

## Marquette University – College of Education



EDPL 6860/8860:  
Supervision of Instruction  
Spring, 2012  
Mondays, 4:30 – 7:10; LaLumiere 210

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by appointment

### Course description:

Supervision of Instruction focuses on creating and sustaining effective teaching and learning environments for students and educators. This course is designed to help teachers, content specialists, and administrators expand their knowledge, skills, and dispositions regarding how supervision can enhance student learning and sustain school improvement. Supervision is approached as a developmental process. The course addresses human relations, supervisory programs and techniques, and evaluations (both formative and summative).

### Required text:

1. Glickman, C., Gordon, S., & Ross-Gordon, J. M. (2009). *SuperVision and instructional leadership: A developmental approach* (8th ed.). Boston, MA: Pearson Education, Inc.
2. Pollock, J. (2007). *Improving student learning one teacher at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.
3. Pollock, J., & Ford, S. (2009). *Improving student learning one principal at a time*. Alexandria, VA: Association for Supervision and Curriculum Development.
4. Other required readings will be available electronically on the D2L course web site. (Access to an Internet-capable computer is required for successful course completion.)

### Intended Learner Outcomes

The goal of this course is for students to develop a rich appreciation of how a developmental approach to supervision can facilitate robust and vibrant teaching and learning in a school community. Students who have successfully completed the course will have articulated a supervisory platform that represents their own approach to supervision of instruction.

Students will build their working knowledge of the Wisconsin Administrator Standards (<http://dpi.state.wi.us/tepd/standadm.html>), particularly these two:

- #3: *The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*
- #4: *The administrator ensures the management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

## Class Format

The class will be conducted as a graduate seminar. Students will be expected to regularly contribute to discussions, present new information, analyze supervisory situations, and work collaboratively with other members of the class.

## Assessments:

Area	Percent of final grade	Date Assessed
Participation	25%	Weekly
Improving Student Learning Pilot Project	25%	Session 9
KSPA 4	25%	Session 14
Supervisory Platform Reflections	25%	Sessions 2, 7, 15

### ***1: Participation (25% of final grade):***

This course strives to cultivate a community of practice (Wenger, 1998). The typical class meeting will consist of discussions of readings and activities to apply the concepts to our practice. We are focused on the ideas, tools, expertise, knowledge, and shared resources that serve to advance effective supervision to promote extraordinary teaching and learning.

***Journal:*** A major part of your participation is discussing readings in class. Toward this end, you are required to submit a journal entry each Sunday before class (due at noon). The entry consists of a critique of the assigned readings (two paragraphs). The first paragraph should cover points of interest to you and strengths of the readings. The second paragraph should identify weaknesses of the readings or aspects you did not understand. I am not expecting a description of the material, but rather your reaction to the assigned readings and a critical self-evaluation of your understanding. Finally, rate your interest in the subject matter, the clarity of the reading, and the importance/merit of the reading to the overall subject matter – each on a scale of 1 to 10. See Appendix A for a rubric.

This reading journal is one of the key components of your participation in class. By reading prior to class, the assignment fosters improved participation. By submitting the write up a day before class, I have the opportunity to tailor our time in class to what is interesting and address areas that need more clarification. The ratings also help me understand which readings are significant and effective.

***Attendance and Participation:*** Given that most learning takes place via discussion and classroom activities, you are required to attend all class sessions, arrive on time, stay the entire class, and return promptly from breaks. If an emergency situation occurs when you must miss all or part of a class, please let me know in writing before your absence. Successful class discussions involve tolerance and respect for the diversity of opinions expressed by your colleagues.

***Opening and Closing of the Class Session:*** All participants are asked to lead a five-minute opening and closing ritual for one class period. This ritual marks the transition into and out of class, and should connect to the course theme in some way. Aligned with the Ignatian pedagogy that imbues Marquette University, this is meant to help us be mindful and reflective in our pursuit of knowledge and theory.

**2: Improving Student Learning Pilot Project (30% of final grade)**

Create a pilot project that applies a specific idea from Pollock (2007) or Pollock & Ford (2009) to your school setting. See Appendix B for a full description.

**3: KSPA 4: Evaluation of Teacher Using Supervisory Model (30% of final grade)**

Employ a supervisory and evaluation model to observe and provide feedback for a teacher. See Appendix C for a full description.

**4: Supervisory Platform Reflections (25% of final grade)**

Reflect on your own approaches to supervision throughout the semester. See Appendix D for a full description.

**NOTE:** All assignments must be submitted electronically through D2L on or before the stated deadline. Late assignments are not accepted without prior approval. If accepted, a late assignment will typically be significantly downgraded.

