

“Preparing and supporting professionals who think critically transform practice and promote justice.”

GEORGE FOX UNIVERSITY
Department of Education Foundations and Leadership
Instructional Supervision EDFL 500

Instructor: Judy Keeney, M.A.

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Fall Semester, 2007,

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Hybrid Class Format: online & face-to-face – Sept. 22, Oct. 13, Nov. 17, Dec. 8 (9:00 am-4:00 pm)

3 Semester Hours

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Introduction:

EDFL 500, Instructional Supervision is designed to help educational leaders understand key ideas central to recent research on teaching and learning. The course emphasizes ways in which cultural, social and organizational contexts influence student learning and teacher performance. The course also investigates knowledge, the psychology of learning and the cognitive science to improve teaching and learning practices in today’s classrooms. Established school policies and procedures designed to transform educational practice and improve student achievement and teacher performance within school organizations will be closely examined and analyzed against the current research and what we know about “best practices” in the educational profession.

Course Goals:

1. Students will understand current educational practice in light of past reforms in order to come to essential beliefs about improving schools in the future.
2. Students will have a clear understanding of their essential beliefs about teaching and learning that guide their beliefs as an educational leader.
3. Students will increase their understanding of what constitutes good teaching and learning.
4. Students will learn about and use tools that help teachers improve their teaching.

Course Objectives:

Objective Candidates will...	Oregon TSPC/ELCC Standards	Conceptual Framework “Think critically, transform practice, and promote justice.”	Dispositions •Commitment to Integrity •Seeking Multiple Perspectives •Commitment to Courage	Assessment Activities
(1) Visionary Leadership (a) Candidates will develop a vision. (b) Candidates will articulate a vision.	584-017-0251 (1)(a) A/B (b) A/B/C	TC, TP	CI, MP, CC	Personal Vision Statement Paper
(2) Instructional Improvement (a) Candidates promote positive school culture. (b) Candidates provide effective instructional programs. (c) Candidates apply best practice to student learning. (d) Candidates design comprehensive professional growth plans	2(a) A (b) A/B/C/D/E/F (c) A/B/C (d) A/B	TC, TP, PJ	CI, CM	Final Synthesis Project
(3) Inclusive Practice (a) Candidates collaborate with families and other community members. (b) Candidates respond to community interests and needs.	(3) (a) A/B/C/D/E/F (b) D	TC, TP, PJ	CI, CM, CC	Final Synthesis Project

ISTE National Educational Technology Standards: The EDFL Department uses the ISTE standards for teachers and administrators. Particular specializations will emphasize achievement of specific aspects of the standards, based upon the needs of the students and specialty area. Standards are developed and copyright held by the International Society for Technology in Education (<http://www.iste.org/>).

1. Technology Operations and Concepts: *Teachers demonstrate a sound understanding of technology operations and concepts.*
2. Planning and Designing Learning Environments and Experiences: *Teachers plan and design effective learning environments and experiences supported by technology.*
3. Teaching, Learning and the Curriculum: *Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.*
4. Assessment and Evaluation: *Teachers apply technology to facilitate a variety of effective assessment and evaluations strategies.*
5. Productivity and Professional Practice: *Teachers use technology to enhance their productivity and professional practice.*
6. Social, Ethical, Legal and Human Issues: *Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.*

Diversity Standards: As a result of participation in EDFL Department programs and coursework, students will:

1. Know their own culture
2. Value the differences in diverse groups of people
3. Appropriately deal with cultural conflict resolution
4. Know about the culture of poverty
5. Train others about diverse cultures and cultural situations.
6. Be a change agent in their organization.

Candidates:

- a) Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. TSPC Standards 1, 2, and 4 are listed for EDFL 500.
- b) Experiences are designed to accommodate candidates' individual needs.

Required Texts:

Marzano, Robert. (2003). *What Works in Schools: Translating research into action*. ASCD.
Sullivan & Glanz. (2005). Third Ed. *Supervision that Improves Teaching*. Corwin Press.

Suggested text:

Danielson, Charlotte *Enhancing Professional Practice, A Framework for Teaching*. ASCD 2007

Reference Source:

The Publication Manual of the American Psychological Association (APA 5th ed.) for citing any references in written papers.

Course Structure:

Our inquiry will take the form of colloquium discussions, case studies, simulations and reflective writing. You and your prior knowledge are an important part of our learning experience together. Thus your active participation in this course is necessary. To prepare for class sessions, both online and face-to-face, you will read a text focusing on learning environment through the "Supervisory Process: (Sullivan & Glanz) and a text that focuses on research based effective instructional strategies (Marzano) The suggested text (Danielson) provides an excellent model for supervision that is research-based and utilized in many schools today.

