

6-2003

EDLD 552.01: The Supervision and Evaluation of Public School Educators

William P. McCaw

University of Montana - Missoula, bill.mccaw@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

McCaw, William P, "EDLD 552.01: The Supervision and Evaluation of Public School Educators" (2003). *Syllabi*. 3587.
<https://scholarworks.umt.edu/syllabi/3587>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

The University of Montana
 Department of Educational Leadership and Counseling
EDLD 552
The Supervision and Evaluation of Public School Educators

INSTRUCTOR:

William P. McCaw, Ed.D.
 Office: Education 207
 Office Hours: By Appointment
 (o) 243-5395
 e-mail: bill.mccaw@mso.umt.edu

CLASS DATES:

July 7-18, 2003
 8:00 AM-12:00 PM
 School of Education Room 215

REQUIRED READINGS:

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001). *SuperVision and instructional leadership: A developmental approach* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Anderson, S. J. (2001). *FRISK documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance*. Gardena, CA: Sunset Printing.

Other readings as assigned during the course.

COURSE DESCRIPTION:

This course will examine the roles of supervision and evaluation as they relate to public school educators. Class discussions, activities, and assignments will focus on existing research comprising a knowledge base for effective schools, effective teaching, interpersonal skills, and technical skills as they relate to the various tasks and functions of supervising and evaluating educators.

EXPECTATIONS:

Students enrolled in this course are expected to demonstrate regular and consistent class attendance and participate in all activities and discussions in a manner that adheres to the Professional Standards for Student Performance (see page 6) and promotes a scholarly environment where diverse ideas are valued and discussion is supported by informed opinion. In order to be consistent with contemporary adult learning theories, each student is responsible for their participation in class discussions.

Written assignments will reflect the individual's original work and when appropriate, follow the American Psychological Association (APA) style. All references to works by other authors must be properly cited.

Students are required to be current in the assigned reading for the course and to submit required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

COURSE OBJECTIVES:

As a result of the successful completion of EDLD 552, students will be able to:

Outcomes	ISLLC	NCATE
1. Relate supervision and instruction to a shared vision focusing upon teaching and learning.	1	1.1
2. Apply adult learning theories to professional development activities.	2	4.2
3. Frame, analyze, and resolve teaching and learning problems through developmental supervision.	3	1.3
4. Implement best practices and relevant research through supervision and professional development activities to improve instruction and student learning.	2, 3	2.3
5. Recognize the relationship between a positive school culture and student learning.	2	3.1
6. Articulate the change process as it relates to supervision, evaluation, and professional development.	2	1.4
7. Recognize the components of a learning organization that supports instructional improvement and incorporates best practices.	1, 2	3.2
8. Utilize a variety of supervisory models to improve teaching and learning.	2	3.7
9. Identify the role of professional development to improve teaching.	2	4.1
10. Apply effective job analysis procedures, supervisory techniques, and performance appraisal for instructional and non instructional staff.	3	4.3
11. Use appropriate interpersonal skills in the supervision and evaluation process.	5, 6	7.1
12. Use appropriate written, verbal, and nonverbal communication in the supervision and evaluation process.	1, 5, 6	7.2
13. Make decision based on the moral and ethical implications of policy options and political strategies.	5, 6	11.5

ASSIGNMENTS:

In addition to the assigned reading and expectations of class participation, each student will be required to complete the following assignments:

1. Write a scholarly paper describing (a) the strengths and weaknesses of various Classroom-Based Assistance models (to include Clinical Supervision, Peer Coaching, Study Groups, and Self-Directed Improvement as well as any other models that you may want to discuss) and (b) justification for the Classroom-Based Assistance model that you would want to implement as the instructional leader in your building. (5 pages minimum)
2. As a member of the district's administrative team, prepare a 20 minute presentation to the Board of Trustees (class) proposing to implement a developmental supervision process in your school district. This presentation will address:
 - a. The connection of developmental supervision to the school's improvement process.
 - b. The relationship of developmental supervision to adult learning theories and professional development.
 - c. An articulation of developmental supervision.
 - d. Identification of barriers and recommendation to remove those barriers.

3. Utilize the FRISK model to create correspondence addressing:
 - a. Documentation of a Warning/Conference.
 - b. Written Warning.
 - c. Letter of Reprimand.
 - d. Suspension Without Pay.
 - e. Dismissal.

