

ED 541B Supervision of Instruction
3 Credits

Course Description:

This course is designed to review/discuss the foundations of a teacher supervision and evaluation system which includes emphasis on adult learning theory, classroom supervision/coaching, supervision which promotes professional growth, principles/standards for effective teacher evaluation and performance-based approaches to teacher development/school improvement that are closely aligned with student learning outcomes. The emphasis of this course will underscore the professionalism of teaching by discussing how teachers can actively participate in determining the focus of their professional / outcomes while emphasizing student learning as their core mission.

Goals of the Course:

Review the historical perspectives/data regarding the research on the supervision of teaching and lessons learned about teacher evaluation.

Reconceptualize the role of supervision and evaluation within the context of current/future learner needs and expectations from the society in general.

Analyze the components of a comprehensive teacher supervision/coaching/evaluation system.

Review differentiated supervision strategies to include preservice teachers, novice teachers, marginal teachers, teacher leaders, team-teaching partners.

Transform the concepts related to supervision/teacher evaluation which may appear stagnant or “negative” by those involved-- to a system which represents formative development processes while one is actively learning new strategies/practices—resulting in the development of a culture representing expertise and capacity to be considered a productive “learning community” of professionals.

Differentiate the intents/practices of formative evaluation concepts and purposes with those of summative evaluation concepts and purposes.

Required Texts/Reading:

Nolan, James F. Jr. and Hoover, Linda A. *Teacher Supervision & Evaluation: Theory into Practice*. Second Edition: John Wiley & Sons, Inc., 2008. ISBN-13 978-0-470-08405-2

Danielson, Charlotte and McGreal, Thomas L. *Teacher Evaluation to Enhance Professional Practice*. Alexandria: ASCD, 2005. ISBN 0-87120-380-4

Aseltine, James M.; Faryniarz, Judith O.; Rigazio-DiGilio, Anthony J. *Supervision of Learning*. Alexandria: ASCD, 2006. ISBN-13 978-1-4166-0327-6

Course Requirements:

150 point scale to be used for total assessment of all three expectation areas:

Class Discussion (50 points)—Active and focused participation in class discussions required for each session. A framework for participation will be distributed/discussed at the first session (which will reflect a range/variety of thinking and leadership strategies to be developed based upon content focused on throughout the semester).

Class Presentations (50 points)—Each student will function in the role of classroom teacher, teacher leader or supervisor at various times throughout the course as scenarios are conducted to provide “reality-based” teacher evaluation/supervisor observation practice sessions. A major project will be designed by each student (representing different content areas/grade levels) to demonstrate the role as supervisor in a “realistic school-based “ experience; all class members will have the opportunity to actively participate as teachers at times and as supervisors at times. This project will be developed based on the principles/concepts/practices studied during the first half of the semester and implemented within the class on specific dates. Feedback will be provided to presenters based on rubrics also developed in class projects. Such experiences will allow students to demonstrate the degree of knowledge/skills attained regarding observation/supervision strategies focused upon throughout the semester. Open discussion will be the format for providing input with persons functioning in teacher leader/supervisory roles within these experiences.

Written Project (50 points)—Each student will 1) keep a professional journal documenting learning experiences/insights and 2) create an individualized version of a teacher performance evaluation that reflects one’s learning from this class as well as from the additional supplementary learning experiences. These teacher performance evaluation plans will be shared within the class; all class members will have the opportunity to provide input through “teamwork” on a) what would they suggest be done differently? and b) what appears to be effective/on target in the framework—and should be included in a formal evaluation plan. Such peer analysis will be developed upon concepts/practices covered within the class/class resource material/perspectives of what has been learned through analysis in class experiences/research data available from other professional sources.