

Syllabus

**The University of Oklahoma
College of Education
Educational Administration, Curriculum and Supervision
EACS 5573: Supervision of Instruction
OU-Tulsa
Spring, 2007**

Marvin H. Jeter, III, Ph.D.
Director of Staff Development and Leadership Training, Tulsa Public Schools
jeterma@tulsaschools.org 918-925-1100

College of Education Mission:

The mission of the college of education is to promote inquiry that fosters democratic life and is fundamental to productive activity in the interrelated areas of teaching, research and service in a multicultural society.

EACS Mission:

The “Supervision of Instruction” course is aligned with the Educational Administration, Curriculum and Supervision (EACS) area beliefs that PK-12 schools are complex organizations that need leaders who understand: 1) the theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the EACS knowledge bases; 3) the integration of theory, research, and practice as a means of grounding new best practices.

The EACS curriculum is under-girded by a dynamic knowledge base that reflects current and recommended practices as examined through basic and applied research. The EACS graduate should be able to transfer theory and research into practice and to analyze practice through theory and research. To this end, theory, research, and practice are viewed as reciprocal and equal in developing and refining program area offerings. The curriculum is vertically and horizontally articulated, allowing students the opportunity to study both the broader area of leadership and an area of emphasis as they become proficient in understanding, applying, and conducting research - both formally, as scholar leaders, and informally, as informed practitioners through action research. The curriculum provides the conceptual and philosophical bases of continuing education as students develop specified competencies.

The EACS faculty recognizes the unique learning needs of our adult students. Accordingly, the faculty encourages learning through the utilization of a variety of instructional approaches (e.g., lecture, discussion, large and small group work, computer and non-computer simulation, site visitations, and interactions with practitioners in order to properly engage students in learning. Further, the faculty of EACS recognizes that as an outgrowth of its conceptual framework there are knowledge bases accepted by learned societies such as ELCC, NPBEA, and UCEA.

Within these accepted but evolving knowledge bases there are competencies and skills that may also be applied in regulated field experiences such as internships and practica. The competencies and skills evolve (broadly) around the following: developing, articulating, implementing, stewarding, and promoting community involvement in developing a vision; promoting positive school culture; providing effective instructional program, applying best practices to student learning, and designing comprehensive professional growth programs; managing the operations and resources in the organization; collaborating with families and other community groups, responding to community interests and needs; mobilizing community resources; acting with integrity and ethically; understanding and responding to and influencing the larger political, social, economic, legal, and cultural context.

Religious Holidays:

“It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.”

Students with Special Needs:

“ Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

The goals of this course are directly served by the required texts:

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. Supervision and Instructional Leadership: A Developmental Approach. Pearson Education, Inc., 2007. ISBN: 0-205-48953-2

Zemelman, S., Daniels, H., & Hyde, A. Best Practice: Today's Standards for Teaching & Learning in America's Schools. Heinemann, 2005. ISBN: 0-325-00744-6

- To develop a new paradigm for supervision providing for supervision to be collegial rather than hierarchical, the province of teachers as well as supervisors
- To build knowledge of effective schools research and the transition to school improvement
- To develop competence in developmental supervision, the supervisory behavior continuum, and four interpersonal approaches to supervision: directive control, directive informational, collaborative, and nondirective
- To support the development of technical skills of supervision: assessment, planning, observation, research, program evaluation, and teacher evaluation
- To coach incorporation of the tasks of supervision: direct assistance (clinical supervision, peer coaching, etc.), group development, professional development, curriculum development, and action research
- To address change, including discussions of change from the leader's view, change from the teacher's view, chaos theory applied to school and classroom change, and creating a culture for change
- To offers varied assessments, such as classroom and school observations, constructivist activities, and reviews of teacher and student work products, illustrating a broad range of options.

