# Course Description

The role of the principal in curriculum and instructional leadership and supervision is critical to the success of any school. The literature is clear that the principal makes a difference. The course will deal with curriculum trends, new approaches to organizing schools, instructional methodologies, and research on improving student performance.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Articulate the curriculum requirements of federal and state mandates and the importance of an explicitly stated philosophy in shaping a coherent curriculum, which fosters effective school and student achievement.
* **CLO2:** Understand the process of curriculum development, implementation, and evaluation and uses this understanding to ensure the implementation of high-quality curricula for student learning in collaboration with teachers, administrators, parents, and community members.
* **CLO3:** Demonstrate skills in observation of instruction, conducting conferences, and planning professional development with teaching staff, which are intended to improve their performance and enhance the quality of learning experiences for students.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press. ISBN: 9780226086507

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). *Supervision and instructional leadership. 10th ed.* Boston, MA: Pearson Education.

ISBN-13: 978 013 444 9890; eText ISBN-10: 978 013 452 1978

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Curriculum Process | 20 |  |
| Curriculum Initiative and Government Mandates Blog | 30 |  |
| Annotated Bibliography | 40 |  |
| **Week 2** |  |  |
| Discussion: Instructional Supervision | 20 |  |
| Reflective Essay: Administrator Interview | 50 |  |
| Observation of a Curriculum Review Meeting | 75 |  |
| **Week 3** |  |  |
| Discussion: Universal Design | 20 |  |
| Discussion: Successfully Integrating Technology | 20 |  |
| Culminating Project: Part 1 | 75 |  |
| Effective Formative Assessment Essay | 60 |  |
| **Week 4** |  |  |
| Discussion: Interpersonal Skills | 20 |  |
| Interpersonal Skills Self-Assessment | 30 |  |
| Behavior Approach Jigsaw (Group) | 40 |  |
| **Week 5** |  |  |
| Discussion: Attributes of Community | 20 |  |
| Application of Danielson’s Framework | 30 |  |
| Culminating Project: Part 2 | 75 |  |
| **Week 6** |  |  |
| Discussion: Administrative Support | 20 |  |
| Critique of Observation Forms and Processes | 30 |  |
| Live Observation and Mock Evaluation | 75 |  |
| **Week 7** |  |  |
| Discussion: Teacher Development | 20 |  |
| Culminating Project: Part 3 | 200 |  |
| Reflective Essay | 30 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Foundations of Curriculum Development** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the influence of requirements of federal and state mandates on curriculum development. | | CLO1 | |
| * 1. Describe the options for organizing and writing the curriculum within a school system. | | CLO1 | |
| * 1. Explain the understanding by design (UBD) curriculum development framework. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, available on Blackboard. | |  |  |
| **Week One Readings**  **Read** the following:   * Ch. 1–4 of *Basic Principles of Curriculum and Instruction* * Ch. 1–3 & 19 of *SuperVision and Instructional Leadership* * Backward Design for Forward Action | | 1.1, 1.2, 1.3 |  |
| **Week One Lectures**  **View** the following lectures for this week:   * [EDU572 - Historical Overview of Curriculum Development](http://vimeo.com/104426158) (18:30)    + Handout.pdf * [EDU572 - Understanding by Design](http://vimeo.com/104420955) (23:58)    + Handout.pdf | | 1.2, 1.3 | .75 hr |
| **Common Core Standards**  **View** the following videos:   * [Common Core Standards: A New Foundation for Student Success](http://www.teachertube.com/viewVideo.php?video_id=253461) (2:41) * [Common Core State Standards: Principles of Development](http://www.teachertube.com/viewVideo.php?video_id=253458) (7:59) | | 1.1 | .25 hr |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Culminating Project Preparation**  The final project for this course occurs in three parts and provides an opportunity for you to synthesize the course content through the creation of a professional development plan. The professional development plan provides direct training and instructional coaching that align with your platform or philosophy of education and instructional supervision. Part 1, due in Week 3, involves the creation of your personal teaching and supervising philosophy. Part 2, due in Week 5, is the first draft of a training development plan for teachers. Part 3, due in Week 7, is the final version.  **Part 1: Your Philosophical Platform or Philosophy of Teaching and Supervision (due in Week 3)**  It is important to craft your own educational philosophy because it helps you focus on the *why* of your decisions. Through the process of writing your own philosophy, you will see more clearly your own goals and values. Your educational philosophy is a description of your goals and beliefs as a teacher. It is a reflection of our own beliefs, experiences, and training, as well as how these will be put into action.   * Describe your educational platform or philosophy of teaching.     As you develop your philosophy, reflect on the major philosophies reviewed in Weeks One and Three. You may want to review the open-ended questions about your educational beliefs in Ch. 5 of *Supervision and Instructional Leadership*, which will help you to build the platform.  Some of the items you may wish to address include the following:   * The purpose of education * The role of the student in education * The role of the teacher in education * The role of the teacher in the community * Describe your educational platform or philosophy of curriculum and instructional supervision.   As you develop your philosophy, reflect on the major philosophies reviewed in Weeks One and Three. You may want to review the open-ended questions about your supervisory beliefs, which will help you to build the platform.  Some of the items you may wish to address include the following:   * The definition of *effective teaching* * The required content of curriculum * The learning environment * The teacher–student relationship * The role of student motivation   **Part 2: Assessing and Planning Within the School (due in Week 5)**  You are to put yourself in the role of an instructional coach charged with the task of developing a training session for teachers that will enhance your usage of best practice instructional strategies. As part of this training session, you will be expected to include follow-up coaching to those teachers who need more direct assistance. Following the five steps of assessing and planning, as outlined in Ch. 13 of *Supervision and Instructional Leadership*, you will use one of the planning tools to develop a step-by-step professional development and instructional coaching project.   * Select one of the planning methods described in Ch. 13 to use in developing your long-range plans. * Determine how you will assess the staff training needs of your school, district, or organization.   *Note:* You do not need to put this into action; just include the steps that you would take to complete this task within your overall plan. * Reflect on the teaching staff within your school, district, or organization, and identify an instructional practice that needs to be furthered developed and implemented. To ensure that there is a variety of topics covered, you are required to obtain instructor approval prior to beginning the project. You can select from the following professional development topics:     + Differentiated instruction   + Formative assessment in the classroom   + Integrating technology with curriculum   + Cooperative learning   + Cues, questions, and advance organizers   + Nonlinguistic representations (mind mapping, graphic organizers, etc.)   + Scaffolding of instruction   + Instructional decision making   + Understanding student need * Map out the stages of the professional development training. Add the steps to your plan that are needed to create a staff training session about your selected instructional practice.   *Note*: The plan does not have to be implemented. The focus of the assignment is on the assessment and planning process.  **Part 3: Professional Development and Coaching Plan (due in Week 7)**  The final piece of your final project is to develop a 1-hour direct instruction staff training (based on the instructional practice previously identified) that includes a plan for providing follow-up coaching. The project should show evidence of alignment with your education administration philosophy.   * The professional development plan should include such items as the agenda for the session, needed materials, activities, handouts, and evaluation. * The instructional coaching plan should provide an outline of steps describing the process for following up with individual teachers. | | Course |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Curriculum Process**  **Respond** to the following question in the Curriculum Process discussion forum by Thursday:   * What is the process that your school or school district uses in developing the curriculum? Who develops the curriculum documents? What sources are used to develop the curriculum documents?