

Manhattan College
EDUG 747

ED 747

Supervision for the Improvement of Instruction

Spring 2011

Saturdays – 1/29, 2/12, 3/5, 4/2, 4/16, 5/7

9:00 a.m. – 3:30 p.m.

Instructor: Sr. Mary Ann Jacobs, SCC

**Office Hours: 8:15-8:55 class days –
by appointment**

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Course Description

Role of the principal, supervisor, unit head, department chairperson in enhancing the learning process; review, analysis and critique of existing models of instruction and supervision, techniques for providing instructional leadership through laboratory process, simulation. Planning with college to provide experiences for new teachers to enhance student learning. Field experience required.

Course Texts and Required Readings:

DiPaola, M. F. & Hoy, W.K. (2008). *Principals improving instruction: Supervision, evaluation, and professional development*. New York, NY: Pearson Education, Inc.

Recommended Course Text for Supporting Instruction

McEwan, E.K. (2002). *Seven steps to effective instructional leadership*. Thousand Oaks, CA: Corwin Press.

Recommended for your professional bookshelf:

(1994). *Effective teacher evaluations: A guide for principals*. Gaithersburg, MD: Aspen Publishers.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. & McGreal, T.L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Glanz, J. & Neville, R.E. (1997). *Educational supervision: Perspectives, issues, and controversies*. Norwood, MA: Christopher-Gordon Publishers.

Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

Sullivan, S. & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin Press.

Strong, R.W., Silver, H.F., & Perini, M.J. (2001). *Teaching what matters most: Standards and strategies for raising student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Tucker, P.D. & Stronge, J.H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Professional Requirements include, but need not be limited to:

- cell phones silenced or turned off (emergency number 718-862-7333; identify room where class takes place),
- punctual attendance
- enjoy refreshments before class or during the break (not during class)

NYS Content areas treated in this strand:

participants in ALL courses in the School Building Leadership Program at Manhattan College will give evidence of having acquired, developed or enhanced the knowledge and skills to:

- (a) *Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet State learning standards*
- (b) *Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view and building understanding through direct and precise questioning*
- (c) *Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;*
- (d) *Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*
 - (2) *instructional strategies and the integration of technology;*
 - (8) *student, family, and community relations;*
- (e) *Effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition;*
- (g) *Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic;*
- (k) *Apply statutes and regulations as required by law, and implement school policies in accordance with law;*
- (l) *Maintain a personal plan for self-improvement and continuous learning*

In addition, participants in any course in the Supervision strand will also give evidence of having developed, acquired, or enhanced the knowledge and skill to:

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- *Lead comprehensive, long-range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to:*
 - (3) *classroom organization and practices;*
 - (4) *assessment;*
 - (10) *planning with colleges for providing curricula and experiences for college students preparing to become educators that will enhance their learning and the learning of the school's students*
- (f) *Establish accountability systems for achieving educational goals and objectives*
- (h) *Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development*

Learning Outcomes and Assessments

Outcomes	Assessment
Participants will: A. know and understand theories, principles, and concepts of: - teaching and learning process - existing models of instruction and supervision - providing instructional leadership B. be able to: - align curricular goals and objectives with instructional goals and student-centered outcomes - use a variety of supervisory models to improve teaching and learning (clinical, developmental, cognitive, and peer coaching) - apply observation and conferencing skills - create school-wide professional improvement plan - assist teachers in developing individual professional improvement plans - develop an ethical and productive school culture - create an effective instructional program and a comprehensive professional staff development plan - design a safe and efficient learning environment - use research and evidence to formulate strategies to achieve the school's instructional goals - assess and respond to the staff's and student's professional and educational needs C. be disposed to: - personal mastery - critical and creative thinking - learn from a variety of sources - hold an experimental frame of mind - apply learnings to "real life" - contribute to group learning	1-3. Selections and choices from readings, viewings, and written submissions: log, Course Related Leadership Activity, collaborative assignments, learning exhibit; case analysis, portfolio - Assignments - Classroom observations - Written observation reports - Supervisory plan and manual - School and individual professional improvement plan and growth statement - CRLA Project - Case analysis 1-7 Class participation, attendance, assignments, readings, course project and learning exhibit, leadership activities, personal learning plan

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7. share learning	
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Course Requirements

1. Attendance and Punctuality (40%)
punctuality, in class attendance, preparation for and participation in class activities, assignments, and class discussions; contributions to group learning; case analysis, attendance reflection; reading and textbook assignments
2. Supervision Manual (15%)
portfolio presentation of your Vision for Teachers and Vision for Professional Growth, Standards of Performance (such as the 5 Domains), Forms to be used, and professional reading (summary and reference) for using supervision to improve instruction.
3. Personal Learning Plan and Growth Statement (10%)
prepare and present learnings of the course and on-going learning in the area of supervision
4. Field Experience/Leadership Activities (35%)
site visits to classrooms to observe and evaluate teaching/learning strategies; written reports and simulations to demonstrate learning leadership; learning leadership project; CRLA summary and log.

