

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. "

USF Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Course Information:

Course: Supervisory Behavior  
Course/Section Number: MSED 655  
Semester Year: Fall Session II - 2007  
Meeting Dates and Time: Thursdays, October 18<sup>th</sup> – December 6<sup>th</sup> 4:30 – 8:30 P.M.  
Location/Cohort: Ira Jones Middle School – Plainfield 4 Cohort  
Prerequisite for Course: Permission of program coordinator

Instructor Information:

Name: Dr. Stephen F. Midlock  
Office Hours: Mondays and Thursdays 9:00 A.M. until 12 Noon  
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. (2006). *Supervision a redefinition* (8<sup>th</sup> 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:

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).

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- 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).
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).

### **Major Topics:**

- o Sources of Authority for Supervisory Leadership (bureaucratic, personal, technical-rational, professional, moral)
- o Supervision I and Supervision II (Theory X, Theory Y, and Theory Z)
- o Supervision, Control, and Empowerment
- o The Supervisor's Educational Platform vs. the Teachers' Educational Platforms
- o Clinical Supervision and Evaluation
- o Standards-based Evaluation and Accountability
- o Teacher Evaluation as Professional Growth
- o Supervision and Leadership

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#### 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:

Prompt attendance is expected at all class sessions. Planned lateness to class due to outside responsibilities is not acceptable. Class discussions, quizzes, and assignments may 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. Missing one day of class from a four-hour class session would be missing 1/8 of a course as compared to missing 1/15 of a course in a regular semester and may affect a candidate's final grade. Missing one day of class from an eight-hour class session would be missing 1/5 of the course and may substantially affect a candidate's final grade. A candidate is expected to inform the instructor of any absence prior to the missed class session and complete any work that may be required. A candidate may be given make-up work at the discretion of the instructor.

If a candidate knows before the start of a course that he/she will miss more than one class in an eight-week course or one day or more in a summer course, the candidate is required to contact Dr. June Grivetti, Program Coordinator, in order to reschedule the course.

#### Minimum Standards for Writing Style

Unless expressly indicated by the instructor, all written assignments must (per APA, 5<sup>th</sup> 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 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.

**Course 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. The NCATE scoring instrument will be used for the major project, paper, and presentation. The Rubric for Classroom Activities and Written Assignments (listed below) will be used for the written analysis of case studies. Students not earning an A or a 4/4 on the case studies will be expected to re-do the case studies until they earn a grade of 4/4 or A. Regarding participation in class discussions and activities, the delivery of this course is interactive. Candidates are expected to discuss and share

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ideas. Candidates not willingly expressing their views will be called upon to share. By the end of each class session, all candidates will have participated in the discussion. The appropriate rubric point values will be used to determine an average grade for classroom activities (case studies), the project grade, and the presentation *grade*.

**Course Grade**

Case Studies/classroom activities = 50%  
 Final Project Written Paper = 25%  
 Final Project Presentation = 25%

**Grading Scale – Graduate Level:**

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

While grades are one indicator of learning, 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 are typical venues to demonstrate this mastery.

**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)

- 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:**

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

Date/Week	Topics/Chapters	Assignments/Due Dates
Week 1	Introduction to the course, explanation of the syllabus, etc. What is this course all about? What is the scope of supervision in our schools? What gives the administrator the authority to supervise others? What is supervision I vs supervision II? What is my personal philosophy of supervision?	Read chapters 1 & 2 of <u>Supervision: A Redefinition</u> Case study – <i>The First Year Teacher</i>
Week 2	What is the scope of supervision? What is my personal philosophy of supervision? What are the various elements of teacher evaluation? What are the implications of Supervision II (Theory X and Theory Y)	Read chapters 3, 4, & 5 of <u>Supervision: A Redefinition</u> Case study - 5.12 <i>Nappy Hair</i>
Week 3	What is the scope of supervision and teacher evaluation? What is your personal philosophy of supervision? What are the various aspects of teacher evaluation? What are the supervisory platforms? Work on Professional growth plan project	Read chapters 6, 7, & 8 of <u>Supervision: A Redefinition</u> Case study – <i>Room Assignments</i> Work on professional growth plan project
Week 4	What is the scope of supervision and teacher evaluation ? What is your personal philosophy of supervision? What are the characteristics of the clinical supervision model, the peer coaching model, the study group model, and the self-evaluation model? What is the connection of standards and teacher evaluation? What is the impact of teacher evaluation on professional growth? How can we hire teachers with technical competence and a good match to the learning community? Work on Professional growth plan project	Read chapters 9,10, 11, and 12 of <u>Supervision: A Redefinition</u> Case study – <i>Reading Program</i> Work on Professional growth plan project