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Curriculum Initiative and Government Mandates Blog**  **Write** a 500- to 800-word blog that explores the answers to the following questions:   * What is an initiative in curriculum that your school is involved in? * How do the federal and state mandates influence this initiative? * Where did this initiative start?   The blog post should reference at least one federal or state mandate and be written using APA formatting. Initial blog posts are due by 11:59 p.m. (EST) on Thursday of Week One.  **Read** the blogs of all other students.  **Reply** to a classmate’s blog with a 250- to 400-word comparison between the curriculum initiative in your district and the initiative described in their blog post. The comparison blog post is due by 11:59 p.m. (EST) on Sunday of Week One. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1.5 hr** |
| **Annotated Bibliography**  **Review** Ch. 1–4 of *Basic Principles of Curriculum and Instruction*.  **Perform** an Internet search for quality education websites that address each of Tyler’s four questions.  **Write** an annotated bibliography for each of at least four websites.  **Post** your assignment as a Microsoft Word document.  **Reply** to your classmates’ posts with constructive feedback or resources. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **4.5 hr** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Implementation and Evaluation of the Curriculum | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how change theory can be applied to the process of implementing a new curriculum program. | | CLO2 | |
| * 1. Determine the most effective method for training teachers who are new to an existing curriculum. | | CLO3 | |
| * 1. Analyze how the members of a curriculum review team contribute to the success of the curriculum review process. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Readings and Resources**  **Read** Ch. 4 & 21 of *Supervision and Instructional Leadership*.  **Watch** the following lectures:   * [EDU572 - Adult Learning Theory](http://vimeo.com/108269328) (15:30)    + - Handout.pdf * [EDU572 - Stage Theories of Adult Development](https://vimeo.com/122681356) (24:07)    + - Handout.pdf * [EDU572 - The Who and How of Curriculum Development – Part 1](https://vimeo.com/122683064) (10:14)    + - Handout.pdf * [EDU572 - The Who and How of Curriculum Development – Part 2](https://vimeo.com/122683150) (20:56)    + - Handout.pdf   **Review** the “[Assessment, Evaluation, and Curriculum Redesign](http://www.thirteen.org/edonline/concept2class/assessment/index.html)” module (including videos).  **Watch** the following videos:   * [Heidi Hayes Jacobs – What is Curriculum Mapping](https://www.youtube.com/watch?v=8etEUVzo2GE) (7:21) * [Heidi Hayes Jacobs and the Four Phases of Curriculum Mapping](https://www.youtube.com/watch?v=lLWl7nYRY0w) (2:04) | | 2.1, 2.2, 2.3 | 3 hrs |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Instructional Supervision**  **Respond** to the following question in the Instructional Supervision discussion forum by Thursday:   * How does the teacher, as an adult learner, influence the implications for instructional supervision?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Reflective Essay: Administrator Interview**  **Interview** a school or district leader about their approach to implementing a major change in either curriculum, assessment, or another aspect of instruction.  **Ask** them the following questions. Feel free to add any follow-up questions as appropriate.   * How would you describe the change that took place? * What were some of the challenges? * What was your approach for addressing those challenges? * Knowing the outcome of implementing that change, how would you approach the implementation differently?   **Write**a 1- to 3-page reflection on how their answers compare to the ideas of change theory.  **Submit** your assignment as a Microsoft Word document.  *Note:* The interview portion of this assignment may count towards field experiences hours. Students need to remember to log those hours. | | 2.3 | 1 hr |
| **Observation of a Curriculum Review Meeting**  **Identify** a curriculum review meeting at your school or district to observe. If you are unable to find a curriculum review to observe, you can search for a video of a similar meeting or review official meeting notes.  **Write** a 400- to 800-word reflection on the experience. Include a detailed description of the people involved in the meeting and of the agenda items discussed in the meeting. | | 2.1 | 1 hr |
| **Total** |  |  | **6 hr** |

