

MANHATTAN COLLEGE



EDUG 747

**Supervision for the Improvement of Instruction
Fall, 2013 Wednesdays, 6:30**

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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 by department for your professional bookshelf:

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

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.

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.

Attendance:

All students are expected to attend punctually every scheduled meeting of the course. Poor attendance will affect your grade. If your absences exceed twice the number of weekly meetings, your grade will be lowered. If you are absent excessively, you can expect to fail the course. Arriving late to class can affect your grade as well.

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:

- *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 - share 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 - 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

Course Requirements and Weighting

1. Class Contribution and Assignments (20%)
punctuality, in class attendance, preparation for and participation in class activities, assignments, and class discussions; contributions to group learning; reading and textbook assignments; collaborating with new teachers and teachers to be; holding an experimental frame of mind, applying learning to real life situations.
2. In-Box Assessment (Mid-Term) (20%)
3. Course Related leadership Activity (30%)
site visits to classrooms to observe and evaluate teaching/learning strategies; written reports and simulations to demonstrate learning leadership; complete and timely submission of each task; CRLA summary and log.
4. Case Analysis (15%)
Present the supervision case analysis based on the rubric.
5. In-Box Scenarios (15%)
Individual response and group discussions with regard to actual scenarios requiring administrative decisions.

Plagiarism

In college, we read and critically explore ideas that represent the intellectual property of researchers and scholars. Just as stealing another's property is wrong in everyday life, so also is the taking of someone's intellectual property without giving the creator/author credit. Plagiarism is the presentation of others' language, ideas and thoughts as if they were our own.

The Latin word *plagiarius* means "kidnapper." Plagiarism is taking another's intellectual property without the owner's permission or without acknowledging the source. Whether the plagiarism occurs purposefully or carelessly, the offense is serious and carries severe academic penalties.

How Can Students Prevent Plagiarism?

Students must carefully use citations to credit:

- Ideas that are not common or general knowledge;
- Facts and statistics from published research;
- Graphs, charts, and diagrams from published research;
- The exact words of another in spoken or written form (quotations);
- Material published in books, magazines, encyclopedias or journals;
- Material from electronic on-line sources;
- Material written by other students or individuals;
- Material obtained from paper-writing "services."

Grading

Students will receive weighted points for each assignment, etc. based on rubric and assessment of presentation. Points gained will be divided by the total number of possible points allotted throughout the semester. This point value will be represented on a letter scale created by the instructor.

The grades used to indicate the quality of the student's performance in every course are as follows: *A* means excellent, *B* means good, *C* means satisfactory, *D* means poor but passing. *F* means failing. For the purpose of computing grade point averages, the corresponding numerical equivalents for letter grades will be used:

Grade	Quality Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0.0

ED 747 Proposed Syllabus

Date	Class Activities/Topics	Readings and Assignments
Week 1 8/28 ONLINE	Welcome to Supervision for the Improvement of Instruction	<i>Reading:</i> DiPaola & Hoy – Chap. 1 - 2 <i>Assignment:</i> Walk through your school and gather <u>evidence</u> of student learning. Create a list of opportunities and threats based on observed data. ASSIGNMENT – (MOODLE) Personal/Professional Biography
Week 2 9/4	Introduction - The Principal/School Leader - Leadership - Atmospheres (political/social/professional) - Consistency	<i>Reading:</i> DiPaola & Hoy – Appendix A – pp 249-259; Appendix B, C, D <i>Assignment:</i> Research 3 additional evaluation models

	<i>Supervision vs. Evaluation</i> ▪ A Principal's Supervisory Challenge – case analysis – pp 79-80 ▪ Elements of supervision; elements of evaluation <i>Supervision and evaluation terms</i>	Make a table of models of instruction; compare and contrast the tenets of each model
Week 3 9/11	<i>Components of a Good Lesson</i> <i>Supervision Models</i> ▪ Clinical Supervision ▪ Peer Supervision ▪ Approved NYS evaluation models <i>Domains of Effective Instruction</i> ▪ Danielson model – five domains of instruction ▪ Classroom Walk Through <i>Case Analysis – pp. 27-28</i>	<i>Reading:</i> ▪ Handout – Bloom's <i>Assignment:</i> Review your supervision and evaluation reports of the last three years. List your areas of strength and your areas in need of improvement.
Week 4 9/18 ONLINE	<i>Supervisory Process</i> ▪ Diagnostic cycle for improving classroom performance ▪ Problem identification ▪ Diagnosing the cause of problems ▪ Matches and mismatches in classroom performance model	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 5 <i>Assignment:</i> Complete several class visits. Invite a teacher to work with you throughout this class (CRLA)
Week 5 9/25	Using teacher tube or another venue, observe a classroom lesson and prepare an observation report.	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 6 <i>Assignment:</i> Complete observation report.
Week 6 10/2	<i>Pre-observation and Observation</i> • Determining “problem” to address in pre-observation – actual vs. preferred reality • Pre- observation conference • Planning and conducting the observation	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 4 <i>Assignment</i>
Week 7 10/9	<i>Reviewing the Observation</i> EVIDENCE! Reviews of lessons – • Post observation reflection and review • Post Observation Report • Case analysis of lessons	<i>Reading:</i> ▪ DiPaola & Hoy – Chap. 11 <i>Assignment</i> Meet with cooperating teacher to review 1 st observation; determine next steps; plan next observation Write post-observation report –
Week 8 10/16	<i>In Box Assessment (Mid-Term)</i>	