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Week 5	What is the scope of supervision as it leads to teachers' professional growth? What is my personal philosophy of supervision? What are some observation techniques I can use? What are Carl Glickman's four formats for observation? What is the connection of teacher evaluation and self-reflection? What forms of evaluation are used in the schools and districts? Work on Professional growth plan project	Read <u>Leadership for Learning</u> by Glickman Case study - <i>Jake</i> Work on Professional growth plan project
Week 6	What are Glickman's Leadership and Commitment Levels as they relate to your personal leadership style? What is your personal philosophy of supervision How can we move the evaluation system from summative to formative? How can a supervisor work more closely with teachers to ensure growth and support? Work on Professional growth plan project	Read chapters 13 and 14 of <u>Supervision: A Redefinition</u> Case study - <i>Science teacher</i> Work on Professional growth plan project
Week 7	How does evaluation lead to teachers' professional growth? What have I learned in this course? What is the "language of coaching?" How can we change the evaluation system into a growth model? How can we hire new teachers who will support the professional growth beliefs of the district/school? How can I provide leadership through supervision What is the role of motivation and satisfaction in the workplace? What is the role of supervision in promoting school climate? Work on Professional growth plan project	Read chapters 15, 16, & 17 of <u>Supervision: A Redefinition</u> Work on Professional growth plan project
Week 8	Evaluations Professional growth plan 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, a professional growth plan project is required in this course. The topics for this project will support the study of supervision from an administrative perspective. The required empirical research project will be evaluated using the empirical research rubric listed previously.

**Empirical Research Project Outcomes:**

- o Candidates will survey the leadership orientation of future and current administrators regarding issues related to public relations and/or strategic planning.
- o Candidates will use the survey results to develop a plan addressing one of these issues.
- o Candidates will demonstrate through a presentation of their project, a strong understanding of leadership issues related to public relations and/or strategic planning.

**Directions to Candidates:**

MSED 655 Supervisory Behavior – Directions to Candidates: Professional Growth Plan Project (paper, plan, and presentation)

- **Clinical Supervision**
  - o Find a colleague willing to be observed using the clinical supervision model (pre-conference, observation, post-conference).
  - o During the pre-conference, you (the observer) and the teacher being observed shall identify what the observer should look for during the observation (practical, objective characteristics such as, wait time between questions, calling on the same students, mobility around the room, teaching to one side of the room more than the other, etc.).
  - o To avoid contractual issues and to prevent interpersonal issues, you should not assume an evaluative role of telling the teacher what s/he did wrong, or how to fix it. Stick to the mutually agreed upon objective feedback.
  - o You are responsible to contact your principal before beginning this project. If there is a concern, please contact your instructor.
  - o During the post-conference, share your findings with the teacher being observed. Together, create a professional growth plan to address the findings. Remember this is not an evaluative recommendation.
  - o In your paper and presentation be sure to maintain the anonymity of the teacher.
- **Professional Growth Plan**
  - o The professional growth plan should be a cooperative result of the clinical supervision process. Both you and the teacher being observed should contribute to its development.
  - o In the plan include recommendations of adult learning strategies such as working with a mentor, participating in a workshop, cooperatively working with a team of colleagues, reading professional journals, etc. The plan must include, minimally, the following components:
    - o Measurable Goal(s) for the Teacher

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- Teacher's Responsibilities
- Supervisor's Responsibilities
- Expected Outcomes
- Timeline
  
- **Written Paper**
  - Describe your clinical supervision experience (type of teacher, tools and procedures used, pre-conference, observation, post-conference, feedback from teacher).
  - Describe the development of the professional growth plan (content and rationale for the plan, tools and procedures used, feedback from the teacher).
  - Explain what you've learned from this experience.
    - As a future supervisor.
    - Insights gained regarding how your district addresses, or could address teacher supervision and evaluation.
  - Make recommendations for Professional Practice
    - How should your district address teacher evaluation?
    - What supervision or evaluation practices would you change if you were the administrator responsible for this activity?
  - Attach a copy of the Professional Growth Plan.
  - Make your paper 4 to 6 pages in length and follow APA (5<sup>th</sup> edition) guidelines.
  
- **Presentation**
  - Use PowerPoint or any other creative vehicle as deemed appropriate by the instructor.
  - Demonstrate how you utilized the clinical supervision model (pre-conference, observation, and post-conference), collaborative reflection, and adult learning strategies to form a comprehensive professional growth plan. (ELCC 2.4b)
  
- **Empirical Research Reflection Form**
  - A completed USF Ed. Leadership Program Empirical Research Reflection Form from each participant must accompany the written component of the class presentation.

## Rubric for the Complete Project (Paper *including the Professional Growth Plan* and the Presentation)

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College of Education  
Educational Leadership Program

### Professional Growth Plan

Please print.

