

OFFICIAL SYLLABUS

DISCIPLINE: EDEL
COURSE: 614

I. Catalog Entry

EDEL 614: Supervision and Evaluation of Instruction

Prerequisites: Graduate standing.

Credit Hours: Three (3) Lecture

Course Description: Masters degree students (or graduate licensure students) will study the processes, techniques, and problems associated with supervision, evaluation, and improvement of classroom instruction and instructional programs in K-12 schools. They will examine the roles of school administrators and instructional supervisors in the evaluation of people and programs associated with instruction with a focus on improved student learning.

II. Detailed Description of Content of Course

This course will examine the school as a community of learners and the interdependence of people and programs. While examining these issues the course will focus on instructional supervision and transformational leadership. As part of the content of this course, characteristics of effective and exemplary schools will be presented along with theories of supervision. Course content also includes the incorporation of planning for instructional supervision. Included in the study of instructional supervision will be leadership job responsibilities, varied methods of assessment and time management. Learning styles will also be closing reviewed by examining learning style theory and how to turn that theory into practice. The course will explore the issue of teachers as adult learners and look at the stages of development and the influences found in teacher development. The development of supervision and supervisory models are presented in the content as well as looking at the continuum of supervisor behavior. Current research will be provided with respect to the evaluation of instructional programs and the specific need for the use of data in such evaluation programs. Staff development will be introduced with appropriate models provided to develop appropriate staff development programs. The content of the course also provides methodologies for the use of direct assistance to teachers through clinical supervision, mentoring, peer coaching and modeling.

III. Detailed Description of Conduct of Course

Course readings will serve as a primary content basis for in-class discussions. As instructors, current or former school administrators will familiarize students with a range of effective approaches to supervision. Case studies and role-play exercises will be used in conjunction with material related to issues involving the evaluation of personnel. Twenty hours of structured field experiences with

on-site mentor principals and/or supervisors will also be required for completion of the course and will be discussed in class. A class project will relate directly to the embedded field experience. A variety of written and/or oral assignments (research reviews, reflective writings, narrative responses, journals, formal papers, book talks) will be assigned to help students formulate their personal supervisory styles. Group and individual tasks will be used to process and reinforce information/skills and for class sharing. Lectures by the professor are utilized to supplement and reinforce course readings. Videos may provide additional content for personal reflection and/or class discussion. Internet searches will provide an additional source for acquiring related course content.

IV. Goals and Objectives of the Course

The codes listed below refer to: National Council for Accreditation of Teacher Education (NCATE), Virginia Department of Education Standards for Administration and Supervision (VAS), and Interstate School Leaders Licensure Assessment (ISLLC).

Goals, objectives, and assignments in this class address NCATE Standard 1e., 1f. and 1g.

After successful completion on this course, candidates will:

1. Demonstrate knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity. (VAS-A) (ISLLC-2)
2. Detail principles of student motivation, growth, and development as a foundation for age- and grade-appropriate curriculum, instruction, and assessment. (VAS-A.1 with a focus on the evaluation of good, age-appropriate instructional programs and practices) (ISLLC-2)
3. Demonstrate understanding of the importance of collaborative leadership in gathering and analyzing data to identify needs and implement school improvement plans that result in increased student learning. (VAS-A.2 with a focus on the appropriate evaluation of people and programs to foster increases in student achievement.) (ISLLC-2)
4. Detail the importance of collaborative planning and the implementation of a variety of assessment techniques, including the examination of student work, that yield individual, class, grade level, and school level data as a foundation for identifying existing competencies and targeting areas in need of further attention. (VAS-A.4 with a focus on the evaluation of people and program to promote increases in student achievement.)
5. Identify, analyze, and resolve problems using effective problem solving techniques. (VAS-A.7 with a focus on appropriate administrative supervision of people who work in schools.)