Week 9 10/23	Professional Development - Professional development through supervision - Professional learning communities - NCLB mandates re. professional development - Professional remediation plans	<i>Reading:</i> Appendix A-3; Chapter 7 <i>Assignment</i> Prepare an action/improvement plan
Week 10 10/30	Reviewing the Observation - Video reviews of observation 2 - Post observation reflection and review - Post Observation Report - Case analysis of lessons	<i>Reading:</i> <i>Assignment</i>
Week 11 11/6 ONLINE	Instructional Leadership - ISLLC standards - Creating an instructional calendar - Distributive leadership	<i>Reading:</i> DiPaola & Hoy – Chap. 1 <i>Assignment</i> Bring to next class samples of evaluation forms
Week 12 11/13	<i>Research – Case Law – Tenure and the importance of evaluation (CASE TBD)</i>	<i>Reading:</i> DiPaola & Hoy – Chap. 8 <i>Assignment</i> <i>Plan and prepare final presentation – due 11/20</i>
Week 13 11/20	Evaluation - Evaluation cycle - Performance criteria - Data sources in evaluation - Student achievement data Implementing Evaluation - Legal evaluation systems - Communicating dissatisfaction - Remediation plans - Case analysis – p. 177	<i>Reading:</i> DiPaola & Hoy – Chap. 9 <i>Assignment</i> <i>Plan and prepare final presentation – due 11/20</i>
Week 14 11/27 ONLINE	Professional Learning Plans Case analysis – West peak High School – p. 235 ff. SMART goal setting and analyzing	<i>Reading:</i> DiPaola & Hoy – Chap. 1 <i>Assignment</i> Complete personal learning plan Complete CRLA logs and summaries
Week 15 12/4	CRLA Presentations RECAP/Summary/Ref	

Class Contribution

The graduate program in school building leadership at Manhattan College is responding to global, social, economic and educational trends to address a changing role. It produces school leaders who know how to be collaborative, principle-centered, lifelong learners.

Coursework in being a learning leader is infused with experiential and collaborative learning, action research and technology. This means a commitment to learning that takes place in many ways: formally and informally, experientially and reflectively, through networking with colleagues, participating in workshops and conferences, and by doing formal coursework.

Being a learning leader is a program at Manhattan College designed to enhance, enrich and be influenced by the skills and experiences of its participants. With the contribution of your experience, being a learning leader will remain collegial, responsive and effective.

Class contribution includes punctuality, in class attendance; preparation for and participation in class activities; assignments; and class discussions; contributions to group learning; reading and textbook assignments; collaborating with new teachers and/or teachers to be; holding an experimental frame of mind, and applying learning to real life situations.

Course Related Leadership Activity – Final Project

Throughout this course 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 implementing the Common Core Learning Standards to promote student learning.

This Course Related Leadership Activity project is divided into five tasks. Sequential completion of the tasks is required and the tasks must be completed by the given due date. In this CRLA you will journey with a colleague in observing, planning, reflecting, and evaluating student learning in the area of mathematics or ELA. You will conduct pre-observations and post observations, and conduct and record classroom observations. You will observe the teacher, analyze the teacher's performance, identify strategies to assist the teacher in improving instruction and student learning, and present observable evidence for the improvement.

You will make a final presentation to your colleagues as you demonstrate your ability to enhance the learning process, review, analyze, and critique models of instruction and supervision, and make recommendations for the continued professional development of your cooperating teacher. The final project will be evaluated on the basis of content, application and synthesis of knowledge, proper format and attention to established conventions of English grammar and usage. The completion of each task must be commensurate with graduate level work.

Case Analyses

Throughout this course you will be expected to demonstrate knowledge and decision-making by analyzing supervisions cases. These analyses will be assed using the Case Analysis Rubric.

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. This plan will be evaluated using the rubric for personal learning plans.