

# Southern Utah University

Beverly Taylor Sorenson College of Education and Human Development



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## EDUC 6100 – Practices of Instructional Supervision Spring Semester 2020

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Credit Hours: 3	Course Fee: \$10.00 (assessed with tuition payment)

**This is a hybrid course delivered via six Interactive Video Conferencing class meetings and online via SUU’s Canvas distance education software. IVC classes will be conducted via Zoom on the dates and times listed below. The class will be digitally archived and may be viewed asynchronously. Missed sessions may be “made up” by viewing the digital archive and writing a two-page reflection (not a summary) on the content of the session.**

Course Meetings	
<b>January 9 to April 23</b>	Canvas online instruction, interaction, and activities throughout the course.
<b>Four ZOOM Sessions</b>  January 28 – 6:30 –8:30 pm February 25 - 6:30 –8:30 pm March 24 - 6:30 –8:30 pm April 21 - 6:30 –8:30 pm	“Face to Face” via Zoom Interactive Video Conferencing (ZOOM)  NOTE: If you must miss an ZOOM session due to personal emergency or compelling professional reasons please contact your instructor in advance (via email) at least 24 hours prior to the session you will miss. With prior approval, you may make up the session by watching the videotaped archive on the bit-stream server and writing a brief reflection on the content of the session. The address for the archived video will be posted after each session.

### Course Description:

A study of the application of instructional supervisory theories and practices of supervisory behaviors as they relate to improvement of instruction. Directed field experience will be required. (Must be taken prior to Public School Administrative Internship) (Online, Spring, Summer/2nd Session, or arranged for face-to-face cohort groups.)

**Course Content:**

Course objectives are aligned with the Utah Educational Leadership Standards (UELS) and topics of the Praxis Educational Leadership: Administration and Supervision Exam. The objectives focus on theoretical issues as well as practical knowledge and skills needed to have the counseling and student services foundation useful to educational leaders. A non-exhaustive list of topics to be addressed in the course includes:

- Understanding the Components of a Comprehensive Teacher Supervision and Evaluation System
- Criteria for high-quality supervision and evaluation systems□
- Key concepts and skills in classroom supervision
- Nolan and Hoover's Espoused Platform on Teacher Supervision and Evaluation□□
- Encouraging continuous reflection and inquiry into teaching□□ □
- Collecting systematic data□
- Fostering a professional learning community
- Standards for effective teaching and teacher evaluation
- Basic principles of teacher evaluation□□
- Procedures for evidence-based teacher evaluation
- Using a professional portfolio to support novice teacher supervision□
- Evaluation of novice teachers□□
- Supervision of the marginal teacher: intensive assistance□
- Conducting Preobservation and Postobservation Conferences□
- The principal's role in peer coaching□
- Implementing and sustaining a successful peer-coaching program
- Self-directed Teacher Growth
- Purpose and benefits of action research□
- Types of Action Research□□
- Collegial development groups
- Study Groups
- Critical Friends Groups
- Lesson Study Groups
- Supervision and evaluation of the preservice teacher□
- Developing your own system of teacher supervision and evaluation□
- Reflective Journaling□
- Fashioning a system to meet the district's needs: the strategic plan□□

**Required Text:**

Nolan and Hoover. Teacher Supervision and Evaluation (3<sup>rd</sup>. Edition), Wiley.

### **Course Goals / Objectives / Learning Outcomes:**

In addition to mastery of the Utah Educational Leadership Standards outlined below, upon completion of this course the educational leader/practitioner will be able to:

- Develop and administer policies that provide a safe school environment and promote student health and welfare.
- Develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services.
- Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs
- Form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities and religious institutions, etc.
- Develop an effective and interactive staff communications plan and public relations program.
- Define and relate the general characteristics of internal and external political systems as they apply to school settings.

### **Targeted Utah Educational Leadership Standards:**

*Standard 2A:* An educational leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

- Develops shared understanding of and commitment to ongoing professional learning to achieve high expectations for all students.
- Builds organizational capacity that collectively improves instructional practices and student outcomes.
- Builds a professional culture of trust, openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- Uses data about teacher practice to identify and support individual and team professional learning needs across a continuum of professional growth.

*Standard 2B:* Educational Leaders require all educators to know and use Utah Core Standards, and current Utah Effective Teaching Standards.

- Works with individual teachers and teams to analyze student work, monitor student progress, adapt curriculum, and adjust instructional practice to meet student learning needs.
- Provides and monitors effects of differentiated instructional strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning.
- Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to inform curriculum and instructional practices to increase learning for every student.

- Provides instructional leadership by supervising, evaluating, coaching, and mentoring educators to improve instructional practice.