GRADING:

Grading for assignments is explained below.

An “A” is an indication of excellence. Excellent work is complete, original, technically sound, synthesizes content from the course and is fully supported with scholarly citations when appropriate.

A “B” is an indication of good work. It is complete, technically sound, contains some course content, and adequately addresses the subject of the assignment.

A “C” is an indication of average work. It addresses the assignment in a cursory manner and lacks adequate scholarly citations.

Unacceptable assignments are those that do not meet the requirements of the class assignment. They are often constructed from other classes or consist of research that the writer finds more interesting than the class assignment. Papers that are plagiarized, either by direct copying or a lack of adequate citation are unacceptable and will be graded accordingly.

Each assignment must contain a cover page (see page 7).

Grades will be determined by the following weighted formula:

Participation	15%
Classroom-Based Assistance Paper	40%
Developmental Supervision Presentation to Trustees	20%
FRISK Documentation	25%
a. Documentation of a Warning/Conference	(5%)
a. Written Warning	(5%)
b. Letter of Reprimand	(5%)
c. Suspension Without Pay	(5%)
d. Dismissal	(5%)

A FINAL NOTE:

I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

TENTATIVE CLASS TOPICS AND ASSIGNMENT DUE DATES:

Topic	Reading
Introductions, Syllabus, and Readings	
Supervision for Successful Schools	SV 1-13
Why Schools are as They Are	SV 19-33
What Schools Can Be	SV 38-52
Evaluation vs. Supervision	SV 299-304
Professional Development	SV 359-386
Adult and Teacher Development	SV 56-89
Schools, Teaching, and Supervision	SV 96-116
Supervisory Behavior Continuum: Know Thyself	SV 123-133
Classroom Based Assistance to Teachers	
Clinical Supervision	SV 313-330
Peer Coaching	Handout
Study Groups	Handout
Self-Directed Improvement	Handout
Assessing and Planning Skills	SV 219-247
Time Management	
Leadership and Management	
Observation Techniques	SV 250-274
Developmental Supervision	SV 136-145
Direct Control Behaviors	SV 146-155
Directive Informational Behaviors	SV 158-166
Collective Behaviors	SV 169-179
Nondirective Behaviors	SV 182-194
Developmental Supervision: Theory and Practice	SV 197-212
Conflict Resolution	Handout
Group Development	SV 334-355
Evaluation Procedures: FRISK	FRISK 1-77
FRISK Analysis	

References

- Anderson, S. J. (2001). *FRISK documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance*. Gardena, CA: Sunset Printing.
- Covey, S. R. (1990). *Principle-centered leadership*. NY: Summit.
- Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. NY: Fireside.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Princeton, NJ: Educational Testing Service.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001) *SuperVision and instructional leadership: A developmental approach* (5th ed.). Needham Heights, MA: Allyn & Bacon.
- Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. Educational Leadership, 59 (6), 45-51.
- Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning centered guide*. Boston: Allyn & Bacon.
- Marczely, B. (2001). *Supervision in education: A differentiated approach with legal perspectives*. Gaithersburg, MD: Aspen.
- Oliva, P. F. (1989). *Supervision for today's schools*. (3rd ed.). New York: Longman.
- Sergiovanni, T. J., & Starratt, R. J. (1998). *Supervision: A redefinition*. (6th ed.). Boston: McGraw-Hill.
- Strong, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal conflict* (6th ed.). NY: McGraw-Hill.

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

- Demonstrate professional vision in the practice of educational administration
- Accept responsibility and accountability for class assignments in their role as members of the class
- Demonstrate growth during the period of their graduate career
- Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Demonstrate imagination and originality in the discussion of educational leadership issues
- Understand the relationship between theory and practice and the value of reflective leadership
- Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Demonstrate an ability to build trust and positive relationships with others
- Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Demonstrate an ability to express himself/herself well in speech and writing, and
- Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

**FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY
RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**

(YOUR ORIGINAL TITLE FOR THE ASSIGNMENT)

By

(Your Name)

Presented to
Dr. William P. McCaw

In Partial Fulfillment of the Requirements of
EDLD 552: The Supervision and Evaluation of Public School Educators

The University of Montana