- *Technical accuracy* (spelling, grammar, usage, citations, paragraphing, etc.) will be required. All writing in class should be formatted according to the Publication Manual of the American Psychological Association (5th ed.).
- *Mature composition skills* (clarity, cohesiveness, varied sentence structure, appropriate vocabulary, etc.) are expected.
- Students taking this at the doctoral level will be held to a higher standard regarding their writing and analysis for the KSPA, and conduct and present an essay book review that addresses topics of the class in conjunction with their research focus.

**Grading procedures:**

This course follows policies of Marquette University on grading and academic honesty addressed in detail in the Graduate Bulletin: <http://www.marquette.edu/grad/current/bulletin.shtml>

<b>A = Excellent</b> (94 – 100%)	<b>AB</b> = 90 – 93%
<b>B = Satisfactory</b> (84 – 89%)	<b>BC</b> = 80 – 83%
<b>C = Minimally acceptable</b> (70 – 79%)	<b>F = Failure</b> (below 70%)

*After you receive your graded work, you may request permission to revise and resubmit it.*

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**Guiding ethos:** This course is aligned with the mission of the School of Education, which promotes an Ignatian view of educators as intellectual, moral, and spiritual leaders, guided by ethics of care and social justice.

**Inclusion:** This course is conducted in a manner that affirms the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class (Marquette University, 2006).

*Accommodations.* Please let me know if you need any special accommodations in the curriculum, instruction, or assessments in this course to enable you to fully participate. Contact me as early in the course as practicable about such accommodations. I will try to maintain the confidentiality of the information that you share with me. If you need to miss class because of a religious observance, let me know at least 2 weeks in advance.

*Campus resources.* If you have questions about campus policies and services you may wish to contact the Marquette Office of Disability Services, Alumni Memorial Union room 317 ([www.marquette.edu/oses/disabilityservices/index.shtml](http://www.marquette.edu/oses/disabilityservices/index.shtml); 414-288-1645)

Appendix A:

<b>Journal Rubric</b>			
	Does not meet expectations  (0 – 1 points)	Meets expectations  (2 – 4 points)	Exceeds expectations  (5 points)
Journal Paragraph 1: interest / strengths of reading	Paragraph is missing, or describes <i>general</i> strengths of the reading(s) and points of interest.	Paragraph describes <i>specific</i> strengths of the reading(s) and points of interest.	Paragraph <i>thoughtfully and insightfully</i> describes specific strengths of the reading(s) and points of interest.
Journal Paragraph 2: weaknesses / questions about reading	Paragraph is missing, or describes <i>general</i> weaknesses of the reading(s) and (if applicable) questions.	Paragraph describes <i>specific</i> weaknesses of the reading(s) and (if applicable) questions.	Paragraph <i>thoughtfully and insightfully</i> describes specific weaknesses of the reading(s) and (if applicable) questions.

A template for your journal entries is available on D2L, with the following components:

Paragraph 1: Describe specific points of interest to you and strengths of the readings

Paragraph 2: Identify specific weaknesses of the readings or aspects you did not understand

Rating:

<b>weak / unimportant</b> ----- <b>strong / very important</b>									
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>

Appendix B:  
**Improving Student Learning Pilot Project**

The purpose of this assignment is pilot a specific idea regarding improving student learning that you generate from the readings and discussions of Pollock (2007) and Pollock & Ford (2009)

**1) Idea for project to pilot – Session 3**

During the first two class sessions we read and discuss these two texts. This will help you generate an idea for a project to pilot in your school context. A brief description of a project (1 page max) is due Session 3. You are expected to refine this as you pilot it.

**2) Progress report on pilot projects – Session 4**

Conduct your pilot project during the following weeks. You will be asked to orally report your progress during Session 5.

**3) Pilot Project Presentation – Session 7**

Present to the class the project you piloted. Your presentation will include two parts:

- Oral presentation to class (10 minutes) with handout (1-2 pages)
- Multimedia artifact (e.g., simple video, basic wiki, slide presentation, Prezi, etc.)