**Praxis (0411) Topics:**

This course is designed to prepare the student for a number of topics addressed by the Praxis Educational Leadership and Administration (0411) exam required for state licensure. These topics include:

Topic III. Development of Staff and Program Evaluation

- Assessment of staff abilities and determination of their needs
- Establishment of staff development priorities
- Strategies for behavioral change
- Implementation of staff development activities
- Indicators of achievement relating to goals and objectives, such as curriculum, instruction, and learning outcomes
- Types, methods, strategies, and procedures of evaluation
- Applications of evaluation and research findings in the process of goal setting and change
- Instructional staff assessment, including conferencing, observation, data collection, and documentation of performance
- Staff are treated fairly, equitably, and with dignity and respect
- Role of technology in promoting student learning and professional growth
- Awareness of the values of a diverse school community and its meaning for the educational program

**Summary of Assignments – Course Deliverables:**

It is important that each student note the matrix below regarding assignments and their due dates. These items comprise the “course deliverables.” This is what each student is expected to “deliver” for this course.

Assignment/Activity	Points	Due Date
“ <b>Class Attendance</b> ” – To receive credit for the course, you must “attend” all five IVC sessions. If you must miss a session you may make it up by watching the archived video feed and writing a two-page reflection on the content of the session.	100	<b>Ongoing January 9 to April 23</b>
“ <b>Discussion Board</b> ” - Discussion Board postings are required each week throughout the duration the course. A Discussion Prompt will be posted for each week by your instructor. You are also expected to respond to the comments to TWO (2) classmates each week on the Canvas Discussion Board.	100	<b>Ongoing January 9 to April 23</b>

<p><b>Using the Selective Verbatim Approach:</b> View the teaching episode videotape below and collect data on teaching effectiveness using the Verbatim approach suggested by Nolan and Hoover. Use the data you collect to prepare a post observation conference outline that highlights important suggestions for improving instruction. Submit both the Verbatim transcript and the post observation conference outlines.</p>	100	<b>February 9</b>
<p><b>New Teacher Supervision Case Study:</b> This is an ungraded GROUP assignment. Discuss the "First-Year Teacher and the Supervision Process" Case Study with the colleagues in your group and, using a bulleted format, develop a plan of action in which you specifically address ISLLC Standard 2 (Utah Educational Leadership Standard 2): "An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth." In your group's response consider the following guiding questions:</p> <ul style="list-style-type: none"> <li>• How would you respond to the teacher's claim that "her job is to teach—not to discipline students"?</li> <li>• What can a principal do to support a novice teacher with classroom management issues? Did the principal in this case provide an appropriate level of support? Why or why not?</li> <li>• Has the principal in this case adequately met the conditions of UEL Indicator 2A for this standard?</li> <li>• Has the principal in this case responded in an ethical manner to both the teacher and the division chair? Why or why not?</li> <li>• How would you deal with the first year teacher? How would you deal with the division chair?</li> </ul>		<b>February 23</b>
<p><b>Using the Wide-Angle Lens Evaluation Approach:</b> Arrange to observe or watch a video of a lesson taught by a colleague volunteer. Use a wide-angle lens approach to collect observational data during the lesson. Use the recorded data and your perceptions to plan two different types of post-observation conferences, a supervisory post-observation conference with you as the mentor and an evaluative post-observation conference with you as the principal responsible for evaluating the novice teacher. In each plan, describe the goals for the conferences as well as the role that the novice and you will take in (a) analyzing data, (b) drawing conclusions and (c) making decisions about future instruction.</p>	100	<b>March 8</b>
<p><b>Teacher Evaluation PowerPoint Presentation:</b> Develop a PowerPoint (or other multimedia) presentation that could be used to introduce the teachers and administrators at your school to the procedures and processes for teacher evaluation advocated by Nolan and Hoover. In the slides, be sure to include not only the procedures, but also the concepts and rationales that support the various procedures.</p>	100	<b>March 29</b>

<p><b>Create a Digital Teaching Portfolio:</b> Create a digital teaching portfolio that addresses the Teaching Standards proposed by Nolan and Hoover. You may find the questions posed in Figure 5.3 in your text useful when selecting artifacts. The following website may also be helpful in creating your portfolio: <a href="https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/">https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/</a></p>	100	<b>April 19</b>
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**Grade Calculation:** The scale below indicates the point breakdown used to determine grades in this course. A grade below “B-” is not accepted in the MEd program.

A 95-100	B+ 85-89	B- 80-82	C 70-75
A- 90-94	B 83-84	C+ 76-79	F 0-69

**Canvas Course Mediation/Course Management:**

The syllabus, assignments, and all support materials for this course will be mediated through Canvas. **PLEASE DO NOT SUBMIT ASSIGNMENTS AS EMAIL ATTACHMENTS.** All responses by students to the Discussion Board and all assignments are to be uploaded to Canvas and scored by the instructor in Canvas. In short, all flow of paper work between students and the instructor will be electronically via Canvas. As a result, we will be much more efficient in our exchange of paper work.