Assignments:

Homework/Classwork (250 points)

- Reflections Journal – (110 pts)
- 11 Field Exercises – 10 points each
- Summaries (140 pts)
- 14 Journal Articles – 10 points each
- 3pts-summary; 3pts-application; 2 pts-research; 2 pts standards

Multi-media Presentations – (100 points)

- Classrooms of Effective Teachers-ASCD – 20 points
- The Math Trial & Oobleck – 20 points
- Student Video of Pre- & Post-Conferences – 20 points
- Reflective Summary
- Successes of Conference
- Priorities for Improvement
- Best Practices in Action – 20 points
- A Visit to a Differentiated Classroom – 20 points

Class Participation – (50 points)

Final Project – (100 points)

Grading Scale:

475 – 500 points	A	(≥ 95%)
450 – 474 points	B	(90-94%)
425 – 449 points	C	(85-89%)
0 – 424 points	F	(≤ 84%)

Pre-Work:

- Read Glickman Part One-Introduction & Part Two-Knowledge, Chapters 1-5.
- Complete Glickman *Field Exercise 1, p. 14*
- *Complete Glickman *Field Exercises 2-3, p.34*
- *Complete Glickman *Field Exercise 1, p.82*
- *Complete Glickman *Field Exercise 3-4, p.112*
- *Collect, read, & summarize 9 Journal Articles (APA citation + 1 page summary)
 - 3 dealing with tasks, roles, or responsibilities of instructional supervision
 - 3 dealing with research on effective schools
 - 3 dealing with adult learning

**while this work will not be submitted formally until the end of the course, the information will be useful in class discussions throughout the course*

Read Zemelman Chapter 1

Weekend One

Friday, February 2, 2007

4:30-6:00 P.M. – Review of Syllabus and Introductions – Class Participants and Course Topic

6:15-7:45 P.M. – Ensuring Knowledge Base for Supervision of Instruction

Glickman Chapter 1 – Supervision for Successful Schools

7:15-8:30 P.M. – Ensuring Knowledge Base for Supervision of Instruction, cont.

Glickman Chapter 2 – The Norm: Why Schools Are as They Are

8:45-9:00 P.M. – Ensuring Knowledge Base for Supervision of Instruction, cont.

Chapter 3 – The Exception: What School Can Be

Saturday, February 3, 2007

9:00-10:15 A.M. –

Glickman Chapter 4 – Adult and Teacher Development within the Context of the School:
Clues for Supervisory Practice

10:30-11:45 A.M. – Setting Perspective for Supervision

Glickman Chapter 5 – Reflections on Schools, Teaching, and Supervision

*****Lunch*****

1:00-2:30 P.M. – Interpersonal Skills of Instructional Supervisors – Group Collaboration

Glickman Chapter 8 – Directive Control Behaviors

Glickman Chapter 9 – Directive Informational Behaviors

Glickman Chapter 10 – Collaborative Behaviors

Glickman Chapter 11 – Nondirective Behaviors

2:45-4:00 P.M. – Interpersonal Skills of Instructional Supervisors –

Glickman Chapter 6 – Supervisory Behavior Continuum: Know Thyself
Complete *Developmental Exercises 1 & 3*, p.129
Group Presentations

4:15-5:30 P.M. – Interpersonal Skills of Instructional Supervisors – Group Collaboration

Glickman Chapter 7 – Developmental Supervision: An Introduction

5:45-7:00 P.M. – Video – Teacher Talk – The Math Trial and Oobleck- Kay Tolliver

Sunday, February 4, 2007

1:00-2:30 P.M. – Interpersonal Skills of Instructional Supervisors, cont.

Glickman Chapter 12 – Developmental Supervision

2:45-4:00 P.M. – Technical Skills of Instructional Supervisors, cont.

Glickman Chapter 13 – Assessing and Planning Skills

Practice in *Pre-conferencing*

Glickman Chapter 14 – Observing Skills

Practice in *Scripting an Observation*

Video Practice –
Classrooms of Effective Teachers, Segment 1
– ASCD

Glickman Chapter 15 – Research and Evaluation Skills

Practice in *Scripting & Preparing for Post-conferencing*

Video Practice –
Classrooms of Effective Teachers, Segment 2
– ASCD

4:15-5:30 P.M. – Technical Skills of Instructional Supervisors, cont.

