

Northeastern Illinois University
Department of Educational Leadership and Development
ELAD 424 School Supervision
Course Syllabus

Course Instructor: Dr. Ana Gil-Garcia
Office: LWH 3093
Phone: (773) 442 5525
E-Mail: A-Serafin@neiu.edu or anagilgarcia@hotmail.com
Office Hours: Tuesday and Wednesday 3:00 p.m. – 5:00 p.m.

CONCEPTUAL FRAMEWORK

Reflective Professionals Building Learning Communities

COURSE PHILOSOPHY

This course is designed to help student learn how to utilize school supervision and teacher evaluation as key ingredients in creating a positive school culture which fosters professional development and student achievement. Students will apply effective leadership, supervision and teaching skills in the teacher evaluation process. Through reflective process, the student will gain insights into the knowledge base generated in supervision, evaluation and peer coaching paradigms.

COURSE PURPOSE

An analysis of the components of supervisory behavior in the process of supervision, human and technical skills in personnel management, organizational factors affecting the performance of the supervisor, problematic areas within educational institutions and their influence upon supervisory behavior.

KNOWLEDGE BASE

The school supervision and teacher evaluation knowledge base is drawn from numerous areas of education dating back many years. The contents driving the supervision theories are:

- From the scientific management supervision of Taylor in the early 1900's to Likert's participative-group supervision in the late 1900's, behavioral scientists have influenced school supervision practices
- The Situational Leadership model, as developed by Hersey and Blanchard, provides a theoretical model for educational leaders to apply in the supervision and evaluation process

- The Clinical Supervision work of Goldhammer, Cogan, Anderson and Krajewski and ASCD developed materials by Acheson that provide students with effective methods for supervision and evaluation
- The work of Saphier and Gower connects for the student the research on effective teaching including multicultural perspectives, with the tools for writing effective narrative teacher observation evaluations
- Saphier's work and the Illinois School Code present the need for school supervisors to develop effective procedures and practices for marginal and/or unsatisfactory teachers
- The Educational Leadership Constituent Council curriculum guidelines provide an integrated framework for school supervision and teacher evaluation to be a significant part of educational leadership programs preparing students for the changing roles of educational leaders
- The student objectives of the Illinois Certification Testing System, General Administrative Area, provide a framework for students seeking the Illinois Type 75 Certificate program

PRIMARY OBJECTIVES

1. Establish a philosophical foundation for school supervision and teacher evaluation which empower educational leaders to realize institutional goals as well as to meet the individual teacher needs within the school system.
2. Identify how an educational leader can effectively utilize situational leadership in the school supervision and teacher evaluation process.
3. Identify the fundamental methods in clinical supervision in a school system.
4. Understand the importance of school supervision in effective student learning schools.
5. Identify teaching skills that translate into good teaching practices and student learning.
6. Understand techniques, procedures and instruments used by educational leaders to facilitate effective teacher performance.
7. Write a formative, narrative evaluation of a teacher based, upon Saphier format of claim, evidence interpretation and judgment.
8. Understand the connection of school supervision and teacher evaluation with staff development.
9. Understand the process and legal framework with respect to teacher reemployment, probation, tenure or termination.

STUDENT OUTCOMES

As developed by the national Policy Board for Educational Administration for the Educational Leadership Constituent Council

- 1.5. Identify and critique several theories of leadership and their application to various school environments.
- 1.6. Act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

- 2.3. Engage staff in an ongoing study of current best practices and relevant research and demographic data.
- 3.7. Utilize a variety of supervisory models to improve teaching and learning.
- 4.3. Apply effective job analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff.
- 4.4. Formulate and implement a self development plan, endorsing the values of career-long growth and utilizing a variety of resources for continuing professional development.
- 7.2. Use appropriate written, verbal and non-verbal communication in a variety of situations.
- 9.1. Use technology, telecommunications and information systems to enrich curriculum and instruction.

STUDENT OUTCOMES

As developed by the Illinois Certification Testing System, General Administrative Area

- 19-5. Understand concepts and skills associated with educational supervision
- 19-6. Apply concepts and skills associated with instructional leadership.
- 19-24. Analyze methods and procedures for assessing teacher performance, including reference to diverse populations.
- 19-25. Identify the role of classroom observation methods in evaluating instructional programs and personnel, including reference to diverse populations.
- 19-35. Understand staff development programs and procedures for adult learners.
- 20-5. Understand theories and models of educational supervision.
- 20-18. Understand disciplinary and termination procedures.
- 20-19. Analyze the role of the administrator in developing in-service education plans.
- 20-20. Analyze methods and procedures for assessing and improving teacher performance.

LEARNING EXPERIENCES AND INSTRUCTIONAL STRATEGIES

The school supervision student will be exposed to a variety of learning and instructional strategies. The strategies will stimulate creative and critical thinking that would favor the application of nontraditional supervisory approaches in the classroom. Among the strategies are lectures, small and large group discussions, video viewing, simulations, case studies and student presentations. The student will observe a classroom lesson given by a school colleague and apply Saphier's narrative process of classroom observation and present his/her findings to the rest of the class.

REQUIREMENTS

Attendance

You are expected to attend all scheduled classes. If you are absent, you are expected to make arrangements to get notes and assignments from a classmate. Please note that if

you are absent when an assignment is due, you should make arrangements to have your work submitted to your instructor before or by midnight of the due date.

Chapter Review and Case Development

The student will join a group not larger than three and will select two chapters of the “Red Book” to analyze and write a case. Your group should develop a case from each chapter. The case will be used as the instructional vehicle and strategy to reinforce the explicit content of the chapter. After each chapter presentation, the rest of the class will discuss the case study and will seek administrative or academic solutions according to the perspective you choose for the development and design of the case.

Clinical Supervision and Narrative Classroom Observation

Read in your own about the Clinical Supervision model and make arrangements to observe a colleague at your school. Explain to your colleague that you are “playing the role of his/her supervisor” and that by following the process of the Clinical Supervision model, you will observe her/his classroom practices. After your observation, write your narrative following Saphier’s classroom observation steps. Your work will produce qualitative data that will be analyzed in class.

Philosophy of Supervision and Evaluation

What is your professional position on school supervision? What is your point of view on teacher evaluation? In two paragraphs, one page, write your position on your role as a supervisor and evaluator of teacher classroom practices.

New Trends in Supervision

The student will research on a selected topic dealing with school supervision and evaluation. After reading at least six research, opinion, or position articles, a probably trend should emerge as a common thread that connects the rationale of the articles. Write two or three paragraphs emphasizing the relevancy of the trend as it relates to Saphier nine functions of observation and its impact on an educational organization and how the topic could be used in actual school supervision and/or teacher evaluation.

Instructional Requirement	Grading Criteria
Attendance	10 points
Chapter and Case Development	30 points
Clinical Supervision and Narrative	30 points
Philosophy of Supervision and Evaluation	15 points
Video analysis (3)	15 points

Tentative Course Outline

Date	Content	Activity
May 22	Introduction. History of supervision. Definition of Supervision. Syllabus examination.	Icebreaking. Bring to class three copies of your district's teacher evaluation plan
May 24	Leadership Theories. Situational Leadership. Videotape 1.	Analysis of Teacher Evaluation documents. Readings Jan 25: The Skillful Teacher, Chapt. 1-4 How to make supervision... pp 39-41.
May 31	Videotape 2. Chapters 1-4....pp.39-41 discussion	
June 05	Chapters	
June 07		
June 12		
June 14		
June 19		
June 21		
June 26		
June 28		