# Faculty Notes

**Observation of a Curriculum Review Meeting:** For students who are unable to find a curriculum review meeting to observe, you may assign or have them select from the following choices:

* [April 2015 Curriculum & Instruction Meeting](https://www.youtube.com/watch?v=Ol3M5SY55jo) (Waukesha School District) (2:01:14)
* [Curriculum Committee Meeting 3-24-2015](https://www.youtube.com/watch?v=OnSQb1mcH2o&list=PLjBgOHqFpyBJT76p8ivYtzgyz4li9LQ7F) (2:12:00)
* [Curriculum Meeting.mp4](https://www.youtube.com/watch?v=XWwLvoE6b7E) (DASD Curriculum Council) (1:52:04)

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| Week Three: Overview of Instructional Methodologies | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the essential elements of effective teaching practices. | | CLO1, CLO2, CLO3 | |
| * 1. Describe formative and summative assessment strategies to gauge their effectiveness on student learning and improving instruction. | | CLO2, CLO3 | |
| * 1. Develop an explicitly stated philosophy that will be used to develop curriculum. | | CLO1, CLO2 | |
| * 1. Describe the application of differentiated instruction. | | CLO2, CLO3 | |
| * 1. Identify appropriate opportunities to integrate technology into curriculum and instruction. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**   * **Read** the following: * Ch. 5 of *Supervision and Instructional Leadership* * “Top Ten Tips for Teaching with New Media” article | | 3.1, 3.2, 3.3, 3.4, 3.5 | 2 hr |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Universal Design**  **Respond** to the following question in the Universal Design discussion forum by Thursday:   * How can you see yourself or your teaching colleagues using the three principles of universal design for learning (UDL)? Provide specific examples for each of the three principles.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Successfully Integrating Technology**  **Respond** to the following question in the Successfully Integrating Technology discussion forum by Thursday:   * Share an example of a lesson you have taught or have seen another teacher use that successfully integrated technology into curriculum and instruction. What made this lesson successful? What was present in this lesson that was not present in other lessons that integrated technology?   *Note*: Any references used should be properly cited following APA formatting guidelines.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Part 1**  **Your Philosophical Platform or Philosophy of Teaching and Supervision**  It is important to craft your own educational philosophy because it helps you focus on the *why* of your decisions. Through the process of writing your own philosophy, you will see more clearly your own goals and values. Your educational philosophy is a description of your goals and beliefs as a teacher. It is a reflection of our own beliefs, experiences, and training, as well as how these will be put into action.   * Describe your educational platform or philosophy of teaching.     As you develop your philosophy, reflect on the major philosophies reviewed in Weeks One and Three. You may want to review the open-ended questions about your educational beliefs in Ch. 5 of *Supervision and Instructional Leadership*, which will help you to build the platform.  Some of the items you may wish to address include the following:   * The purpose of education * The role of the student in education * The role of the teacher in education * The role of the teacher in the community * Describe your educational platform or philosophy of curriculum and instructional supervision.   As you develop your philosophy, reflect on the major philosophies reviewed in Weeks One and Three. You may want to review the open-ended questions about your supervisory beliefs, which will help you to build the platform.  Some of the items you may wish to address include the following:   * The definition of *effective teaching* * The required content of curriculum * The learning environment * The teacher–student relationship * The role of student motivation   **Submit** your assignment as a Microsoft Word document. | | Weeks 1-3 | 1 hr |
| **Effective Formative Assessment Essay**  **Write** a reflective essay based on the following prompts:   * Evaluate the ways in which you currently use both formative and summative assessment techniques. * Explain the benefits you experience from both types of assessment. * Identify an area of instruction where you could increase the amount of formative assessment you conduct.   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 3.2 | 1 hr |
| **Total** |  |  | **7.5 hr** |

# Faculty Notes

**Behavior Approach Jigsaw (Group):** Assign student groups for this Week 4 assignment. There should be one group for each of the following chapters: Ch. 8, “Directive Control;” Ch. 9, “Directive Informational;” Ch. 10, “Collaborative;” and Ch. 11, “Non-directive.”

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| Week Four: Interpersonal Skills for Instructional Supervision and Teacher Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe how interpersonal behaviors can affect the interactions between a supervisor and a teacher. | | CLO2 | |
| * 1. Identify the interpersonal skills that promote positive and change-oriented relationships. | | CLO2, CLO3 | |
| * 1. Determine the strengths and weaknesses of your interpersonal skills. | | CLO2, CLO3 | |
| * 1. Develop an action plan that addresses the strengths and weaknesses of interpersonal skills. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** Ch. 6 and your assigned chapter of *Supervision and Instructional Leadership.*  **Review** the Framework for Teaching Effectiveness Series module. | | 4.1, 4.2, 4.3, 4.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Interpersonal Skills**  **Respond** to the following question in the Interpersonal Skills discussion forum by Thursday:   * What are the interpersonal skills you have witnessed that promote positive and change-oriented relationships? Provide a specific example from your own work or personal experience. Why do you think these skills were effective in that situation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Interpersonal Skills Self-Assessment**  **Complete** the Interpersonal Skills self-assessment tool at [How Good Are Your People Skills?](https://www.mindtools.com/pages/article/newTMM_36.htm)  **Identify** the strengths and weaknesses of your interpersonal skills based on the scores of the self-assessment.  **Write** an action plan to address those identified weaknesses. Include a statement on how you can maintain or enhance your strengths.  **Submit** your assignment including your results as a Microsoft Word document. | | 4.1, 4.2, 4.3, 4.4 | 1 hr |
| **Behavior Approach Jigsaw (Group)**  For this assignment, you will with your assigned group read and present content for a portion of this week’s reading. Your instructor will assign one of the following chapters from the *Supervision and Instructional Leadership* text to each group:   * Ch. 7, “Directive Control” * Ch. 8, “Directive Informational” * Ch. 9, “Collaborative” * Ch. 10, “Non-directive”   **Design**, with your group using [Canva](http://www.canva.com/), an infographic presentation of the chapter’s content. Include media in the form of images, videos, audio, or websites.  **Post** your assignment as a JPG, PNG, or PDF file.  **Respond** to classmates’ posts with questions, constructive feedback, or resources. | | 4.1, 4.2, 4.3, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **3 hr** |