Our inquiry will occur in the online format and all-day (9:00 am – 4:00 pm) face-to-face sessions involving discussions, responses, reflections, development of a Personal Vision Statement and a final synthesis project and presentation that culminates your learning and participation in this course. Each student's prior knowledge and experiences regarding improving teaching and learning and the observation/evaluation process for teachers will be an important part of the learning experience. Thus, active participation in this class is essential to maximize learning. Since the discussions are based upon assigned readings, it is critical that each student be diligent in completing all of the reading assignments as they are assigned.

Students will show evidence of their knowledge gained in this course by completing all of the course requirements.

The objectives for this course will help students who seek the Oregon Initial Administrative License to meet the standards for school administrators and school leaders as defined in the Oregon Administrative Rules and work within the conceptual Framework of George Fox University to **Think Critically, Transform**

Practice, and Promote Justice as they:

- 1) Exhibit an understanding of human development, curriculum and methods for early childhood, elementary, middle level and high school students.
- 2) Identify the learning needs (cognitive, affective and psychomotor) of students and collaboratively develop a learning organization within the constraints of the school, district, community resources and priorities.
- 3) Support the establishment and implementation of high skills and knowledge expectations designed to meet stated standards, goals and objectives for students.
- 4) Develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction and assessment.
- 5) Establish high quality learning environments for all students using research-based educational practices that are sensitive to individual differences, diverse cultures and ethnic backgrounds.
- 6) Identify appropriate alternative learning environments when student progress and/or achievement are less than desired.
- 7) Understand the educational goals of the Oregon Education Act for the 21st Century and be able to lead teachers, teaching assistants, parents and members of the school community in helping students meet the Oregon content standards.

Within the Conceptual Framework of George Fox University (***Think Critically, Transform Practice, and Promote Justice***), this course will help students to:

- 1) Understand current educational practice in light of past reforms in order to come to essential beliefs about improving schools in the future.
 - What has been done in the past to improve schools?
 - What has been done to improve student learning?
 - What is my role in improving student learning? Improving instruction?
- 2) Have a clear understanding of their essential beliefs about teaching and learning that guide their beliefs as an educational leader.
 - What do you passionately believe about children and learning?
 - What do you believe about effective instructional practices/teaching?
 - How do these beliefs impact the educational enterprise?
- 3) Increase their understanding of what constitutes good teaching and learning.
 - How do you know what students have learned?
 - What is knowledge?
 - What are the essential questions about teaching and learning that can be used to evaluate good teaching/effective instruction?
- 4) Learn about and use tools that help teachers improve their practice.
 - How do we improve teaching?
 - How do we help teachers become better at planning for student understanding?
 - How can we help teachers reflect on their practice and improve their teaching?

My Expectations of You:

- Attend all face-to-face class sessions at the GFU Salem Center.
- Read assignments and participate in all online discussions each week.
- You will share responsibility for creating a climate where everyone learns from one another and has an opportunity to share his/her expertise.

You Can Expect from Me:

- I will come to class (online and face-to-face) prepared, be responsive to student needs and provide opportunities for you to give feedback on this course.
- I will treat you the way I would like to be treated.
- I will be available to assist students with this course.

Instructor Biography:

I have spent approximately 30 years in public education in Oregon; 15 years as an elementary classroom teacher, grades 1-6, and 15 years as an elementary school principal. The majority of my classroom experience was at the upper elementary level, grades 4-6, although I've done some work in grades 1-3 during my professional career. Administratively, I've worked as an assistant or "head teacher" to the principal for two years in the Canby School District, 3 years as principal of Robert Frost Elementary in Silverton, and 10 years as principal of Lot Whitcomb School in Milwaukie (N Clackamas SD).

I have worked at George Fox University for approximately 6 years. Initially, I worked as a University Supervisor for GFU student teachers. For 2 years I served Coordinator of the Continuing Teaching License Program at GFU; currently I serve as the Coordinator of the Alternative Pathways Initial Teaching License Program and teach courses in both the Curriculum and Instruction and Initial Administrative License programs.

My husband, Bob, and I have been married for 41 years and have two children, 31 and 37. Our daughter, Karen, lives in Bend and is an executive recruiter and vice-president with Express Personnel and Professional Staffing. Our son, Kevin, is the Health/PE teacher at N Marion Middle School by day and a wrestling coach and fight promoter by night. We're all U of O grads and yes, WE LOVE THE DUCKS!!! Our two grandbabies are the delight of our lives.