**How To Access Canvas:**

To access Canvas, you can use any computer that is able to connect to the Web. Steps include: (1) go to the SUU website (<http://www.suu.edu/>) ; (2) click on “Current Students” near the top center of the screen; (3) click on “Canvas” – at the top left corner of the screen. Once in Canvas it is relatively easy to navigate through the various options – Syllabus, Discussions, Assignments, Modules, etc.

**Class Schedule:** The schedule below is tentative and may be adjusted to better address student and course needs as the class progresses

<p><b>Week # 1</b></p> <p>January 9 to January 12</p> <p>online via Canvas</p>	<p><b>Understanding the Components of a Comprehensive Teacher Supervision and Evaluation System</b></p> <p><b>Overview of this Unit:</b></p> <p>This module helps you to build a clear understanding of what a high-quality teacher supervision and evaluation system looks like. To build that understanding, having some idea of the history of instructional supervision and its close connection to teacher evaluation is important. Nolan and Hoover do not, by any means, try to present a complete history of teacher supervision and evaluation. Instead, they focus on the historical basis for our contemporary confusion about teacher supervision and its relationship to teacher evaluation. The second section in your text builds the case for conceptualizing supervision and evaluation as two separate, complementary, and essential functions of schools as organizations. The final section of the chapter provides a set of criteria that can be used to assess the quality of any system of teacher supervision and evaluation, including the system in which you presently function. The criteria have been derived from the scholarly literature on teacher supervision and evaluation, but they have also been tested in practice in several school districts.</p> <p><b>Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>• The teacher will become familiar with the structure and content of the course.</li> <li>• The teacher will become familiar with the course "deliverables" and assignments.</li> <li>• The teacher will become familiar with (or review) the conventions of APA style.</li> <li>• The teacher will gain an understanding of what high quality supervision looks like.</li> <li>• The teacher will reflect on his/her own experiences with supervision and evaluation and their effect on professional relationships.</li> <li>• The teacher will understand the complimentary functions of supervision and evaluation.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Course Orientation</li> <li>• APA and Writing Guidelines for Scholarly Papers</li> <li>• History of Supervision and Evaluation of Teaching</li> <li>• Complimentary nature of supervision and evaluation.</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 1 in your Nolan and Hoover Text.</li> <li>• Read the NASSP Position Statement on Teacher Supervision.</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #2</b></p> <p>January 13 to January 19</p> <p>online via Canvas</p>	<p><b>Key Concepts and Skills in Clinical Supervision</b></p> <p><b>Overview of this Unit:</b></p> <p>The foundation for the processes of classroom observation that Nolan and Hoover advocate stems primarily from the pioneering work of Morris Cogan (1973) and Robert Goldhammer (1969) at Harvard University. Cogan and Goldhammer advocate a collegial, rather than a hierarchical approach to supervision designed to enhance student learning. Continuous reflection and inquiry into one's teaching are at the center of a multistage cycle that includes establishing readiness, a preconference, the teaching observation, analysis of the data, a post-observation conference and an overall evaluation of the process. Throughout the cycle, supervisors are encouraged to develop genuine and supportive relationships with teachers. They develop those relationships by recognizing and building upon the teachers' existing strengths, individual styles and unique teaching contexts, rather than by focusing on shortcomings. The supervisor's task is to start wherever the teacher might be in terms of classroom practice and to facilitate the teacher's growth beyond that point through data-driven decision making. The underlying assumption is that most teachers are professionally competent and seek to make instructional choices that will have a positive impact on student learning (Pajak, 2000). They are appreciative of a supervisor's efforts to collaborate with them to collect, interpret and discover the meaning of data, because this will help them as they consciously make informed decisions about their practice. To truly affect the teaching-learning process, a supervisor must understand and practice seven salient skills of classroom-based supervision. With a firm foundation in these skills, a supervisor should be well equipped to promote individual teacher growth beyond current levels of performance.</p> <p><b>Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>• The teacher will become familiar with effective methods for building trust and positive communication during the process of teacher supervision.</li> <li>• The teacher will describe strategies for encouraging continuous reflection and inquiry in teaching.</li> <li>• The teacher will identify and use techniques for collecting systematic data including "wide-lens" and selective verbatim techniques.</li> <li>• The teacher will discuss the strengths and weaknesses of various data collection approaches.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Wide lens data collection approach</li> <li>• Selective verbatim data collection approach</li> <li>• Promoting a positive school culture.</li> <li>• Score Instruments</li> <li>• Pre and Post Observation Conferences</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 2 in your Nolan and Hoover text.</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #3</b></p> <p>January 20 to January 26</p> <p>online via Canvas</p>	<p align="center"><b>Standards for Effective Teaching and Teacher Evaluation</b></p> <p><b>Overview of this Unit:</b></p> <p>Teacher evaluation and teacher supervision are two complimentary but separate organizational functions aimed at ensuring that all students receive high-quality classroom instruction. Nolan and Hoover provided a detailed explanation of the basics of supervision, one of the two complementary functions. The focus in this module shifts to the other essential function, teacher evaluation. The authors turn their attention to questions regarding what standards should be used to evaluate teaching and how to design and implement an evidence-based or data-driven teacher evaluation system.