

Leadership for Diverse Communities
Our mission is to prepare credible and
relevant leaders in education.

Syllabus for **EAD 263 Seminar in Instructional Supervision**

Course Description

This course is designed to improve student learning by developing skills in the candidate to observe and analyze instruction and student work, to effectively share findings with teachers, and to provide for ongoing professional development. Strong interpersonal relations and personal reflection are emphasized throughout the course.

EAD 263 Seminar in Instructional Supervision

Spring 2007 Chancellor's Fellows 5
Education Administration Program
3 units

Tuesdays 4-6:50 PM

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Prerequisites

The prerequisites for this course are admission to the Education Administration Program and the following courses: ERF288, EAD261, EAD262, and EAD272. You should also have taken EAD 267 Fieldwork I. EAD 268 Fieldwork II should be taken concurrently with this course.

Primary Learning Outcomes

The candidate will develop understandings of relevant theory and supervisory techniques and will acquire and refine skills necessary for effective instructional supervision. A major goal of the course is for the student/supervisor to be able to effectively observe, analyze instruction and student learning, and to assist teachers in their professional growth and development.

Specific outcomes for the course include the following standards of the California Commission on Teacher Credentialing for the Preliminary Administrative Services Credential and standards 1.2, 1.5, 1.6, 1.8, 3.3, and 4.1 of the National Council for Accreditation of Teacher Education (NCATE):

6(a)(1) The program provides an opportunity for the candidate to develop and refine a personal vision of education and instruction and provides multiple opportunities for the candidate to engage in reflection, develop ways to engage self and others in reflective activities, and addresses the need for reflection across the program.

- 6(a)(2) The program provides an opportunity for the candidate to learn how to develop and implement a shared vision and goals that place student and adult learning at the center of instructional leadership.
- 6(a)(3) The program provides an opportunity for the candidate to learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community.
- 6(a)(4) The program provides an opportunity for the candidate to engage in multiple and systematic opportunities to practice various methods of effective communication that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.
- 6(a)(5) The program provides an opportunity for the candidate to learn and apply strategies for guiding, motivating, delegating, and building consensus among the diverse constituencies in the school and community to develop, articulate, implement and steward a shared vision of teaching and learning.
- 6(b)(4) The program provides an opportunity for the candidate to use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement.
- 6(b)(5) The program provides an opportunity for the candidate to learn how to develop cooperatively and guide the ongoing and long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students.
- 6(c)(1) The program provides an opportunity for the candidate to learn and practice effective methods for attracting, inducting, motivating, retaining, and supporting staff and for the monitoring and supervision of certificated and non-certificated faculty and staff.
- 6(c)(2) The program provides an opportunity for the candidate to learn and practice effective methods for working with certificated and classified staff with disabilities.
- 6(c)(7) The program provides an opportunity for the candidate to understand and manage legal and contractual agreements and records in ways that foster a professional work environment and secure the privacy and confidentiality of all students, families and staff, including the respective roles of administrators and the unions in these processes.
- 6(e)(3) The program provides an opportunity for the candidate to learn how to encourage and inspire others to higher levels of performance, commitment, and motivation and to communicate knowledge effectively about the curriculum and its articulation across programs and grade levels to multiple audiences in the school and community.
- 10(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.
- 11(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.
- 11(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.
- 12(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

12(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union.

14(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.

Required Texts and Instructional Materials

Glickman, C., Gordon, S., & Ross-Gordon, J. (2007). *SuperVision and Instructional Leadership: A Developmental Approach* (7th ed.). Needham Heights, MA: Allyn and Bacon.

Additional required reading and materials will be available on the Blackboard system for the course. It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week, preferably by the weekend before class, during the entire semester.

Recommended texts:

DuFour, Richard; DuFour, Rebecca; Eaker, Robert; and Many, Thomas. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

Acheson, K. A. & Gall, M. D. (2003). *Clinical supervision and teacher development: Preservice and inservice applications* (5th ed.). NY: John Wiley & Sons, Inc. (*While not required, this is an important book for the instructional supervisor.*)

Other recommended reading:

McEwan, E. K. (2002). *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Other recommended readings and materials may be found on the Blackboard system for the course.

