used by various power sources to enhance education at all levels.

Professionalism: Examine and practice ethical and professional principles of performance.

**Specific EDAD 632-79 Learning Outcomes**

The student will be able to:

Develop a knowledge base of instructional and clinical supervision

Articulate a rationale for instructional frameworks based on research

Identify supervision concepts

Develop a knowledge base of classroom observation

Acquire basic skills for peer/mentor coaching

Model characteristics of a Professional Learning Community

Identify effective strategies for working with marginal teachers

**Educational Virtual Mentor (EVM):** This class involves a substantial embracing of technology for educational administration students. In order to facilitate online learning of a typically face to face course, Chadron State College is providing a video program of classroom observations that will allow graduate students the opportunity to practice the hands-on aspect of observing, scripting and making judgments regarding teaching performance. This experiment in the use of virtual observations offers strong clinical practice while providing the flexibility and efficiency of an online course. Students may preview the EVM website at <http://www.educatorsvirtualmentor.com/>

Course Requirements: It is intended that all courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate levels of instruction.

1. Read pertinent class informational assignments
2. Approximately 7 Discussion Postings
3. 2 Article Analysis
4. Approximately 3 walk through observation/scripting
5. 2 Review and/or critiques of professional learning community models for the learner’s context.
6. Develop a Professional Development plan for yourself based on a model of your choice.

**Course Topics**

Frameworks for Teaching Overview

Evidence of Teaching

The Framework for Professional Practice

 Domain 1. Planning and Preparation

 Domain 2. The Classroom Environment

 Domain 3. Instruction

 Domain 4. Professional Responsibilities

Professional Practice for Specialists

Teacher Evaluations

Professional Development Plans

Mentorship Plans

Recruitment, Placement and Retention

**A Key Instructional Methodology**

*Collaborative Learning and Online Learning---*The Collaborative learning process is an important learning strategy for this course to promote authentic learning through questioning and understanding in sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. I will post a discussion prompt for each module group’s discussion board. For the first part, reflect on the discussion prompt posted for your group. In order to be more thoughtful about your original posting, I would recommend preparing your original posting first on a word processor and then copy and paste them to the discussion board. *Do not simply attach your Word Documents as your post. Copy and paste your initial post into the response frame.* Your original posting should be approximately two to three paragraphs (250 to 350 words) in length citing the key elements from the readings and your own experience to support your work.

For the second part, I would like you to begin by reading through other group members’ original postings and provide feedback to at least two other classmates. For both the original posting and responses, please use the ***Class Participation and Rubric*** as a guide. It can be found in Sakai RESOURCES.

It is not helpful to your learning or your fellow group members to post late. I understand that with online courses it can be difficult to stay current. However, most students find success by simply making their first post and then checking the discussion thread twice more. The secondary post is to provide classmates feedback and a final time to read instructor feedback. Because the discussion boards are intended to be dynamic, I encourage you to treat them as such and resist the urge to post generic or ambiguous postings as if the discussion board was a correspondence course. You will be sharing your thoughts with fellow scholars and I will expect you to dig deep and demonstrate knowledge of the research presented in the unit by citing sources as you make your original post.

Technology Issues

Because EDAD 632 is an ONLINE course we want to take special care to provide several technology reminders. Here is a simple list of technology issues that are specific to the course and Chadron State’s Sakai course management system.

1. The Sakai Learning Platform is new for Chadron State. It will require those of us who were used to eCollege some getting used to. Rest assured, this instructor will try to make the transition as painless as possible by sending frequent emails to inform students as problems or issues arise while using Sakai.
2. Chadron State College prefers the use of Microsoft Internet Explorer as the browser for properly opening Sakai course materials. Using Mozilla Firefox on a PC will soon be frustrating as students try to open PDFs or other documents. Please use Microsoft Word for your word documents.
3. Check your e-mails regularly and make sure you are using your “eagle mail” account provided by Chadron State College. Although you will get messages through Sakai, use hmccallum@csc.edu for faster responses. Checking your e-mail regularly is essential for students to stay current with instructor announcements and possible changes in course procedures.
4. All assignments and tests need to be submitted via Sakai links designated by the instructor. Students should only send assignments via e-mail attachment when approved by the instructor in advance.
5. Audio and video clips will be used occasionally during the course. Again, in most cases Microsoft Internet Explorer is required to open the video images. Be sure to check you system to ensure that you have a functional Adobe Flash player or similar software installed. (If you can get Utube videos to work you should be fine.)

Instructor’s Bibliography

Please look in RESOURCES if you want to know more about the instructor

Student Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Vice President for Enrollment Management and Student Services (Crites, Rm. 336, 432-6231).

Attendance Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In the case of online courses, participation in weekly discussion threads, thorough reading of course unit information, and prompt replies to instructor web-communications are essential measures of course attendance.