6. Communicate a clear vision of excellence, linked to mission and core beliefs that promote continuous improvement consistent with the goals of the school division. (VAS-A.8) (ISLLC-1)
7. Demonstrate knowledge, understanding, and application of systems and organizations. (VAS-B.)
8. Demonstrates knowledge of systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models. (VAS-B.1) (ISLLC 2)
9. Align organizational practice, division mission, and core beliefs for developing and implementing strategic plans. (VAS-B.2 with a focus on school leaders demonstrating a model for supervision by modeling and upholding the school's agreed-upon core beliefs.) (ISLLC-1)
10. Analyzing information sources and information processes including data collection and data analysis strategies. (VAS-B.3 with a focus on the evaluation of people and programs using data to inform decisions)
11. Use data as part of ongoing program evaluation to inform and lead change. (VAS-B.4 with a focus on appropriate program evaluation)
12. Develop a change management strategy for improved student outcomes. (VAS-B.5 with a focus on required or needed change being based on appropriate program assessment and evaluation)
13. Develop empowerment strategies to create personalized learning environments for diverse schools (VAS-B. 6 with a focus on the evaluation of people in schools to support increased student learning.)
14. Demonstrate effective communication skills including consensus building, negotiation, and mediation skills. (VAS-B.7 with a focus on improved supervisory skills to support increased student achievement.) (ISLLC-4)
15. Demonstrate knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations. (VAS-C with a focus on improvement of supervisory leadership skills) (ISLLC-3)
16. Align curriculum, instruction, and assessment of the educational program to achieve high academic success at the school and division/district level. (VAS-C.1 with a focus of assessment and evaluation of people and program to promote increased student success.) (ISLLC-2)
17. Demonstrates appropriate principles and issues of supervision and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community. (VAS-C.2) (ISLLC-2)
18. Practice making management decisions that ensure successful teaching and learning including, human resource management and development, theories

of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models. (VAS-C.3 with a focus of appropriate supervisory leadership to lead staff in school improvement and increased student learning.) (ISLLC-3)

19. Apply data driven decision making to initiate and continue improvement in school and classroom practices and student achievement. (VAS-C.8) (ISLLC-2,3)
20. Demonstrate knowledge understanding and application of the conditions and dynamics impacting a diverse school community. (VAS-D) (ISLLC-4)
21. Demonstrate abilities to work collaboratively with staff to support the success of diverse populations. (VAS-D.2) (ISLLC-4, 2)
22. Communicate effectively in two-way settings and during times of consensus building and negotiation. (VAS-D.4 with a focus on modeling appropriate behaviors for those being supervised.) (ISLLC-2, 4)
23. Demonstrate knowledge understanding and application of the purpose of education and the role of professionalism in advancing educational goals. (VAS-E)
24. Demonstrate a historically-grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior. (VAS-E.1) (ISLLC-5)
25. Integrates high quality, content-rich, job-embedded professional learning that respects the contribution of all faculty and staff members in building a diverse professional learning community. (VAS-E.2) (ISLLC-2)
26. Articulate and reflect on theories of leadership and their applications in decision-making in school settings. (VAS-E.3 with a focus on differentiated supervision based on different individuals and situations)
27. Demonstrates an intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions. (VAS-E.4) (ISLLC 5)
28. Model intentionally and purposefully continuous professional learning and collegial and collaborative work among all members of the school community to support and enhance the collective capacity. (VAS-E.5 with a focus on school leaders modeling appropriate professional behaviors to support and enhance increased student learning) (ISLLC-2)
29. Demonstrate knowledge understanding and application of basic leadership theories and influences that impact schools. (VAS-F)
30. Detail leadership theories from an historical perspective and organizational theory, learning organizations, and current leadership theory. (VAS-F.2 with a

focus on assisting students in the development of their own supervisory platform.)

31. Detail embedded learning experiences and learning strategies through course assignments that ask students to identify and resolve specific school issues associated with the content of this course. (VAS-G)
32. Detail experiences from this course that compliment, implement, and parallel the curriculum for this course. (VAS-G.1) (ISLLC-7)
33. Emphasize and articulate course-related activities that promote practical application of course content to real-life school administration. (VAS-G.2) (ISLLC-7)
34. Demonstrate that a school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (ISLLC-2.)
35. Demonstrate that a school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC-5)
36. Demonstrate that a school administrator is an educational leaders who promotes the success of all students by facilitating the development, articulation, and implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC-1)
37. Demonstrate that a school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. (ISLLC-6)
38. Demonstrate that a school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (ISLLC-4)
39. Demonstrate that a school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (ISLLC-3)

V. Assessment Measures

All instructors of this course will assess students in the following ways:

- A written and/or oral assignment where students detail their individual supervisory platform.
- An oral and/or written assignment in which students design a program evaluation

based on a stated need within their school.

- A written and/or oral assignment in which students read a book on leadership and present a “book talk” to peers .

Additionally, instructors will choose at least two assessment measures from the following to assess learning in this course:

- Written responses to assigned case studies.
- Small group projects related to supervision and/or evaluation of instruction
- Response journals to assigned readings (to aid students in processing and reflecting upon content)
- Class participation in discussions and small group activities.
- A research paper related to course content.
- Mid-term and/or Final examination on course content.

Technological proficiency must be demonstrated in written assignments, electronic mail communications, and correspondence.

VI. Other Course Information