Examinations and Major Assignments

The following are the major requirements for completion of this course. Examples of assignments will be provided when available.

- Educational Platform: Candidates will write a personal educational platform, which encompasses their core educational beliefs in a series of areas, and present it to the class. Both the written platform and presentation are assessed. (CTC standards 6.a.1, CTC 6.a.2, 6.e.3, 14.e; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1). Please see the more detailed explanation of this exercise in the materials available on Blackboard.

- Professional Development Exercise: The candidate will develop a table of the professional development needs of her/his staff, based on student data, a survey and best practices research, and develop a professional development plan focused on improving teaching and learning. (CTC 6.5.b, 11.b; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- Supervision Exercise: The candidate will practice the skills of interpersonal relations and will conduct effective pre- and post-conferences with teachers as well as focused walks related to classroom lessons and instructional improvement in general. (CTC 6.b.5, 12.a; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1). Please see the more detailed explanation of this exercise in the materials available on Blackboard.
- Personnel functions report: A central office administrator in charge of human resources will present the schema for recruiting, contracting, inducting, retaining, and supporting all staff, including those with disabilities, as well as the monitoring and supervision of certificated and non-certificated faculty and staff. Then the candidate will write a 2-3 page report on recommendations for improving these functions at her/his site or district. (CTC 6.c.1, 6.c.2, 12.h; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1)
- Midterm quizzes: The candidate will demonstrate knowledge and application of the concepts learned in this course.
- Final Examination and Culminating Activity. The candidate, using a rubric based on best practices, will analyze data from her/his site or another school and will develop a plan, including specific strategies to improve student achievement consistent with the vision. (CTC 6.b.4; NCATE 1.2, 1.5, 1.6, 1.8, 3.3, 4.1). The final exam/culminating activity is indispensable for completion of the course requirements.
- Class participation and leadership: Students are expected to participate in class discussions and to demonstrate leadership in exercises and discussions. The criteria for this aspect of the course is explained in the addendum.

Grading

Evaluation of student learning is based upon the following:

Written exercises and reflections	20%
Supervision exercise	20%
Educational Platform	20%
Examinations (10% quizzes and 15% final/culminating exercise)	25%
Class participation and leadership	15%

Grading will be as follows:

- A (100 - 90%) = Outstanding achievement; exceeds expectations
- B (89 - 80%) = Graduate quality; meets expectations
- C (79 - 70%) = Below expectations
- F (69 - 0%) = Does not meet program requirements

Course Policies & Safety Issues

Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances.

Copyright: You will be provided with digital and/or print materials to support your learning in this course. As all of these materials are proprietary in nature, and most are protected by copyright, you may not reproduce or retain any of the materials for purposes other than class work, unless you are informed to the contrary.

Class Absences: If you are absent from class, it is your responsibility to check on announcements made while you were absent. Since participation is such a key component in this course, more than one absence will have an adverse effect on grades. A student who is absent should contact another class member and write a short (maximum one page) summary of major learnings that took place, to be turned in at the next class meeting. This requirement is to ensure continuity of learning, but is not a make up for the class absence.

University Policies

Policy on Students with Disabilities. Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Policy on Cheating and Plagiarism. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Please see the following quote on integrity borrowed from a professor: *"For me, the answer is that integrity is important in this course precisely because integrity is important in all areas of life. If we don't have integrity in the small things, if we find it possible to justify plagiarism or cheating or shoddy work in things that don't seem important, how will we resist doing the same in areas that really do matter, in areas where money might be at stake, or the possibility of advancement, or our esteem in the eyes of others
Personal integrity is not a quality we're born to naturally. It's a quality of character we need to nurture, and this requires practice in both meanings of that word (as in practice the piano and practice a profession). We can only be a person of integrity if we practice it every day."*

Computers. At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a

printer) with all the recommended software. Please see the instructor if you have questions about this policy.