Professionally, my special interests are focused on ways to strengthen our profession through more rigorous and effective teacher training and stronger mentoring and supervision for all teachers that align with the research on "best practice" and improving teacher performance and increasing student achievement.

Course Requirements

✓ **Participation/Preparation (28% - 2 points each x 14 weeks = 28 points)**

Students are expected to fully prepare for online and face-to-face sessions and to actively participate in all discussions and class learning activities. I will assume you have read the assigned material and will be able to apply the concepts, principles and processes into the course activities. Obviously, some text material will be more relevant than others. Both required texts will be long-term resources and can serve as a foundation in your professional work with instructional supervision. You will not be expected to master the details of each chapter, but to be familiar with the material and be able to apply and synthesize each of the authors' information to your situation.

✓ **Classroom Observations (24% - 6 points each x 4 observations = 24 points)**

On three occasions during this course you will be asked to observe and evaluate the practice of one of your professional colleagues at your school site and apply the concepts, principles and processes discussed and presented during this course. The expectation is that you will be able to apply an "administrative lens" to this activity. On a fourth occasion, you will be asked to develop a Program of Assistance for a teacher that would support the improvement of instruction and increased student achievement. The focus for each observation will be:

- | | |
|----------------|--|
| Observation #1 | Classroom Management and Planning/Organization |
| Observation #2 | Curriculum, Instruction, Questioning Strategies and Differentiation to meet student needs |
| Observation #3 | Teacher Standards for an Oregon Initial Teaching License as defined In OAR 584-036-0010 around these 5 domains: <ul style="list-style-type: none">• Curriculum Planning• Instructional Strategies• Classroom Management• Assessment• Professionalism |
| Observation #4 | Program of Assistance (Select from a variety of scenarios) |

✓ **Personal Vision Statement (20% - 20 points maximum)**

This *Personal Vision Statement* is designed to cause you to think about your future as a school leader and your goals for improving teaching and learning, both in your classroom and in your school at large. You will describe your essential beliefs around teaching and learning and present a clear description of how these essential beliefs can/will improve teacher performance and student achievement. Students will share their vision statements with the instructor and colleagues in this course and we will provide you with feedback on your vision.

✓ **Final Synthesis Project and Presentation (28% - 28 points maximum)**

The final project requires the development of a synthesis/notebook of what you have learned in EDFL 500. The notebook is due at the final face-to-face class session on Dec. 8, 2007. Each student will present their notebook to the colleagues in this course and facilitate some roundtable discussion about the contents of their notebook in a 10-15 minute time frame. You may utilize support materials to enhance and strengthen your presentation, such as power point, handouts, overheads, and etc. if you'd like, but it's not required. This project is designed to assist you as a beginning administrator to supervise and lead your school to improved instruction and increased student achievement.

The final project highlights TSPC Standards 1 (Visionary Leadership), 2 (Instructional Improvement) and 3 (Inclusive Practices).

Standard 1: **Visionary Leadership** – Include personal vision; develop and articulate the vision.

Standard 2: **School Improvement** – School culture, assessment, technology, best practices in learning, human development theory, professional growth plan, use of research strategies promote environment for improved student achievement.

Standard 3: **Inclusive Practices** – Plan for collaboration with families and other community members, involving families in school decision-making process.

Grading Scale

A	= 100 – 93.5 %	(100-93.5 points)
A-	= 93.4 – 90%	(93.4-90 points)
B+	= 89.9 – 87.5%	(89.9 - 87.5 points)
B	= 87.4 – 83.5 %	(87.4-83.5 points)
B-	= 83.4 – 80%	(83.4 – 80 points)
C+	= 79.9 – 77.5%	(79.9 – 77.5 points)
C	= 77.4 – 73.5%	(77.4 – 73.5 points)
C-	= 73.4 – 70%	(73.4 – 70 points)
F	= less than 70%	(69.9 – 0 points)

The **Academic Resource Center (ARC)** provides all students with free writing consultation, general tutoring, academic coaching and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00PM, Monday through Thursday, and 12:00-4:00 PM on Friday. Call 503-554-2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center at 503-554-2327 if you have questions.

Disability Services Information

If you have specific physical, psychiatric or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, director of Disability Services (503-554-2314 or rmuthiah@georgefox.edu, or go to ds.georgefox.edu for more information.