</p> <p>High-quality teacher evaluation is not for the faint of heart. It requires a clear, coherent vision of what the system should look like and the subsequent commitment of resources to make that system a reality. As Danielson and McGreal (2000) suggest, designing new evaluation systems is a major event. Improving teaching and student learning is not cheap. This module contains two major sections. The first section identifies a series of eight principles that should be used as the foundation for the development of an effective teacher evaluation system. The second section addresses some of the substantive standards of effective teaching that might be used as the foundation for judgments of teacher quality.</p> <p><b>Goals and Objectives</b></p> <ul style="list-style-type: none"> <li>• The teacher will investigate the eight basic principles of teacher evaluation.</li> <li>• The teacher will compare and contrast professional teaching standards by Iwaninko (1998), Danielson (2007), Riba (2005), and the NBPTS (2002).</li> <li>• The teacher will evaluate the teaching standards and evaluation questions advocated by Nolan and Hoover.</li> <li>• The teacher will identify characteristics of a high quality teacher evaluation system.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Professional Teaching Standards</li> <li>• Danielson's Framework</li> <li>• Characteristics of a high quality teacher evaluation system</li> <li>• Professional teaching standards</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 3 in your Nolan and Hoover text.</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #4</b></p> <p>January 27 to February 2</p> <p><b>Zoom Session #1</b> <b>January 28</b> <b>6:30 – 8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Procedures for Evidence Based Teacher Evaluation</b></p> <p><b>Overview of this Unit:</b></p> <p>Nolan and Hoover's previous chapter initiated our discussion of effective teacher evaluation systems by describing standards for effective teacher evaluation as well as standards for effective teaching. These standards form the conceptual underpinning for the development of an evidence-based system of teacher evaluation, and the questions that are developed from the locally developed standards for effective teaching become the driving force for evidence-based teacher evaluation. This module focuses on the development of procedures that can be used to operationalize those principles. The authors advocate strongly that teacher evaluation procedures be developed that are aimed at generating a wide variety of evidence that can be used to answer the evaluation questions that are developed from the local standards for effective teaching.</p> <p><b>Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>• The teacher will explore attitudes about teacher evaluation.</li> <li>• The teacher will investigate various approaches to data collection including administrator observation, video recording, teacher materials, and student and parent input.</li> <li>• The teacher will create a sample table of contents for an evaluation portfolio.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Portfolio Assessment and Evaluation</li> <li>• Evaluative Data Collection Approaches</li> <li>• Evaluating Teacher Performance Using Video Recordings</li> <li>• Summative Evaluations</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 4 in your Nolan and Hoover text.</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #5</b></p> <p>February 3 to February 9</p> <p>online via Canvas</p>	<p><b>Supervision and Evaluation of The Novice Teacher</b></p> <p><b>Overview of this Unit:</b></p> <p>Approximately 40 to 50 percent of new teachers leave within the first five years of entry into teaching (Ingersoll, 2012). Despite the many different reasons for this mass exodus, there is one strategy that has been shown to stem the tide of teacher attrition: investing in and instituting effective teacher supervision and mentoring programs. School districts must intensify efforts to work with school administrators to provide effective support, guidance, and orientation programs during the initial years of teaching (Lambeth, 2012). Supervising and mentoring new teachers is an honor not without its considerations. As a supervisor, you must take care not to indoctrinate new teachers, but instead, help them define the kind of teacher they want to be. Then, help them take steps toward achieving their own goals.</p> <p><b>Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>• The teacher will describe common characteristics of effective comprehensive induction programs for novice teachers.</li> <li>• The teacher will explore the role of instructional mentors in meeting the needs of novice teachers.</li> <li>• The teacher will be familiar with the use of professional portfolios and how they can be used to support novice teacher supervision.</li> <li>• The teacher will suggest artifacts that might be included in a professional portfolio and how they can be aligned to professional teaching standards.</li> <li>• The teacher will discuss basic issues and considerations in evaluating the performance of novice teachers.</li> <li>• The teacher will describe the three year evaluation process suggested by Nolan and Hoover.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Comprehensive Induction Programs</li> <li>• Developing and Using Professional Portfolios</li> <li>• Portfolio Artifacts and Alignment to Standards</li> <li>• Evaluating Novice Teachers</li> <li>• Nolan and Hoover's 3-year Evaluation Plan</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 5 in your Nolan and Hoover text.</li> <li>• View the <a href="#">Chapter 5 PowerPoint presentation</a>.</li> <li>• Read the article "Assistance for Under-qualified Teachers."</li> <li>• Complete the "Using the Selective Verbatim Approach" Assignment.</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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**Week #6**