Improving Student Learning Pilot Project Rubric	
Expectation:	Score
Draft of pilot idea is well thought out and described clearly (Session 3)	/2
Steady progress toward implementing the pilot project is evident (Session 5)	/3
Pilot Project Presentation (Session 9)	
<ul style="list-style-type: none"> <li>• Oral presentation clearly describes the content of the project showing mastery of content from the authors (Pollock, 2007; Pollock &amp; Ford, 2009) and thoughtful connections to other course discussions and materials (e.g., Glickman, 2010)</li> </ul>	/10
<ul style="list-style-type: none"> <li>• Handout for presentation serves as useful tool communicating essential dimension of pilot project and its connections to the course literature.</li> </ul>	/5
<ul style="list-style-type: none"> <li>• Multimedia artifact serves as a creative tool for teaching colleagues about the pilot project, and has potential to be used (directly or via modification) in a supervisory capacity in the future</li> </ul>	/10
<b>TOTAL</b>	<b>/30</b>

Appendix C:

**Marquette University – Educational Policy and Leadership**  
Educational Leadership and Certificate Programs  
**Key Summative Performance Assessment #4 (KSPA 4)**  
*Evaluation of Teacher Using a Supervisory Model*

**Wisconsin Standards Addressed:**

**Standard 3** – The administrator manages by advocating, nurturing, and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

**The administrator has knowledge and understanding of:**

- Applies motivational theories
- Diversity and its meaning for educational programs
- Adult learning and professional development models

**The administrator facilitates processes and engages in activities ensuring that:**

- Professional development as an integral part of school improvement
- Professional development promotes a focus on student learning consistent with the vision and goals
- Life long learning is encouraged and modeled
- A variety of supervisory and evaluation models are employed

**Task Description:** Employ a supervisory and evaluation model/instrument to observe and provide feedback for a teacher.

**Directions:**

- I. **Introduction:** Brief description of the background details of this observation cycle, e.g., who will be observed, how long has the person been teaching, what content area (s) will be involved, etc.
- II. **Narrative Description and Analysis**
  - A. **Pre-Conference**
    - Description of Pre-Conference
      - Determination of the **purpose** of the observation, including the identification of specific teacher / student behaviors.
    - Analysis of Pre-Conference
      - Selection of an appropriate **observation instrument** (Glickman, Chapter 14) or other **observation model**
      - Reflection on pre-conference **interpersonal skills**, e.g., listening, clarifying, encouraging, reflecting, presenting, problem-solving, negotiating, directing, standardizing, and reinforcing.
      - Reflection on needed **supervisory behaviors**, e.g., directive control, directive
      - Informational, collaborative, and / or nondirective

**B. Observation / Data Collection**

- Description of Observation and Data Collection
- Analysis of Observation and Data Collection

**C. Post-Conference**

- Description of Post-Conference
  - Presentation of **feedback** and **suggestions for improvement**
- Analysis of Post-Conference
  - Reflection on post-conference **interpersonal skills**, e.g., listening, clarifying, encouraging, reflecting, presenting, problem-solving, negotiating, directing, standardizing, and reinforcing
  - Reflection on clinical cycle **supervisory behaviors**, e.g., directive control, directive informational, collaborative, and / or nondirective
  - Reflection on overall effectiveness of the selected **observation model**

**III. Reflective Summary**

Based on your completed clinical observation cycle, please describe the ways in which you believe that effective developmental supervision contributes to each of the following:

- Increased **teacher motivation** (#3.3)
- **Lifelong learning** and **professional development** (#3.26, #3.8)
- Ongoing **school improvement** and **student learning** (#3.16, #3.21)

**Rating Scale:**

Rating Scale Key: Does Not Meet Expectations-Meets Expectations-Exceeds Expectations

*Criteria for passing this performance assessment (check one):*

- Demonstrates Mastery (All ratings meet or exceed expectations.)
- Does Not Demonstrate Mastery (One or more ratings does not meet expectations)

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Writing guidelines:

**Introduction:** Approximately 500 words

**Narrative Description and Analysis:** Approximately 1200 – 1500 words

**Reflective Summary:** Approximately 1000 words

**TOTAL:** 2700 – 3000 words

Organizational guidelines:

Successfully conducting this observation requires that you invest substantial work to it throughout the semester:

Oral report your progress: Sessions 4 and 9

Final paper: Session 11 (4/23)