ED 747 Proposed Schedule of Course Activities

Date	Class Activities/Topics	Assignments
Session 1	<i>Supervision: Effective Teachers and Teaching</i> ▪ models of effective teachers – skills and person ▪ use different formats for gathering data on effective instruction ▪ examine the five evaluation domains for effective teaching ▪ examine the ISLLC Standards for effective instructional leadership ▪ examine models for classroom supervision (Chapter 4) ▪ models of walk through observations ▪ case analysis – pp. 79-80 ▪ course overview	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 2 & 4 <i>Leadership Activity:</i> Work with another teacher or department to identify an academic learning need at your school. Visit each other's classes at least twice before the next class to gather "observable" evidence. Use the observation form on p. 208. CRLA summary report <i>Attendance Reflection</i>
Session 2	<i>Linking Instruction and Supervision</i> ▪ Clinical Supervision model – Chapter 5 ▪ lesson pre-observation conference and post-observation conference and report ▪ study the domain, standards, and performance indicators for Domain 2 –	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 5 and 6 <i>Leadership Activity:</i> With your colleague(s) select one Domain (1-4) p. 249 you will use for improving student learning. Observe at least two classes using the

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	Instruction ▪ use Domain 2 for evaluating teacher effectiveness ▪ Case Analysis – pp. 27-28	corresponding Domain <i>Sample Interim Review Form</i> – Appendix C for supervising the lessons. Conduct a pre- and post- observation conference for both lessons. Do a formal write up on one of the lessons. CRLA summary report <i>Attendance Reflection</i>
Session 3	<i>Supervision Leading to Evaluation</i> ▪ Supervisory skills (Chapter 6) ▪ Determining strategies that work and find articles ▪ Case analysis – pp. 102-103 ▪ Addressing poor instructional performance ▪ Domain 3 (Classroom Community) ▪ Domain 4 (Communication and Community Relations) ▪ Interim Review Form ▪ Professional Remediation plan – p. 258	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 10 <i>Leadership Activity:</i> ▪ Find a research-based strategy that could be used to improve teacher performance in the specified Domain ▪ Share the article with your colleague(s). Use article to plan lessons. ▪ Observe two lessons with the teacher implementing the strategy. Conduct post-observation conference and discuss effectiveness of strategy. ▪ Do a formal write up on one of the lessons. CRLA summary report <i>Attendance Reflection</i>
Session 4	<i>Professional Goal Planning for Improvement of Student Learning as a Follow-up to Evaluation</i> ▪ Review Summative Evaluation Forms ▪ Case analysis – pp. 160-162 ▪ Supervision and professional development ▪ Create a school improvement plan with goals (Chapter 9) ▪ Domain 1 (Planning and Assessment)	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 7 and 8 <i>Leadership Activity:</i> ▪ Revisit your plan for improvement with your selected teacher. Observe your teacher for at least one other full class period or for three or four walk-through class sessions to ▪ Create a professional development plan with your teacher using SMART goals. ▪ Complete your manual CRLA summary report <i>Attendance Reflection</i>

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Session 5	<i>Next Steps in Using Supervision and Evaluation to Improve Instruction</i> ▪ Implementing evaluation ▪ Domain 5 – Professionalism ▪ Case analysis – p. 243 ▪ Teacher induction programs ▪ Personal learning plan and growth statement ▪ Leadership project - presentations	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 12 <i>Attendance Reflection</i> <i>Personal Learning Plan and Growth Statement</i> <i>Portfolio</i>
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Learning Leadership Project

You will work with another teacher or a department in your school to improve student learning through supervision. Together with your colleague(s), you will focus on one of the Domains of Performance (p. 249 – Domain 1, 2, 3, OR 4). You will conduct supervision practices after each session as described in the assignment section of this course outline.

1. For each part of the leadership activity you will also submit a CRLA summary of one page on the leadership topic. The summary includes your reflections on the assigned leadership activity after each class that you conducted "back home" to apply your leanings in supervision. The summary must be **submitted by 3:00 p.m. the Thursday before the next class session.**

The summary consists of three paragraphs explaining:

1. What happened? (what was the leadership activity?)
2. What was your reaction? (what was your experience with the activity? how did you feel? -- encouraged, confused, eager, enjoyed it, puzzled by it, frustrated, satisfied, pleased, etc., etc., etc.)
3. What use will you make of the experience and your reaction to it? (What application will you make to your current position? How will you use your learnings and reactions as a learning leader in your classroom, school, district or diocese? What use will you make of it in a future position you would like to hold?)

Include a copy of each summary in your program portfolio under the section of Supervision. Include your log sheet and your CRLA cover sheet.

2. Develop a supervision manual as you develop this leadership activity. Included in your manual will be:

- a. Vision for Teachers and Vision for Professional Growth
- b. Standards of Performance (such as the 5 Domains)
- c. Forms to be used: (these may be published forms, forms you adapt, or your own)
 - 1) Walk Through
 - 2) Pre-observation
 - 3) Forms for collecting observable data
 - 3) Post-observation write up
 - 4) Summative
 - 5) Remediation
 - 6) Personal Learning Plan
- d. Professional reading (summary and reference) for using supervision to improve instruction

Include this manual in the portfolio.