February 10  
to  
February 16

online  
via Canvas

## **Supervision and Evaluation of the Marginal Teacher**

### **Overview of this Unit:**

MARGINAL TEACHERS are those with experience and tenure who have been identified as questionably competent or below satisfactory in one or more performance-based standards. Consequently, they have received a needs improvement or unsatisfactory summative evaluation rating. This Module discusses the rationale for including marginal teachers as a special case in supervision and evaluation and describes legal aspects of the process, with emphasis on the legal definition of incompetent teaching, and the procedures for notifying the teacher that because of marginal performance he or she will be placed in the intensive assistance track. Following notification of deficiencies, remediation can begin.

### **Goals and Objectives:**

- The Educational Leader will investigate the rationale for including marginal teachers as a special case in supervision and evaluation.
- The Educational Leaders will describe legal aspects of the process and procedures for notifying the marginal teacher that he or she will be placed in the intensive assistance track.
- The Educational Leader will create a hypothetical intensive assistance process for an underperforming teacher.
- The Educational Leader will explore the legal definition of incompetence with regard to teaching effectiveness.
- The Educational Leader will investigate the issue of dismissing veteran teachers whose performance is not improved by the intensive assistance process.
- The Educational Leader will describe procedures for handling nontenured and tenured teacher dismissal
- The Educational Leader will describe procedures for dealing with teacher misconduct and action steps for conducting the school level dismissal meetings.

### **Topic(s):**

- Intensive Assistance Plans
- Teacher Incompetence
- Due process
- Teacher Dismissal
- Evaluation Processes and Data Collection

### **Assignment(s):**

- Read Chapter Six Nolan and Hoover text.
- View the PowerPoint Presentation for this Module.
- Read the article from Education Week, "Coping with Incompetent Teachers."
- Read the ASCD white paper on "Supervising the Marginal Teacher"
- Watch this webinar on improving teacher supervision:
- Respond to the Discussion Board and to the posts of TWO of your peers.