**Civility –** Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6461; Crites, Rm. 345).*

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. *However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students.* These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

**Appendix A**

**Evaluation Criteria for Article Analysis Assignments**

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| --- |
| **Criteria – Use the fact finding, application and examples, and reflection format.**  |
| Use references to support your analysis of the issue with correct grammar and syntax. APA style is evident. |
| Demonstrate understanding of the concepts within the assigned reading and the objectives as outlined in the learning unit. |
| Articulate your own informed perspective on the issue  |
| Approximate length should be 750 – 1000 or more words. (see Sample Assignments in RESOURCES) |
| **Refer to “Assignment Grading Rubric” in Sakai RESOURCES** |

**Review of Professional Development Plan**

|  |
| --- |
| **Criteria - Use the fact finding, application and examples, and reflection format.** |
| Description of School and Teaching, Administrative, or Pupil Services Situation. Description of Goal(s) to be addressed. Rationale for the Goal(s). Plan for Assessing and Documenting the Goal(s). Plan to Meet Goal(s): Objectives, Activities, Timeline, and Collaboration.  |
| Articulate your own informed perspective on the quality of the Professional Development Plan. |
| Use references to support your review of the PDP using proper grammar and syntax. APA style is evident. |
| Approximate length should be 1000 (see sample assignments in RESOURCES) |
| **Refer to “Assignment Grading Rubric” in Sakai RESOURCES** |

**Rubric for Weekly Collaborative Group Discussion Postings (See Class Participation and Rubric in Sakai RESOURCES)**

**Appendix B**

**Writing and APA Tips**

*Paraphrasing and Synthesis*

The ability to clearly and concisely paraphrase or synthesize another’s work is one of the most important skills needed to write research papers and dissertations at the graduate level of education. Although the terms are often used interchangeably, there is a distinction between the two. Paraphrasing is restating something is a simpler or clearer manner by using other words. Paraphrasing can also be a means of separating the wheat from the chaff of another’s words. In this, you trim the paraphrase to include only the important idea(s). The steps of paraphrasing follow:

1. Read the original work two or three times.
2. Do something else for a few moments. Just make sure you don’t think about the original work.
3. Write down what you believe to be important idea(s) of the original work.
4. Check your paraphrasing against the original work. If your original too closely matches the original, try the process again.
5. Sometimes there is phraseology from the original that is necessary to include in your paraphrasing. Be sure to place quotation marks around these phrases.
6. Parenthetically cite your source in one of the preferred ways.

Example:

ORIGINAL

“However, a greater number of American students may come to realize that their employers will expect a new level of personal cultural competence in order to compete in the global marketplace. Consequently, the curricula of degree programs in American higher education will rapidly transform as entrepreneurial and market-driven universities receive intensified pressure to provide graduates who are mulitculturally competent, able to work in diverse settings, and knowledgeable of the global community.”

-Stromquist, N. P. (2002). *Education in a globalized world.* Lanham, MD: Rowman &

Littlefield Publishers, Inc.

*PARAPHRASE*

1. Stromquist (2002) believes that the force of economic globalization will lead to higher education curriculum that will produce graduates that can walk the world as employees.
2. The continued pressures of economic globalization will lead employers to pressure institutes of higher education to produces world savvy graduates (Stromquist, 2002).

Synthesis is a blending of others’ works together to show their relationship. It might help to think of it as paraphrasing on a larger scale; however, you will be required to relate different works to each other. Almost every paper you write in graduate school will require a literature review, which is a synthesis of the works related to your topic. The steps for synthesis are similar to those of paraphrasing, except now you are paraphrasing entire works:

1. Read the original at least twice.
2. Once you have read it, write a two to three sentence summation of why the work is important to your paper and how it relates to your topic. You might also write a brief explanation of how the work relates to other works in the field. You must be faithful to the original. Do not change the source’s ideas or intents.
3. Sometimes there is phraseology from the original that is necessary to include in your summation. Be sure to place quotation marks around these phrases.
4. While writing your literature review, parenthetically cite your source in one of the preferred ways.
5. Be sure to not just give a listing of work that has come before yours. This bibliography method is boring, and it adds nothing to your work. You want to place each work you cite in a context with each other work you cite. Explain in your synthesis how they relate to each other and how the findings/results/opinions of one work inform those of another work. You can also relate the main ideas of each work to a common theme or element of your topic. Your research paper does not take place in a vacuum. You are standing on the shoulders of giants, and the literature review (your synthesis of past works) shows exactly how you are balanced on those shoulders.

Online Resources:

<http://owl.english.purdue.edu/> The Purdue Online Writing Lab is the gold standard for online writing help (includes APA and MLA style guides). On this site search for the term “paraphrase” or go to <https://owl.english.purdue.edu/owl/resource/563/01/> I was going to include more sites, but OWL really is comprehensive. You can of course go to [www.google.com](http://www.google.com/) and search “paraphrasing” or “synthesis writing”.

*Reference Examples*

Althbach, P.G., Berdahl, R. O., Gumport, P.J. (2005). *American higher education in the*

*twenty-first century: Social, political, economic challenges*. Baltimore: John Hopkins University Press

Note if you are referencing a chapter in an edited book you need to reference the Author of the chapter and then give the book reference

Johnstone, B.D. (2005) Financing higher education: Who should say?. In Althbach, P.G., Berdahl, R. O., Gumport, P.J. (2005). *American higher education in the*

*twenty-first century: Social, political, economic challenges*. Baltimore: John Hopkins University Press

*Headings and Subheadings* are to be in *italics*