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3. Create a visual and oral presentation of the leadership project to share with colleagues in class in the final class session.

Personal Learning Plan

Create a personal learning plan as a follow-up to your learnings about supervision. Include a current assessment of your own performance of supervision, a SMART goal; specific action steps to reach the goal; and how you will be coached in the process.

Submit this one-page plan in Blackboard within two weeks of the final class session.

Attendance Reflection

After each class reflect on your own class attendance. In a brief reflection of 75-100 words comment on:

1. your punctuality – beginning of class, on returning from breaks
2. your preparation for class
3. your participation in class activities and discussion
4. your contribution to group learning

Submit to Blackboard no later than the Monday after class by 3:00 PM.

Readings

The textbook for this course is required reading. In addition to these assigned readings, it is expected that you will read other scholarly journals that will contribute to your understanding and application of the principles and theories of this course. Other readings may be assigned.

BIBLIOGRAPHY:

- Bailey, W. J. (1991). *School-site management applied*. Lancaster, PA: Technomic.
- Blanchard, K. & N. V. Peale. (1988). *The power of ethical management*. NY: William Morrow.
- Blanchard, K. & M. O'Connor. (1997). *Managing by values*. San Francisco, CA: Berrett-Koehler.
- Block, P. *The empowered manager: Positive political skills at work*. San Francisco, CA: Jossey-Bass.
- Bolman, L. G. & T. E. Deal. (1984). *Modern approaches to understanding and managing organizations*. S. F.: Jossey-Bass.
- Bramson, R. M. (1981). *Coping with difficult people*. N. Y.: Doubleday.
- Burke, K. (1994) *The mindful school: How to assess authentic learning*. Palatine, IL: IRI Skylight.
- Burns, J. M. (1978). *Leadership*. NY: Harper and Row.
- Candoli, I. C. (1991). *School system administration: A strategic plan for site-based management*. Lancaster, PA: Technomic.

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- Clark, K. E. & M. B. Clark. (1990). *Measures of leadership*. Greensboro, NC: Center for Creative Leadership.
- Conger, J. (1989). *The charismatic leader: Behind the mystique of exceptional leadership*. San Francisco, CA: Jossey-Bass.
- Csikszentmihalyi, M. (1990). *Flow: the psychology of optimal experience*. New York: Harper & Row.
- DeFina, A. (1992). *Portfolio assessment: Getting started*. NY: Scholastic Professional Books.
- Frase, L. and R. Hetzel. (1990). *School management by wandering around*. Lancaster, PA: Technomic.
- Freeman, F., Knott, B. & Schwartz, M. (1997) *Leadership education: A source book*. Greensboro, NC: Center for Creative Leadership.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. NY: Basic Books.
- Hackman, J. R. (Ed.) (1990). *Groups that work (and those that don't): Creating conditions for effective teamwork*. S.F.: Jossey-Bass.
- Harvey, J. (1988). *The Abilene paradox and other meditations on management*. Lexington, MA: D. C. Heath.
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- Hostrop, E. (1983). *Managing education for results*. 3rd ed. CA: ETC Publications.
- Houston, W. (1986). *Mirrors of excellence*. Reston, VA: Association of Teacher Educators.
- Hoy, W. K. & P. B. Forsyth. (1986). *Effective supervision: Theory into practice*. NY: Random House.
- Knoll, M. (1987). *Supervision for better instruction*. NJ: Prentice-Hall.
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- Kouzes, B. M. & B. Z. Posner. (1987). *The leadership challenge: How to get extraordinary things done in organizations*. CA: Jossey-Bass.
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- Kushner, S. R. (1982). *Action-theory congruence and the exercise of transformational leadership*. Ann Arbor, MI: UMI.
- Kushner, S. R. (199-). *New ways of looking at conflict*. Bulletin . Alexandria, VA: NASSP.
- LaBella, A. & D. Leach. (1983). *Personal power*. CO: New View Press.

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- Loucks-Horsley, S., & Hergert, L. F. (1985). *An action guide to school improvement*. Alexandria, Va: Association for Supervision and Curriculum Development.
- Mager, R. F. (2nd ed.) (1984). *Goal analysis*. CA: Pitman Learning.
- Mager, R. F. (2nd ed.) (1984). *Measuring instructional results*. CA: Pitman Learning.
- Mager, R. F. (2nd ed.) (1984). *Analyzing performance problems*. CA: Pitman Learning.
- Manz, C. & Sims, H. (1989). *Superleadership: leading others to lead themselves*. New York: Berkeley Books.
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- Peters, T. & Waterman, R. (1982). *In search of excellence*. New York: Harper and Row.
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- Peters, T. (1988). *Thriving on chaos*. NY: Harper and Row.
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