<p><b>Week #7</b></p> <p>February 17 to February 23</p> <p>online via Canvas</p>	<p><b>Peer Coaching</b></p> <p><b>Overview of this Unit:</b></p> <p>Peer coaching is part of a differentiated model of supervision. It extends the role of classroom observer to the teacher. It is a voluntary, confidential process through which competent professionals who are adequately trained share their expertise, learn to incorporate new instructional strategies or methodologies into their repertoire, and search for answers to classroom-related questions or concerns in a nonthreatening environment. Peer coaching gives control to the teacher who is being observed. It is based on the belief that teachers collaborating with trusted colleagues can increase their understanding of, and reflection on, best practice. Teacher learning leads in turn to enhanced student learning.</p> <p>Nolan, James; Hoover, Linda A.. Teacher Supervision and Evaluation, 3rd Edition (Page 139). Wiley Higher Ed. Kindle Edition.</p> <p><b>Goals and Objectives:</b></p> <ul style="list-style-type: none"> <li>• The Educational Leader will define peer coaching and provide examples of how it functions to improve professional practice.</li> <li>• The Educational Leader will explain why peer coaching is an important part of a comprehensive teacher supervision and evaluation program.</li> <li>• The Educational Leader will describe the elements of a peer coaching cycle.</li> <li>• The Educational Leader will examine the principal's role in the peer coaching process.</li> <li>• The Educational Leader will</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Peer Coaching</li> <li>• Peer Coaching Cycle</li> <li>• Peer Coaching Process</li> <li>• History of Peer Coaching</li> <li>• Research on Peer Coaching</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 7 in your Nolan and Hoover text.</li> <li>• View the PowerPoint Presentation for this Module.</li> <li>• Read the Educational Leadership article "The Evolution of Peer Coaching."</li> <li>• View the video presentation on "Peer Coaching."</li> <li>• Work with your colleagues to complete the "New Teacher Supervision Case Study." (Note this is a group assignment. You can sign up for a group by clicking the "People" tab in Canvas.)</li> <li>• Respond to the Discussion Board prompt and to the posts of two of your peers.</li> </ul>
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<p><b>Week #8</b></p> <p>February 24 to March 1</p> <p><b>Zoom Session #2</b> <b>February 25</b> <b>6:30 – 8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Self-Directed Teacher Growth</b></p> <p><b>Overview of this Unit:</b></p> <p>The focus of this unit is on self-directed teacher growth. In the self-directed mode, teachers as individuals, pairs, or teams develop and submit a plan to increase knowledge, skills, or teaching performance (or any combination) or to focus on students’ performance. A self-directed plan delineates a specific area of teaching or learning that the teacher wants to explore in depth. The plan includes goals, strategies for accomplishing the stated goals, the proposed value of the project in terms of students’ learning, a timeline, required resources and support, documentation of progress through data collection, and some form of reflective self-assessment. Self-directed teacher growth is an integral part of job-embedded learning. The principal plays a vital role in facilitating self-directed teacher growth as a professional development option. The types of job-embedded professional growth options discussed in this unit are projects in curriculum, instruction, or assessment; reflective journals; grant writing and implementation; and a training-of-trainers model.</p> <p><b>Goals and Objectives:</b></p> <p>The Educational Leader will</p> <ul style="list-style-type: none"> <li>• define self-directed teacher growth and describe its role in improving student performance.</li> <li>• explain the components of a self-directed approach to professional growth.</li> <li>• describe to role of the principal in facilitating self-directed teacher growth.</li> <li>• investigate the different types of job-embedded professional growth.</li> <li>• describe how teachers can use reflective journals to improve instructional skills.</li> <li>• explain the process of implementing an effective training-of-trainers model to promote professional growth.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Self-directed teacher growth</li> <li>• Types of job-embedded professional growth</li> <li>• Training-of-trainers models</li> <li>• Reflective journals</li> <li>• Grants and grant writing</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 8 in your Nolan and Hoover text.</li> <li>• Explore EdCamps as a form of Self-directed Teacher Growth</li> <li>• <i>View Sheryl Chard's TED Talk on Professional Development</i></li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #9</b></p> <p>March 2 to March 8</p> <p>online via Canvas</p>	<p><b>Action Research</b></p> <p><b>Overview of this Unit:</b></p> <p>Action research is a powerful tool for educators to employ in navigating the complex world of teaching and learning. Good teachers are constantly engaged in a process of asking questions about students and their learning, gathering information—albeit in an informal way—to answer those questions. Action research is a process that engages teachers in formally asking and answering questions about their own practice. By using this powerful professional development tool, teachers can become more reflective, enhance their problem-solving capacities, and facilitate the development of an inquiry stance toward teaching. This unit introduces you to the process of action research as a supervision activity. The meaning, goals, history, and benefits of action research will be addressed. The action research process will be described and the role of the principal in facilitating action research as a component of the teacher supervision and evaluation system will be explained.</p> <p><b>Goals and Objectives:</b></p> <p>The Educational Leader will:</p> <ul style="list-style-type: none"><li>• describe the Action Research process</li><li>• explain the benefits of action research in promoting teacher growth</li><li>• investigate the history, goals and meaning of Action Research</li><li>• describe the role of the principal in facilitating the Action Research process.</li><li>• explain how Action Research functions as a component in teacher supervision and evaluation systems.</li></ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"><li>• Action Research (AR)</li><li>• Benefits of AR</li><li>• History of AR</li><li>• Principal's role in the AR process</li></ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"><li>• Read Chapter 9 in your Nolan and Hoover text.</li><li>• View the PowerPoint presentation, "Action Research."</li><li>• View the video "Action Research in the Classroom, Part 1</li><li>• View the video "Action Research in the Classroom" Part 2</li><li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li></ul>