Zemelman Chapter 1 – Renewing Our Schools: The Progressive Consensus

5:45-7:00 P.M. – Practice in *Data Collection & Preparing for Post-conferencing*

Video Practice –
Classrooms of Effective Teachers, Segment 3
– ASCD

Discussion

Intercession-Work:

- Prepare Multi-media reflections for
Teacher Talk – The Math Trial and Oobleck- Kay Tolliver
Classrooms of Effective Teachers, Segments 1-3 – ASCD
- Read Glickman Part Five-Tasks of Supervision Chapters 16-20
& Part Six-Function of Supervision, Chapters 21-22.
- Read Zemelman Chapters 2-11.
- Complete *Field Exercise 1, p. 129*
- Complete *Field Exercises 1, p.153*
- Complete *Field Exercise 1, p.177*
- Complete *Field Exercise 1, p.192*
- Complete *Field Exercise 1, p.207*
- Prepare video documentation of one series of pre-conference/observation/
postconference with a teacher who is willing to be the subject of practice
- Collect, read, & summarize 5 Journal Articles (APA citation + 1 page summary)
 - 1 dealing with supervision of language arts instruction
 - 1 dealing with supervision of mathematics instruction
 - 1 dealing with supervision of science instruction
 - 1 dealing with supervision of social studies instruction
 - 1 dealing with supervision of fine arts instruction
- Acquire a copy of your District Teacher Evaluation Instrument

Weekend Two

Friday, March 2, 2007

4:00-5:30 P.M. – Discussion of Findings

5:45-7:00 P.M. – Tasks of Supervisors

Chapter 16 – Direct Assistance to Teachers

Chapter 17 – Group Development

7:15-8:30 P.M. – Tasks of Supervisors, cont.

Chapter 18 – Professional Development

Chapter 19 – Curriculum Development

8:45-10:00 P.M. – Tasks of Supervisors

Chapter 20 – Action Research: The School as the Center of Inquiry

Saturday, March 3, 2007

Supervision of Language Arts & Social Studies Instruction

9:00-10:15 A.M. – Presentation of Field Exercises & Discussion/Application of Zemelman

10:30-11:45 A.M. – Presentation of video documentaries & Journal Reviews

*****Lunch*****

Supervision of Mathematics & Science Instruction

1:00-2:30 P.M. – Presentation of Field Exercises & Discussion/Application of Zemelman

2:45-4:00 P.M. – Presentation of video documentaries & Journal Reviews

Supervision of Fine Arts Instruction

4:15-5:30 P.M. – Presentation of Field Exercises & Discussion/Application of Zemelman

5:45-7:00 P.M. –

Video Practice –

Best Practices in Action – Using Analogies to Enhance Background Knowledge
– ASCD

Sunday, March 4, 2007

Supervision and Evaluation

1:00-2:30 P.M. – Journal Reviews & additional research on effective instructional leadership

Bolman, L., & Deal, T. Reframing the Path to School Leadership. Corwin Press, 2002.

ISBN: 0-7619-4607-1

Crowther, Kaagan, Ferguson, & Hann. Developing Teacher Leaders. Corwin Press, 2002

ISBN: 0-7619-4562-8

Danielson, C. Enhancing Professional Practice. ASCD, 1996.

ISBN:

Marzano, Pickering, & Pollock. Classroom Instruction that Works. ASCD, 2001.

ISBN: 0-87120-504-1

Schlechty, P. Working on the Work. Jossey-Bass, 2002.

ISBN: 0-7879-6165-5

2:45-4:00 P.M. – District Evaluation Instruments as Summation of Supervision

Pathwise

4:15-5:30 P.M. – Developing a Rubric for Teacher Expectations

5:45-7:00 P.M. – Administrative Expectations

Intercession-Work:

Final Departmental Project

**Reflections Journals, Article Summaries, & Final Projects
must be submitted electronically by April 2, 2007
to jeterma@tulaschools.org.**