Course outline

Due to the integration of this course and EAD 272 Curriculum, some activities and dates will be modified.

Session 1: January 23

Introduction to the course

Course overview and activities

Deprivatizing our work with Dr. Anthony Alvarado

Establishing norms for our work

Assignment(s) for the next class session:

Obtain the required textbook (and recommended text if desired)

Read Glickman Ch. 1, 2, and 3

Read article posted on Blackboard

Write a one page summary and reflection on all the assigned readings (synthesize)

Session 2: January 30

Clinical supervision

Presentation and professional development activity (Anecdotal Records)

Discussion of assigned readings and reflections

Educational platform dates are selected

Assignment(s) for the next class session:

Read Glickman chapters 14 and 16

Read Acheson & Gall (Communication techniques #1-7 p. 113-118 and Conference techniques #1-7 p. 125-133)

Session 3: February 6

Preconference and classroom observation techniques

Introduction to coaching language

Assignment(s) for the next class session:

Read Glickman chapters 6 through 11

Conduct a pre-conference and observe a teacher and write a one-two page objective summary of the pre-conference and the observation (include your original notes). Do not conduct a post-conference yet.

Read Acheson and Gall (Conference techniques #8-11 p. 136-143)

Complete the Advancement to Candidacy Form if you have not yet done so

Session 4: February 13

Conference techniques and strategies

Presentation and professional development activity

Developing a strategy for your post-conference

Educational platform introduction

Introduction to building professional learning communities

Assignment(s) for the next class session:

Read Glickman Ch. 4, 5, and 12

Do the Supervisory Beliefs Inventory and Appendix A – What Is Your Educational Philosophy? (not to be handed in)

Read materials found on Blackboard regarding the educational platform and the next session

Conduct a post-conference with the person you observed and briefly write up the conference

Session 5: February 20

Walkthroughs and focused walks for instructional supervision

Developing a focused walk protocol for your school

The Downey 3-minute walkthrough model

Meeting staff needs (adult learners)

Review of pre- and post-conferencing

Assignment for the next class session:

Read materials on Blackboard

Session 6: February 27

Supervision and coaching review

Introduction to the supervision exercise (due April 10)

In-class reading and discussion of materials

Educational Platform presentations (2)

Assignment(s) for the next class session:

Read materials on Blackboard

Note: Week Six will include classroom walkthroughs at local sites

March 6: ACSA Student conference

5:00 – 7:00 PM Location to be announced – Attendance is required

Session 7: March 13

Standards and supervision

The standards that we use (CSTP / CAPSLs)

The Springboard Schools philosophy and processes

Educational Platforms

Read Glickman chapter 17

Session 8: March 20

Motivation, Leadership, and Group Development

Group development activities

In-class reading and discussion of related materials

Educational Platforms

Assignment(s) for the next class session:

Read Glickman chapter 18

Session 9: March 27

Professional development

Presentation and discussion of the PD needs of your site

Second midterm quiz/examination

Educational Platforms

Assignment(s) for the next class session:

Read materials found on Blackboard (data and conferencing)

Develop a table of professional development needs for your site (see detailed explanation of this exercise on Blackboard)

Clinical supervision exercise due after break

Spring Break: March 30-April 8

Session 10: April 10

Using data to guide instruction

Data and conferencing activity

Educational Platforms

Supervision Exercise due

Assignment(s) for the next class session:

Read materials found on Blackboard (data and conferencing)

Session 11: April 17

Putting it all together: Supervision, Coaching, and Professional Development

Small and large group activities

In-class reading and discussion of materials.

Educational platforms

Assignment(s) for the next class session:

Read Glickman chapter 21

Read materials on Blackboard.