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<p><b>Week #10</b></p> <p>March 9 to March 15</p> <p>online via Canvas</p>	<h2 style="text-align: center;">Collegial Development Groups</h2> <p><b>Overview of this Unit:</b></p> <p>Teachers love having time to discuss their work with colleagues, especially when they can really be honest in sharing problems and can receive advice from their colleagues. In addition to being enjoyable, ongoing professional interaction with colleagues can be a very powerful form of job-embedded teacher learning. In keeping with Nolan and Hoover's belief in creating differentiated supervision opportunities for teacher growth, they recommend that teacher supervision and evaluation systems incorporate opportunities for participation in collegial development groups. This participation should be as a major component of the teacher supervision process for veteran teachers who are performing at a satisfactory level or better.</p> <p>This Module provides an in-depth understanding of collegial development groups as a key component of the teacher supervision and evaluation system. The Module focuses on 1) major types of collegial development groups, 2) the benefits of implementing collegial development groups, 3) study groups, critical friends groups (CFGs), 4) lesson study as a form of collegial development and 5) the task of incorporating collegial development groups into the teacher supervision and evaluation system. The Module explores the administrator's role in supporting group work and offers guidance on administrator participation in collegial development groups.</p> <p><b>Goals and Objectives:</b></p> <p>The School Leader will:</p> <ul style="list-style-type: none"> <li>• describe common characteristics of Collegial Development Groups (CDGs) including 1) Study groups, 2) Critical Friends Groups (CFGs), and 3) Lesson Study Groups.</li> <li>• explain the benefits of various types of Collegial Development Groups.</li> <li>• explore the school leader's role in facilitating CDGs as part of the teacher supervision process.</li> <li>• describe the structure of a Critical Friends Group Protocol.</li> <li>• describe the Lesson Study process.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Critical Friends Groups</li> <li>• Study Groups</li> <li>• Lesson Study Groups</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 10 in your Nolan and Hoover text.</li> <li>• Read the article "Making Time for Collegiality."</li> <li>• Read the article "Improving Relationships Within the Schoolhouse"</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #11</b></p> <p>March 16 to March 22</p> <p>online via Canvas</p>	<p><b>Supervision and Evaluation of The Pre-service Teacher</b> □</p> <p><b>Overview of this Unit:</b></p> <p>Prior to beginning student teaching, pre-service teachers are engaged in coursework that should equip them with skills, knowledge, and understanding to make them successful in the classroom. Nolan and Hoover (2008) suggested the most unique challenge in supervising pre-service teachers is aiding them in transitioning this formal knowledge into practical knowledge, which is knowledge that puts learning into action. The supervisory method faculty supervisors most commonly use with student teachers looks very similar to clinical supervision methods utilized by principals. However, the role of faculty supervisors is very different from principals given the fact they also rely on mentor teachers to provide supervision. Therefore, the purpose of this module is to explore the strategies faculty supervisors use to supervise and build the capacity of student teachers, and thus gain insight into their supervisory knowledge.</p> <p><b>Goals and Objectives:</b></p> <p>The School Leader will:</p> <ul style="list-style-type: none"> <li>• explain how the supervision of preservice teachers differs from that of inservice teachers,</li> <li>• explain how the university supervisor, cooperating teacher and the student teacher work together as a triad.</li> <li>• examine issues that complicate the evaluation process for preservice teachers.</li> <li>• describe the roles university supervisors and cooperating teachers play in nurturing preservice teachers.</li> <li>• analyze the evaluation process for preservice teachers and suggest ways it might be improved.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Preservice teacher supervision</li> <li>• Preservice teacher evaluation</li> <li>• The supervisor/cooperating teacher/student triad</li> <li>• Failure in Student Teaching</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 11 in your Nolan and Hoover text.</li> <li>• View this video on "Advice for Student Teachers" and REFLECT on your own experience. What advice you would add.</li> <li>• Read the article "9 Tips for Supervising Student Teachers."</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #12</b></p> <p>March 23 to March 29</p> <p><b>Zoom Session #3</b> <b>March 24</b> <b>6:30 – 8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Developing Your Own System of Teacher Supervision and Evaluation</b></p> <p><b>Overview of this Unit:</b></p> <p>This module provides an action plan to guide school leaders in developing, implementing, and maintaining a high-quality system of supervision and evaluation. The first step is the formation of a task force that represents and actively involves the various stakeholder groups in a collaborative process. The work begins with an assessment of the current system, including the perceptions of the various constituencies, a comprehensive needs assessment, and a compilation of data to drive informed decision making. Simultaneously, to ensure a shared understanding of current research and best practice, the task force familiarizes itself with the knowledge base on effective supervision and evaluation and compares that knowledge with the district's current practices. If the evidence indicates that the time is right to proceed, the next step for the task force is to compose a long-term strategic plan as a roadmap.</p> <p><b>Goals and Objectives:</b></p> <p>The School Leader will:</p> <ul style="list-style-type: none"> <li>• create a strategic plan for an effective supervision and evaluation system.</li> <li>• explore the role of the strategic task force and suggest criteria for membership in the task force group.</li> <li>• formulate general questions for the task force to consider.</li> <li>• describe the process of conducting a districtwide needs assessment survey.</li> <li>• explore the "four hats" activity as it applies to a change effort.</li> <li>• describe the components of a supervision and evaluation strategic plan.