Course Schedule

Sept. 10-16	Review Syllabus; submit questions/concerns to instructor via email.
Post online by 5:00 pm 9/16/07	Post your biography. Speak to your teacher education, teaching experiences, current assignment, and motivation for taking Instructional Supervision. Speak to the future: What are your long-term goals; what do you hope to be doing 5 years from now. Share your personal interests, family info. etc. This will help us get to know one another.
Written assignment: Sept. 17-23	Read all biographies and give a brief response/acknowledgement to each. <hr/> The School: Read Marzano, pages 1-46
Face-to-face class 9:00 am-4:00 pm 9/22/07	Written assignment: responsive essay or bulleted highlights Using the comparison of research (Edmonds, Levine, & Lezotte, Sammons, Scheerens & Bosker) reviewed by Marzano, describe how success is measured at your school. <u>Bring your written assignment to first face-to-face class; be prepared to lead discussion and share.</u>
Sept. 24-30	Discussion of the observation/evaluation process and how it will be used in this course. <hr/> The Community: Read Marzano, pages 47-67
Post online by 5:00 pm 9/30/07	Written assignment: responsive essay or bulleted highlights Describe how your school/organization/department demonstrates or does not demonstrate (1) a safe and orderly climate and (2) a sense of collegiality and professionalism. What would you change? Why? Read all online postings and respond to at least three.
<hr/> Begin planning/arranging for your first observation: Due Oct. 13	

<p>Oct. 1-7</p> <p>Post online by 5:00 pm 10/7/07</p>	<p>The Teacher: Read Marzano, pages 71-120</p> <p>Written assignment: responsive essay or bulleted highlights Discuss Marzano’s “teacher-level factors” that influence teacher effectiveness. Do you agree or disagree? Why? Give your description of an “effective teacher”. Read all online postings and respond to at least three.</p> <p>Continue planning or finalize plans and conduct your first observation and post conference. Prepare write-up. Due: Oct. 13 at face-to-face session.</p>
<p>Oct. 8-14</p> <p>Face-to-face class 9:00 am – 4:00 pm 10/13/07</p>	<p>The Student: Read Marzano, pages 123-153 Implementation: Read Marzano, pages 157-178</p> <p>Written assignment: Choose several students with whom you work(ed) with and describe your impression of the students using the following factors: parent communication, parent supervision, parental expectation, intelligence, drive and self-assessment. <u>Bring your written assignment to the second face-to-face class session; be prepared to lead discussion and share.</u></p> <p>Copy and complete the questionnaire “Snapshot Of School Effectiveness Factors” on pages 179-186 for your school/organization. Be prepared to share results with your classmates at the second face-to-face class, Oct. 13. Surveys will be turned in.</p> <p>Finalize plans and conduct your first observation and post conference. Prepare write-up; Due Oct. 13 for discussion at face-to-face class session.</p>
<p>Oct 15-21</p> <p>Post online by 5:00 pm 10/21/07</p>	<p>Written assignment: Brief essay: “My Best and Worst Observation/Evaluation” In your essay, share information that would have improved your worst observation; tell why you believe your “best observation” was effective. How did each of these observations influence your classroom practice? Read all online postings and respond to at least three.</p> <p>Begin planning for and conduct your second observation and post conference. Prepare write-up; Due Nov. 17 for discussion at face-to-face class session.</p>
<p>Oct 22-28</p> <p>Post online by 5:00 pm on 10/28/07</p>	<p>Changing the Context of Supervision: Read Sullivan & Glanz, pages 1-53 (*Instructor’s text is Second Edition – if you text is first or third edition, page numbers will differ.)</p> <p>Written assignment: A reflection in two parts</p> <ol style="list-style-type: none"> 1) Compose a list of your beliefs about teaching and learning, about teachers, about supervision and about yourself. How does your philosophy influence your approach to supervision with respect to engaging teachers in dialogue about instructional improvement? Explain. 2) In your experience, is it true that teachers don’t know as much about teaching as do supervisors and that supervisors possess greater teaching expertise than do teachers? Provide an example. <p>Read all online postings and respond to at least three.</p> <p>Questionnaire: Beliefs About Supervision pages 36-37. Complete and bring to Nov. 17 face-to-face class session. Your questionnaire will be utilized again as you develop your <i>Personal Vision Statement</i> assignment.</p> <p>Begin planning for your third observation and post conference. Prepare write-up to share at Nov. 17 face-to-face class session.</p>

Oct 29-Nov. 4 **Three Interpersonal Approaches:** Read Sullivan & Glanz, pages 55-73
(**Instructor's text is Second Edition – if yours is first or third edition, page numbers will differ.)