Candidate \_\_\_\_\_ Date \_\_\_\_\_ Total Points \_\_\_\_\_

#### Performance Levels:

- 3 *Distinguished* – Candidate exceeds expectations for standard or criteria.
- 2 *Proficient* – Candidate consistently meets expectations of the standard or criteria.
- 1 *Satisfactory (Minimally)* – Candidate meets most of the standard expectations or criteria.
- 0 *Unsatisfactory* – Candidate does not meet standard expectations or criteria, needs further development

#### In completing the professional growth plan the Candidate will . . .

Demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. (ELCC 2.4b)	3	2	1	0
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#### Presentation:

Candidate demonstrated full knowledge of the material.	3	2	1	0
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Candidate presented information in a logical and easy to follow sequence.	3	2	1	0
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Candidate made thorough use of visual aids in an effective manner.	3	2	1	0
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#### Formatting and Conventions: (Evaluator, please choose one of the following)

Use of conventions is correct in citing sources, APA style, grammar, spelling, and punctuation	3
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Use of conventions contains <u>few minor errors</u> in citing sources, APA style, grammar, spelling,	2
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and punctuation that do not affect meaning.

Use of conventions contains several minor errors in citing sources, APA style, grammar, spelling, and punctuation that do not affect meaning. 1

Use of conventions contains major errors in citing sources, APA style, grammar, spelling, or punctuation that affect meaning. 0

University of St. Francis - College of Education  
 Educational Leadership Program - Empirical Research Assessment

Candidate: \_\_\_\_\_ Topic: **Professional Growth Plan Paper** Course: **MSED 655 – Supervisory Behavior** Standard: **\_**

Clinical Supervision Cycle  
**3 = Distinguished** Clinical Clinical Supv. Cycle clearly described so that the reader has a solid understanding of the focus for, procedures used in, and reflection on the data collected by the observation.  
**2 = Proficient** Clinical Supv. Cycle described well enough for the reader to understand the basics of the observation.  
**1 = Satisfactory** Clinical Supv. Cycle briefly described.  
**0 = Not Acceptable** Clinical Supervision Cycle not described

Professional Growth Plan  
**3 = Distinguished** - Plan is clearly described so that the reader has a solid understanding of the rational for, components of and results expected from the plan. Copy of the plan is included.  
**2 = Proficient** - Plan described well enough for the reader to understand the basics of the plan. All components are present. Copy of the plan is included.  
**1 = Satisfactory** - Plan is incompletely described and/or one or more required components are missing. Copy of the plan is not included  
**0 = Not Acceptable** Minimal or No description of the plan. AND a copy of the plan is not included.

Sub Total \_\_\_\_\_ / 2 = \_\_\_\_\_ ELCC 2.4b Score for Professional Growth Plan Scoring Instrument\*

What was Learned by the Candidate  
**3 = Distinguished** Clear and insightful analysis of what was learned done with attention to detail including ramifications for individual's professional practice.  
**2 = Proficient** Clear analysis of what was learned including ramifications for individual's professional practice.  
**1 = Satisfactory** Minimal analysis of what was learned or lack of ramifications for individual professional practice.  
**0 = Not Acceptable** Haphazard or faulty analysis of what was learned.

Recommendations Professional Practice  
**3 = Distinguished** Evidence of critical thinking in the development of overall recommendations from a personal future for administrative perspective.  
**2 = Proficient** Overall recommendations developed from a personal future administrative position.  
**1 = Satisfactory** Some overall recommendations for professional practice are present  
**0 = Not Acceptable** Sketchy or no overall recommendations for professional practice

Conventions\*  
**3 = Distinguished** Use of conventions is correct in citing sources, APA style, grammar, spelling, and punctuation.  
**2 = Proficient** Few minor errors in citing sources, APA style, grammar, spelling, and/or punctuation that do not affect meaning.  
**1 = Satisfactory** Several minor errors in citing sources, APA style, grammar, spelling and/or punctuation that do not affect meaning.  
**0 = Not Acceptable** Major errors in citing sources, APA style, grammar, spelling, and/or punctuation that affect meaning.

Total \_\_\_\_\_ X 4 = \_\_\_\_\_ Total Points for this Project

Please Note: Candidates who earn a "Satisfactory (Minimally)" have the option to redo the specified criteria. Candidates who earn a "Not Acceptable" MUST redo the specified criteria.

\* Indicates that score will be entered on the Professional Growth Plan Scoring Instrument

Comment:

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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**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. & McGReal, 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* (6<sup>th</sup> 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* (7<sup>th</sup> ed.). New York: McGraw-Hill.

Other materials will be used and referenced during the class.