

UNIVERSITY OF ST. FRANCIS
COLLEGE OF EDUCATION
Joliet, Illinois



- Understanding Students
- Serving the Community
- Finding Our Professional Selves

"The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders. "

Course Information:

Course: Supervisory Behavior
Course/Section Number: MSED 655
Semester Year: Spring 2005
Meeting Dates: Thursdays, January 6 – February 24, 4:30 – 8:30 P.M.
Location/Site: Oswego 1, Eastview
Prerequisite for Course: Permission of program coordinator
Required Books/Materials: See next page.

Instructor Information:

Name: Dr. Stephen F. Midlock
Office Hours: Tuesdays and Thursdays 9 A.M. – noon, January 4 – February 24
Telephone Number: 815-740-3500 (office) 815-727-3241 (home)
Email Address: smidlock@stfrancis.edu
Fax Number: 815-730-4721

Texts and Required Reading:

Sergiovanni, T. J. & Starratt, R. (2002). *Supervision a redefinition* (7th ed.). New York: McGraw-Hill.

Glickman, C. D. (2002). *Leadership for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Description:

This course focuses on current theory and practice of supervision in educational settings; introduces principles related to supervision and management of educational personnel; and views supervision as the key to meaningful school improvement efforts to improve teacher quality in order to improve student learning.

Overview:

Supervision and evaluation of teachers is a vital skill every educational leader must possess. Today's instructional leader is responsible for establishing the climate in which teachers teach effectively and students realize their potential. The effective supervisor affects rigorous and authentic, life-long learning. Today's administrator realizes that supervision can be approached collaboratively. That is, supervision is seen as both role and function.

Course Goals:

Supervisory Behavior
MSED 655
3 Credit Hours

The course goals are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

Understanding Our Students:

- Candidates will understand applied learning theories (2D).
- Candidates will understand the principles of effective instruction and best practice (2G).
- Candidates will comprehend measurement, evaluations, and assessment practices (2H).
- Candidates will be familiar with adult learning and professional development models (2J).
- Candidates will understand the change process for systems, organizations, and individuals (2K).
- Candidates will recognize the role of technology in promoting students' learning (2L).
- Candidates will understand classroom management (2M).
- Candidates will have knowledge of management and development of human resources (3D).

Serving the Community:

- Candidates will recognize emerging issues and trends that potentially affect the school community (4A).
- Candidates understand the values and challenges of the diverse community (5C).

Finding Our Professional Selves:

- Candidates recognize the role of technology in promoting professional growth (2L).
- Candidates will be aware of professional code of ethics (5D).

Outcomes:

The outcomes are aligned with the performance indicators for principals in the 23 IL Administrative Code, Section 29.120.

1. Candidates will be able to utilize appropriate interpersonal skills and apply appropriate and effective communication strategies, whether these are written, verbal or nonverbal (1O).
2. Candidates create an environment where all individuals are treated with fairness, dignity, and respect (2R).
3. Candidates will be able to develop a culture of high expectations for self, student, and staff performance where accomplishments are recognized (2S).
4. Candidates will be able to use resources to support instructional programs and best practices and incorporate a variety of supervisory models to improve teaching and instruction (2CC).
5. Candidates will be able to identify needs for professional development and incorporate adult learning strategies and assessment in the formation of self-development plans for staff (2FF).
6. Candidates will be able to use a variety of supervisory models to improve teaching and learning (2MM).
7. Candidates will be able to facilitate the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs (2GG).
8. Candidates will study best practices, relevant research and demographic data to analyze their implications for school improvement (2HH).
9. Candidates will be able to apply effective job-analysis procedures, supervisory techniques, and performance appraisal for instructional and non-instructional staff (3K).
10. Candidates will be able to utilize appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel, with attention to issues of equity, diversity, and exceptionalities (3L).
11. Candidates will manifest a professional code of ethics and values (5F).

Supervisory Behavior
MSED 655
3 Credit Hours

12. Candidates will treat people fairly, equitably and with dignity and respect and protects the rights and confidentiality of others (5J).
13. Candidates will encourage others in the school community to demonstrate integrity and exercise ethical behavior (5K).

Methods of Instruction:

College of Education courses reflect the college's conceptual framework by modeling learner-centered instructional practices, a service-oriented approach to education, and professional dispositions. The courses are predicated on active learning. Emphasis is placed on critical thinking and problem solving as students develop and refine the thinking and decision-making skills required of educators. Courses will model many diverse teaching strategies (e.g. interactive discussion, cooperative learning, multimedia presentations, small and large group discussions, etc.), incorporate appropriate performance assessments, address issues of diversity and integrate technology. Candidates are encouraged to reflect on, not only the content of the course, but also the methods used and how they might be applied in other educational contexts.