Post online by Written assignment: A brief reflection. Give specific personal examples for the
5:00 pm 11/4/07 use of the three interpersonal approaches for providing feedback-either feedback
to you or feedback from you. How did this feedback impact your practice? Was
the feedback/post conference beneficial? Why or why not?
Read all online postings and respond to at least three.

Questionnaire: **Beliefs About Supervision** pages 36-37. Complete and bring
to Nov. 17 face-to-face class session. This questionnaire will be utilized again
as you develop your *Personal Vision Statement* assignment.

Conduct your third observation and post conference. Prepare write-up to share
at Nov. 17 face-to-face class session.

Nov 5-11 **Observation Tools and Techniques:** Read Sullivan & Glanz, pages 75-116
(**Instructor's text is Second Edition – if yours is first or third edition, page numbers will differ.)

Post online by Written assignment: Describe different kinds of observation techniques you
5:00 pm 11/11/07 have personally experienced. What seems most effective? What seemed least
effective? What are the primary benefits of using certain observation
instruments? Discuss the difference between qualitative and quantitative
approaches to observation. Which do you prefer to receive? Which do you
prefer to use in the supervisor role?
Read all online postings and respond to at least three.

Begin your *Personal Vision Statement*. Utilize your questionnaire: **Beliefs
About Supervision** document to frame your *Personal Vision Statement* which
is due at the Dec. 8 final face-to-face class session.

Be certain your third observation is completed. The write-up of this
observation and post conference will be shared at Nov. 17 face-to-face class
session.

Nov 12-18 **Clinical Supervision:** Read Sullivan & Glanz, pages 117-132
(**Instructor's text is Second Edition – if yours is first or third edition, page numbers will differ.)

Face-to-face class Written assignment: Formulate a definition of clinical supervision based on
9:00 am-4:00 pm the reading. Discuss what you believe are the most essential/beneficial
11/17/07 components of clinical supervision. Has clinical supervision had an impact
on your practice. How?
Bring your written assignment to the third face-to-face class; be prepared
to lead discussion and share.

Initial discussion of "Program of Assistance".

Discussion and sharing of your second and third observations. Be prepared with
your write-up of the observations and post-conferences.

Discussion of questionnaire: **Beliefs About Supervision.**

Continue work on your *Personal Vision Statement* **Due Dec 8.**
Begin the assimilation of your Final Synthesis Project – notebook. **Due Dec 8.**

Nov 19-Nov 25 **Alternative Approaches:** Read Sullivan & Glanz, pages 133-158
Supervision to Improve Classroom Instruction: Read S & G, pages 159-171
(*Instructor's text is second edition – if yours is first or third edition, page numbers will differ.)

Post online by Written assignment: Respond to this statement: "Supervision is and always will
5:00 pm 11/25/07 be the key to the high instructional standards of America's public schools."
Read all online postings and respond to at least three.

Locate and review the "Program of Assistance" procedures established in your local school district. Generally this information is spelled out in your teachers' contractual agreement with the local school district. Look carefully at the timelines and procedures that must be followed. Review all of the scenarios you have received. Select one of the scenarios to analyze and develop a written program of assistance for the described teacher. Remember the importance of documentation as you develop this written scenario! **Bring your work to the Dec 8 face-to-face class for discussion and sharing. This will also be a part of your final synthesis notebook project.**

Due Dec 8:

Continue work on your *Personal Vision Statement*.
Continue work on the assimilation of your Final Synthesis Project-notebook.
Program of Assistance write-up.

Nov 26-Dec 9 Prepare for Dec. 8 final face-to-face class session @ Salem Center.
(2 weeks) 9:00 am – 4:00 pm

No online postings
required during
this time!

Class Schedule for Dec 8:

1. Share and discussion of "Program of Assistance"
 2. Student presentations of final Synthesis Project-notebook.; includes your *Personal Vision Statement* that will be shared.
 3. GFU course evaluations
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Dec 10 -16 One final posting to the instructor: This posting will only be viewed by the instructor. Address the following questions/concerns:

- What was the most valuable assignment?
- What was the least valuable assignment?
- Did you have an "aha moment" in this class? If so, when. If not, why not?

Post online by
5:00 pm 12/15/07

Thank you for being a part of EDFL 500 at GFU. Merry Christmas & happy winter break!

