Educational Leadership 715:
Supervision and Evaluation of Teaching

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Semester: Fall 2011
Location: WRB 4050
Time: Wed., 4:00 – 6:45

Catalog Course Description

Approaches to improving and safeguarding quality of instruction through classroom observation and feedback, staff development, action research, and accountability in personnel decision making.
Prerequisite: EL 700 or 702 – or permission from the instructor

Purpose

This course is designed to help instructional leaders gain knowledge of supervision and evaluation, including staff development and action research, as well as the skills needed to make responsible personnel decisions and to improve classroom instruction through direct assistance to teachers.

Goals

1. Develop or refine a foundation of research-based knowledge about teacher effectiveness.
2. Develop familiarity with significant contributions to the knowledge base for supervision and evaluation of instruction.
3. Develop concepts and principles of supervision and evaluation.
4. Gain knowledge and skills needed to analyze classroom instruction.
5. Develop skills needed to provide feedback to teachers and, when needed, to prescribe appropriate remediation for ineffective performance.
6. Develop knowledge of legal aspects of teacher evaluation.
7. Build knowledge of staff development and action research.
8. Refine skills of oral and written communication.*

*Note: The effectiveness of educational leaders is often dependent upon their ability to express ideas clearly. Hence, assessment of oral presentations will include attention to clarity, interest, preparation, timing, and appropriateness for the intended audience. Assessment of written assignments will include attention to clarity, grammar, spelling, punctuation, and syntax. The Publication Manual of the American Psychological Association (5th Ed) is the standard for style, although most of the papers in this course are less formal. Students are encouraged to develop and refine word processing skill as a tool for effective writing.
ISLLC Standards

The Department of Educational Leadership, as an NCATE-accredited program, prepares students with reference to standards established by the Interstate School Leaders Licensure Consortium. A full list of these standards will be available on the Department's web page. The particular ISLLC standards which this course focuses on are: 1K5-6; 1P3-4; 1P8-10; 1P14; 2K1-5; 2K8-9; 2K11; 2P1-2; 2P8; 2P17; 2P19; 5K4; 5P2-6; 5P8; 5P15-16; 6K5.

Instructional Methodologies

Class sessions will feature discussions, cooperative learning activities, and lecture presentations and will provide opportunities to actively engage in thinking and learning about the material covered. Videotaped lessons will be available for analysis. Students are expected to come to class prepared to thoughtfully discuss assigned readings and to participate in activities based upon the concepts. Some meetings may be scheduled on WebCT, and students are expected to utilize this medium effectively.

Assessment Criteria

Students will be responsible for completing a variety of assignments during the semester.

1. Participation (20 points)

Students are expected to come to class prepared to contribute to discussion about the assigned reading, their own research, and supervisory experiences. Valued contributions will include active listening as well as speaking activities. Students are also expected to complete WebCampus assignments which will be discussed in class.

2. Written exercises (40 points)

Students will prepare written responses to four end-of-chapter exercises from the list distributed by the professor. One paper will be prepared from each section, A – D. Each paper will be 3-5 pages and worth up to 10 points each. Evaluative criteria include:

- The student raised valid issues regarding supervision.
- The student used sources that are significant and current (last five years).
- The student responded to the exercise in a meaningful way.
- The student wrote in a professional manner.
3. Teacher Clinical Evaluation (40 points)

Students will complete one clinical evaluation cycle on a practicing K-12 teacher. The Owens-Tessler pdf provides an example of what is expected, although there will be considerable variation due to the unique circumstances of each observer/teacher situation.

Text

The required text for the course is:


Tentative Class Schedule EL 715 / Fall 2011

The chart below shows topic areas, resources, etc. for the course. It will be presented in a hybrid format, with a number of sessions taking place online rather than on campus. The schedule will evolve somewhat based on student needs and presenters’ availability.

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<thead>
<tr>
<th>Date</th>
<th>Text</th>
<th>Web Resources</th>
<th>Focus</th>
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<tbody>
<tr>
<td>TBA</td>
<td>Chapters 2-3, 5, 12</td>
<td>Overview of schools</td>
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<td>Chapters 6-11</td>
<td>Developmental supervision</td>
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<td>Chapter 14</td>
<td>Observations</td>
<td>Observation skills</td>
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<td>Chapters 16-17</td>
<td>Conversations about teaching</td>
<td>Helping teachers</td>
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<td>Training dvds</td>
<td>Practice at observing and conferencing</td>
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<td>Chapters 20-21</td>
<td>School-wide impacts</td>
<td>Principal &amp; coach presentations</td>
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<td>Field research</td>
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**Conceptual Framework**

This course is based upon the mission of the Department of Educational Leadership – developing leadership for quality education for all students. Our conceptual framework is devoted to helping students develop a strong fund of knowledge. Among the attributes we aim to develop in future leaders are those of being reflective, possessing a love of learning, and valuing democracy and diversity. We believe educational leaderships is, at its heart, a moral craft, and we are committed to helping prepare effective practitioners of that craft.

As a department we see our students and ourselves as a cohesive community of reflective scholars. Research on schools where students achieve consistently has found that these schools have strong instructional leaders, and our vision and collaborative efforts focus on creating such leaders.

**Accommodation of Students with Disabilities**

Each student who qualifies with a disability is to provide the instructor with a letter from the Disability Resource Center stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the Center at 784-6000.

**Academic Dishonesty**

The *University Catalog* defines the standards for plagiarism and cheating which apply to all programs at UNR; all students are responsible for knowing and abiding by these standards. Plagiarism is defined as “submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion.” Students should note the second part of this definition prohibits giving unethical assistance to others and that such behavior is subject to the same penalties as receiving such assistance.

Students should also be aware that the Department of Educational Leadership expects that work submitted for any course will not be recycled from previous coursework, either within the department or outside. Faculty do recognize that, especially at the doctoral level, students may be developing a research topic which is cumulative (usually leading to a dissertation) and that different aspects of the topic may be explored in more than one course. In such a situation, it is the responsibility of the student to notify a faculty member of previous work done in the area and to provide copies of this previous work to ensure that the new work is a valid extension and elaboration of those efforts. Failure to secure prior faculty approval for the use of related work shall be regarded as plagiarism and subject to the penalties for other forms of academic dishonesty.