The class participation component of the courses is based upon two principles. First, individuals learn best through active participation with other individuals and learning materials. Second, quality verbal skills are essential for educators. Both of these principles suggest that in order to maximize a student's educational experience, a high level of class participation is required. Consequently, all students are required to be prepared for and participate in class discussions and activities.

Code of Professional Conduct:

The content of the Code has been recommended and approved by professional educators including teachers, administrators, and the COE assembly. The code is structured around the values adopted by the University of St. Francis in 1999 - Respect, Integrity, Service, and Compassion and is operationalized as follows:

- **Respect** should be actualized by consistent and prompt attendance, conscientious participation, active listening, and proper preparedness for class and assignments. Additionally, candidates are expected to exhibit positive responsiveness to constructive criticism.
- **Integrity** and a commitment to lifelong learning, should be demonstrated through intrinsic motivation, professional curiosity, and an initiative to seek assistance. These qualities will manifest themselves in candidates' academic integrity and accountability as well as in the professional appearance of their assignments.
- **Service** and a commitment to the academic community can be realized through cooperation in sharing professional ideas and tools.
- **Compassion** is to be actualized through the demonstration of intellectual empathy.

Attendance:

Attendance is expected. Class discussions, quizzes, and assignments will include content that is not covered in the text(s). Each individual **candidate is responsible** for obtaining materials or information that was missed due to absence. A maximum of one absence will be permitted before the candidate's grade will be affected. Each absence beyond one will result in a reduction of minimum of two-percentage points from the final grade. A candidate may make-up an assignment only if the instructor is advised of the absence before the scheduled time.

Minimum Standards for Writing Style

Unless expressly indicated by the instructor, all written assignments must (per APA, 5th ed.):

1. conform to Standard English conventions for spelling, punctuation, capitalization, and sentence and paragraph construction; writing must be free of spelling, grammatical and typographical errors;
2. include a title page (title of paper, candidate name, University of St. Francis, course name and date);
3. use standard margins (minimum 1 inch), line spacing (double, exceptions noted), and font type

Supervisory Behavior
MSED 655
3 Credit Hours

and size (Times Roman or Courier, 12 point);

4. include a page header (abbreviated title) and page number, upper right corner;
5. include an introduction, section headings, and a conclusion section when appropriate; and
6. include in-text citations and a corresponding reference list for all ideas/facts that are not the writer's.

Grading Scale – Graduate Level:

A	=	93 – 100%
B	=	85 – 92%
C	=	77 – 84%
F	=	less than 77%

Evaluation: Candidates are expected to demonstrate the skills relative to mastering the outcomes for this course. In addition to written assignments, participation in classroom activities, the action research project, and an oral presentation, candidates also are expected to demonstrate mastery through reflective writing that can be included in their portfolios. Work will be evaluated using one of the following rubrics:

Rubric for Major Written Work and Projects

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|---|--------|--|
| F | (1-19) | Candidate demonstrates little or no knowledge of the topic. |
| | (1-19) | Candidate has not expressed personal opinions, thoughts, ideas. |
| | (1-19) | Candidate has not supported personal opinions, thoughts, ideas. |
| | (1-19) | Candidate has not demonstrated application of the concept in a real-world context. |
| C | (21) | Candidate demonstrates adequate knowledge of the topic. |
| | (21) | Candidate has adequately expressed personal opinions, thoughts, ideas. |
| | (21) | Candidate has adequately supported personal opinions, thoughts, ideas. |
| | (21) | Candidate has adequately demonstrated application of the concepts in a real-world context. |
| B | (23) | Candidate demonstrates good knowledge of the topic. |
| | (23) | Candidate has effectively expressed personal opinions, thoughts, ideas. |
| | (23) | Candidate has effectively supported personal opinions, thoughts, ideas. |
| | (23) | Candidate has effectively demonstrated application of the concept in a real-world context. |
| A | (25) | Candidate demonstrates very strong knowledge of the topic. |
| | (25) | Candidate has strongly expressed personal opinions, thoughts, ideas. |
| | (25) | Candidate has strongly supported personal opinions, thoughts, ideas. |
| | (25) | Candidate has strongly demonstrated application of the concept in a real-world context. |

Rubric for Classroom Activities (adapted from Robert Marzano's *Rubrics for Achievement from A Handbook for Classroom Instruction That Works*, McREL/ASCD 2001. (Because Dr. Midlock has completed the year-long training in the use of McREL instructional strategies, permission to photocopy and use this rubric and other McREL instructional pieces has been granted by Salle Quackenboss, program consultant and instructor for McREL)

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|---|-----|--|
| F | (0) | The candidate did not do the task or activity. |
| D | (1) | The candidate did not meet the objectives of the task or activity. |
| C | (2) | The candidate met a few of the objectives of the task or activity. |
| B | (3) | The candidate met the objectives of the task or activity. |
| A | (4) | The candidate exceeded the objectives of the task or activity. |

Course Outline:

Supervisory Behavior
 MSED 655
 3 Credit Hours

The syllabus may be adjusted to meet the individual and group needs of the candidates.