April 20: Character Education Conference (details will be provided)

Session 12: April 24

Personnel issues: Recruiting, hiring, and documenting

Guest presentation on personnel issues

Educational platforms

Assignment(s) for the next class session:

Write personnel recommendations (see instructions on Blackboard)

Read Glickman chapter 22

Prepare for the culminating exercise and final exam

Session 13: May 1

Review of topics

From individual to group

From supervision to evaluation

From clinical to coaching

Educational platforms (make ups)

Assignment(s) for the next class session:

Prepare for the culminating exercise and final exam

May 3: Research Symposium (details to be announced)

Session 14: May 8

Practice exercise for the culminating exercise

Assignment(s) for the next class session:

Prepare for the culminating exercise and final exam

Final examination session and culminating exercise:

May 15, 5:45 – 7:45 PM

Written Final examination due at the beginning of the period

Addendum to syllabus Guidelines for Assignments

Guidelines for Written Assignments

Written assignments provide an opportunity to provide feedback to the professor to demonstrate depth and breadth of understanding. The student of educational administration should have by now developed a writing style that flows smoothly from one idea to the next. Well organized writing is clear and easy to understand, utilizing appropriate transitions and/or headings whenever necessary. Of course, any writing to be turned in, except notes, will be completely free of spelling and grammatical errors. All written assignments shall be clean, typed, double spaced, use a standard 12 point type font, and use APA style for references.

The following elements will be considered in evaluating written assignments:

1. The ability to effectively analyze and synthesize material from the class and from the text and other materials.
2. The ability to draw from new learning and to demonstrate application of the concepts in your personal and professional life.
3. The ability to evaluate application of ideas and to analyze perceived growth taking place during this course.
4. The depth of personal reflections on the content learned.
5. The clarity of expression, spelling and grammatical correctness.
6. When necessary, organizational elements such as cover page, table of contents, reference page, bibliography, and so on.

All written assignments in the course are graded. Points are subtracted from the total if the requirements above are not met:

0 points taken off –	All guidelines are met.
1 – 10 points taken off –	One guideline is not satisfactorily met, or more than one spelling or grammatical error per page is present.
10- 30 points taken off –	Two or more of the guidelines are not satisfactorily met, or more than two spelling and/or grammatical error per page are present.

Guidelines for Participation and Leadership

During some class sessions, students will be asked to conduct thoughtful discussion and analysis of assigned materials and/or issues with their peers. At other times, students will be assigned application exercises, either in their school setting or in class sessions. Such activities provide opportunities to practice leading others, as you would lead a faculty, in discussion and activities that could be valuable to teaching and student learning. Consider carefully how to focus on significant elements, maintain the interest of the group, and to promote learning.

Tardiness and absences detract from your participation and leadership. Students who are tardy or absent on more than one occasion will have points taken off accordingly.

Grading of Participation and Leadership:

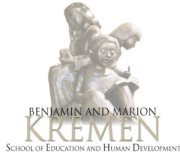
Your participation, along with tardies and absences will be converted to a numerical grade representing a scale from 100% to 0%. You are required to attend the complementary activities (ACSA student charter conference and research symposium.)

Guidelines for Educational Platform

See the detailed information in the materials found on Blackboard for guidelines.

Guidelines for Supervision Exercise

See the detailed information in the materials found on Blackboard for guidelines.



Kremen School of Education and Human Development

Vision

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission

The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Goals

- To be a model for collaboration with higher education and K-12 colleagues
- To prepare professionals who are committed to leadership and service in diverse community settings.
- To prepare education professionals who have a command of content knowledge and pedagogy and who continuously strive to improve their practice.
- To integrate performance assessment as a key evaluation technique in each of our programs.
- To support the lifelong development of practicing professionals with services and programs including the doctorate.
- To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.
- To be a national demonstration site for exemplary practices in education and counseling.
- To be at the cutting edge of the application of best practice models and educational technology.
- To sustain a university work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.
- To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.
- To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.



Kremen School of Education and Human Development

Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities

Reflection

Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.

Critical thinking

Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.

Professional ethics

Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.

Valuing diversity

Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity..

Collaboration

Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.

Life-long learning

Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.