</li> <li>• formulate evaluation criteria for a supervision and evaluation system.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Strategic Plan for Supervision and Evaluation</li> <li>• Four Hat Model for Planning Change</li> <li>• Supervision and Evaluation Surveys</li> <li>• Needs Assessment Surveys</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 12 in your Nolan and Hoover text.</li> <li>• View Charlotte Danielson's video "Making Teacher Evaluations Meaningful."</li> <li>• Read the ASCD article "Reconceptualizing Supervision and Evaluation."</li> <li>• Read the article by Kim Marshall "It's Time to Rethink Teacher Supervision and Evaluation"</li> <li>• Complete the Teacher Evaluation PowerPoint Presentation assignment.</li> <li>• Respond the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #13</b></p> <p>March 30 to April 5</p> <p>online via Canvas</p>	<p><b>Classroom Walkthroughs: Supervising by Walking Around</b></p> <p><b>Overview of this Unit:</b></p> <p>Classroom walkthroughs and Mini-Observations are a program of brief but frequent observations based on a consistent, clearly articulated set of expectations (e.g. student friendly objectives, access to prior knowledge, checks for understanding) for teaching and learning (Protheroe, 2009). Data collected through these brief, informal observations serves to both motivate and support self-reflection and professional conversation. When professional conversations take place between a principal and teacher, teaching improves and learning increases. An additional benefit of classroom walkthrough observation is the positive influence of the process on teacher retention. With a steadily declining number of new teachers entering the profession, and the nationwide revolving door of teacher turnover, instructional leaders must take action.</p> <p><b>Goals and Objectives:</b></p> <p>The School Leader will:</p> <ul style="list-style-type: none"> <li>• describe the process of classroom walkthroughs and mini-observations.</li> <li>• explain the benefits of Management By Walking Around (MBWA).</li> <li>• explore the school leader's role in facilitating teacher self-reflection through supervision.</li> <li>• describe data collection tools useful in MBWA.</li> <li>• develop strategies useful in conducting mini-observations.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Management By Walking Around (MBWA)</li> <li>• Mini-Observations</li> <li>• Classroom Walkthroughs</li> <li>• Research on Teacher Self-Reflection</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read "Mini-Observations: A System is Born" and "Mini-Observations: Doing Them Right."</li> <li>• Read the article "Using Classroom Walkthroughs to Improve Instruction"</li> <li>• Read the article "Walkthroughs Are On The Move"</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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<p><b>Week #14</b></p> <p>April 6 to April 12</p> <p><b>Zoom Session #4</b> <b>April 21</b> <b>6:30 – 8:30 pm</b></p> <p>online via Canvas</p>	<p><b>Maintaining Faculty Morale</b></p> <p><b>Overview of this Unit:</b></p> <p>Teacher morale is a major issue in private and public schools. Low morale decreases engagement with colleagues and students, diminishes productivity, reduces student learning and breeds cynicism. On the other hand, when morale is high and the faculty culture is healthy, students excel socially and academically, teachers are productive and collaborative, and the school environment is dynamic and engaging. Given the significant role that teacher morale plays, schools must work continuously to improve teacher morale. The major factors that affect morale are school leadership, workload, compensation, student behavior and professional development. Effective and supportive leaders contribute significantly to high morale, while weak leaders and low morale go hand in hand.</p> <p>This module will explore these and other factors that impact teacher morale and examine ways that administrative leaders can have an impact on this critical aspect of school culture.</p> <p><b>Goals and Objectives:</b></p> <p>The Educational Leader will</p> <ul style="list-style-type: none"> <li>• explore factors that can have a positive impact on school morale.</li> <li>• suggest strategies useful in promoting a high level of teacher morale.</li> <li>• describe how teacher morale impacts student learning.</li> <li>• explain the relationship between supervision and evaluation and teacher morale.</li> <li>• describe how autonomy impacts teacher morale.</li> <li>• investigate the relationship between teacher morale and the overall culture of the school.</li> </ul> <p><b>Topic(s):</b></p> <ul style="list-style-type: none"> <li>• Teacher Morale</li> <li>• Teacher Autonomy</li> <li>• School Culture and Teacher Morale</li> <li>• Morale Building Strategies</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Read this article on Teacher Morale from Education Leadership, "An Open Letter on Teacher Morale"</li> <li>• Read "Fun and Effective Strategies for Boosting Teacher Morale"</li> <li>• Read "6 Proposals for Improving Teacher Morale."</li> <li>• View a short video on the importance of teacher morale.</li> <li>• View a short video to explore why teacher retention is a growing problem.</li> <li>• Complete the Create a Digital Teaching Portfolio assignment.</li> <li>• Respond to the Discussion Board and to the posts of TWO of your peers.</li> </ul>
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**LATE ASSIGNMENTS:** At the discretion of the Instructor, assignments submitted late will be subject to a 10% grade penalty per day the assignment is late. Thus, an assignment that is two days late will be subject to a 20% grade penalty, and so on.

**EXTRA CREDIT and MAKE UP WORK:** Extra credit assignments are not an option in this course. Make-up work will be accepted at the discretion of the instructor ONLY in cases of illness, and/or personal emergency.

**ADA Statement:** Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

**Academic Integrity Policy:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

**Emergency Management Statement:** In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

**HEOA Compliance Statement:** The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>

**Disclaimer Statement:** Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

**Course Fees:** Fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and at Southern Utah University. A detailed list of expenditures is available in the Dean's Office. For information on course-specific fees please see your instructor.

**Course Alignment With National Standards:** The objectives and assessments of this course is aligned with national education standards, specifically NPBEA (National Policy Board for Educational Administrators) and the Utah Educational Leadership Standards.