In preparation for the first class, please read Chapters 1 & 2 of Supervision: A Redefinition by Sergiovanni & Starratt

Date/Week	Topics/Chapters	Assignments/Due Dates
Week 1 January 6	Introduction to the course, explanation of the syllabus, etc. Discussion and class activity about the purposes of supervision. A framework for supervision. Sources of authority for supervision	Read chapters 3, 4, & 5 of <u>Supervision: A Redefinition</u> Reflective writing assignment
Week 2 January 13	Franciscan values and supervision The "underside " of supervision The moral components of supervision The supervisor's educational platform	Read chapters 6, 7, & 8 of <u>Supervision: A Redefinition</u> Reflective writing assignment
Week 3 January 20	Renewal of teaching, learning, and curriculum through the supervisory process Assessment and supervision Supervision and leadership Work on Action Research Project	Read chapters 9,10, 11, and 12 of <u>Supervision: A Redefinition</u> Reflective writing assignment Work on Action Research Project
Week 4 January 27	Teacher evaluation How standards fit into the supervision/evaluation process Evaluation as an incentive for professional growth Clinical supervision What's the purpose of evaluation? Work on Action Research Project	Read <u>Leadership for Learning</u> by Glickman Reflective writing assignment Work on Action Research Project
Week 5 February 3	Classroom observation Working with teachers Providing assistance to teachers Work on Action Research Project	Read chapters 13 and 14 of <u>Supervision: A Redefinition</u> Reflective writing assignment Work on Action Research Project
Week 6 February 10	Supervisory options for teachers Peer coaching Summative evaluation and formative evaluation Discussion about evaluation experiences and best hopes Work on Action Research Project	Read chapters 15, 16, & 17 of <u>Supervision: A Redefinition</u> Reflective writing assignment Work on Action Research Project
Week 7 February 17	Providing leadership through supervision Motivation and satisfaction in the workplace School climate Work on Action Research Project	Reflective writing assignment Work on Action Research Project
Week 8 February 24	Evaluations Action research project presentations	Special assignment: be a caring and compassionate supervisor who seeks the positive and builds upon it

Graduate Credit and Research:

All graduate courses in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies. A traditional term paper consisting of describing and comparing existing research is not considered empirical research. As indicated in the syllabus, an action research project is required in this course. The topics for this project will support the study of supervision from an administrative perspective.

Supervisory Behavior
MSED 655
3 Credit Hours

Support Services:

The University of St. Francis has a number of services available to its students, including academic, writing, computer and mathematics, including statistics and mathematics skills that are part of another course. Library services include a number of on-line services and full text databases. It is important to contact the professor or the university if you have particular needs.

In compliance with the American Disability Act (ADA) guidelines, the University of St. Francis will provide access or other reasonable assistance for students with recognized disabilities or who have any condition, either permanent or temporary, which might affect their ability to perform in this class.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Reasonable accommodations, as arranged through the disabilities coordinator, Pat Vivio, will be provided for students with documented disabilities. Contact Pat Vivio at 815-740-3204 in Tower Hall room S 210 to coordinate accommodations.

Academic Honesty and Integrity Statement:

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of others as one's own; cheating is taking or accepting any illicit advantage for any course inside or outside of the classroom. See the University of St. Francis Catalog for further information and for information on grievance procedures.

Bibliography:

Acheson, K. & Gall, M. (1999). *Techniques in the clinical supervision of teachers*. New York: Wiley & Sons.

Beach, D. & Reinhartz. (1999). *Supervisory behavior: Focus on instruction*. New York: Allyn & Bacon.

Danielson, C. & McGRReal, T. L. (2000). *Teacher evaluation: To enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Garubo, R. (1998). *Supportive supervision in schools*. Boston: Greenwood Publishing Group.

Glickman, C. D. (2002). *Leadership for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Glickman, C. D., Gordon, S. P. & Ross-Gordon, J. M. (2004). *Supervision and instructional leadership: A developmental approach* (6th ed.). Boston: Pearson.

Pajak, E. (2003). *Honoring diverse teaching styles: A guide for supervisors*. Alexandria, VA: Association for Supervision and Curriculum Development.

Sergiovanni, T. J. & Starratt, R. (2002). *Supervision a redefinition* (7th ed.). New York: McGraw-Hill.

Other materials will be used and referenced during the class.