**Scoring Rubric Performance Assessment #4**  
***Evaluation of a Teacher Using a Supervisory Model***

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>WI 3.38</b> <b>Uses a variety of supervisory and evaluation models in pre-conference description/analysis.</b>	Minimally describes pre-conference session with teacher	Describes pre-conference session, including purpose for observation and selected model	Analyzes interpersonal skills, supervisory behaviors, & reason for model selected
<b>WI 3.7</b> <b>Demonstrates understanding of diversity and its meaning in description of observation &amp; data collection.</b>	Minimally describes the teacher observation and provides basic information about data gained during the session	Describes in detail the observation session & the data collected; provides written suggestions for teacher improvement	Analyzes the data to provide teacher feedback consistent with the purpose of the observation
<b>WI 3.3/3.8/3.38</b> <b>Uses motivational theories, adult learning models, supervisory and evaluation models for post-conference.</b>	Describes post-conference session content	Describes post-conference content and supervisor / teacher interactions	Analyzes interpersonal skills, supervisory behaviors, and effectiveness of observation model
<b>WI 3.16/WI 3.21/WI 3.26</b> <b>Reflective Summary focuses on professional development, life long learning and student learning.</b>	Offers a personal reflection on the clinical cycle experience	Makes connections between the clinical cycle experience and 2 – 3 project indicators	Submits in-depth summary reflection that incorporates all project indicators
<b>Professional Writing: Technical Skills</b>	Multiple errors in grammar, spelling, and usage; weak organization	Occasional technical errors; average organization and composition style	Error free; clear, coherent, and mature organization / composition style

**Student Name:** \_\_\_\_\_ **ID:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Rating:** *Criteria for passing this performance assessment (check one):*

- Demonstrates Mastery (All ratings meet or exceed expectations.)
- Does Not Demonstrate Mastery (One or more ratings does not meet expectations)

Appendix D:  
**Supervisory Platform Reflections (25% of final grade)**

A central focus of the course is learning to apply theories of developmental supervision and fostering professional learning communities. This assignment provides opportunities to practice and reflect on your thinking around these matters (Glickman et al., 2010).

Reflection 1 (25%)

Using as a springboard ideas about improving student learning raised in the two readings for Sessions 1 – 2 (Pollock, 2007; Pollock & Ford, 2010), reflect upon implications for supervision. Write a brief essay (approximately 750 words) to this prompt: “A supervisor helps cultivate master learners.” (Due Session 2)

Supervisory Reflection 1 Rubric: “A supervisor helps cultivate master learners.”	
Draws upon key ideas from readings in a thoughtful manner	/4
Integrates relevant personal experiences and their implications	/4
Considers how norms of critique and peer review in school setting affect this work	/2
TOTAL	/10

Reflection 2 (25%)

Using as a general guideline the “field” exercises at the end of chapters 1 – 6 (Glickman, 2010), conduct an observation of an unfamiliar classroom setting.

TASK: Create an audio file (in MP3 or wav. format, 10 minute max) describing what experience you chose (you may modify the directions from Glickman) and how this is influencing your thoughts about supervision. (Due Session 6)

Supervisory Reflection 2 Rubric	
Field exercise is described clearly and concisely	/5
Implications for personal leadership thoughtfully integrate course readings / discussions	/5
TOTAL	/10

Final Reflection (50%)

Your final supervisory reflection serves to help you synthesize your approach to supervision in a manner that is pertinent to your role as a school leader. You will be asked to respond to a series of interview questions about your role as a supervisor. The final reflection is split between a written and an oral component, and will be completed during the **final exam period: 5/7, 3:30 – 5:30 PM.**

CALENDAR (subject to adjustment at the instructor's discretion)

<i>Session</i>	Date	Topic	Readings	Assignment List *
<i>1</i>	1/23	- Supervising what?	Pollock, 2007	
<i>2</i>	1/30	- Supervising how?	Pollock & Ford, 2009	Supervisory Platform – Reflection 1
<i>3</i>	2/6	- Conceptual frameworks for effective instructional leadership	Glickman 1-3 Gawande, 2011	Pilot Project Initial Idea
	2/13	NO CLASS: Release time for pilot project work		
<i>4</i>	2/20	- Adult development & social / organizational context of schools & Supervisory Platform	Glickman 4-7	Pilot Project & KSPA 4 Progress Report
<i>5</i>	2/27	- Supervisory Styles	Glickman 8-11	
<i>6</i>	3/5	- Supervisory Styles	Glickman 12	Reflection: Supervisory Platform 2
	3/12	NO CLASS: Spring break		
<i>7</i>	3/19	- Professional Learning Community	Kardos, 2007 Kennedy, 2010	Pilot Project Presentations
<i>8</i>	3/26	- Technical Skills	Glickman 13-15 David, 2007	
<i>9</i>	4/2	- Tasks of Supervision	Glickman 16-18	KSPA 4 Progress Report
<i>10</i>	4/9	- Tasks of Supervision	Glickman 19-20	
	4/16	NO CLASS: Release time for KSPA 4		
<i>11</i>	4/23	- Cultural Tasks	Glickman 21-23	KSPA 4 Due
<i>12</i>	4/30	- Mental Models of Leadership	Ruff, 2005	
	5/7	<b>Final exam period: 3:30 – 5:30 PM.</b>		<b>Supervisory Platform (Final)</b>
* Journal assignment due each Sunday before a class meeting				