# Faculty Notes

**Behavior Approach Jigsaw (Group):** If you have not done so already, assign student groups for this assignment. There should be one group for each of the following chapters: Ch. 7, “Directive Control;” Ch. 8, “Directive Informational;” Ch. 9, “Collaborative;” and Ch. 10, “Non-directive.”

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| Week Five: Assessing and Planning Instructional Supervision | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the various assessment and planning methods and tools used in instructional supervision. | | CLO2, CLO3 | |
| * 1. Explain how Danielson’s framework supports the assessing and planning of instructional supervision. | | CLO2, CLO3 | |
| * 1. Apply the technical skills of assessing and planning needed to improve instructional practices. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** Ch. 13 & 23 of *Supervision and Instructional Leadership*.  **Watch** the following videos:   * [Making Teacher Evaluations Meaningful: Charlotte Danielson](https://www.youtube.com/watch?v=KzDcYuSsU2E) (26:37) | | 5.1, 5.2, 5.3 | 1 hr |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Sample Planning and Assessing Models**  The following are purely optional resources for your use. They are related to this week’s reading and to the Culminating Project:   * Sample Planning & Assessing Models | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Attributes of Community**  **Respond** to the following question in the Attributes of Community discussion forum by Thursday:   * What would you say are your school’s five attributes of community?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | VARIES | Discussion: one post and replies to three other posts = **1.5 hour** |
| **Application of Danielson’s Framework**  **Write** a short-answer essay answering the following questions:   * How do you see Danielson’s framework being applied to the assessment and planning of instructional supervision in your school or district? * If your district is not currently using Danielson’s framework, how could they use the framework to support the assessment and planning of instructional supervision?   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 5.2 | .5 hr |
| **Culminating Project: Part 2**  **Assessing and Planning Within the School**  You are to put yourself in the role of an instructional coach charged with the task of developing a training session for teachers that will enhance your usage of best practice instructional strategies. As part of this training session, you will be expected to include follow-up coaching to those teachers who need more direct assistance. Following the five steps of assessing and planning, as outlined in Ch. 13 of *Supervision and Instructional Leadership*, you will use one of the planning tools to develop a step-by-step professional development and instructional coaching project.   * Select one of the planning methods described in Ch. 13 to use in developing your long-range plans. * Determine how you will assess the staff training needs of your school, district, or organization.   *Note:* You do not need to put this into action; just include the steps that you would take to complete this task within your overall plan. * Reflect on the teaching staff within your school, district, or organization, and identify an instructional practice that needs to be furthered developed and implemented. To ensure that there is a variety of topics covered, you are required to obtain instructor approval prior to beginning the project. You can select from the following professional development topics:     + Differentiated instruction   + Formative assessment in the classroom   + Integrating technology with curriculum   + Cooperative learning   + Cues, questions, and advance organizers   + Nonlinguistic representations (mind mapping, graphic organizers, etc.)   + Scaffolding of instruction   + Instructional decision making   + Understanding student need * Map out the stages of the professional development training. Add the steps to your plan that are needed to create a staff training session about your selected instructional practice.   *Note*: The plan does not have to be implemented. The focus of the assignment is on the assessment and planning process.  **Submit** your assignment as a Microsoft Word document. | | Weeks 1-5 | 1 hr |
| **Total** |  |  | **4 hr** |

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| Week Six: Observing and Evaluating Classroom Instruction | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between formative and summative observation instruments. | | CLO2 | |
| * 1. Apply Danielson’s framework for the Professional Practice and Teacher Evaluation System as a method for evaluating a teacher. | | CLO2, CLO3 | |
| * 1. Apply the technical skills of observing and evaluating needed to improve instructional practices. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** Ch. 12, 14, & 16 of *Supervision and Instructional Leadership*.  **Review** the following:   * Classroom Walkthrough * EDU 572 - Formative vs Summative Evaluation.ppsx | | 6.1, 6.2, 6.3 | .5 hr |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Administrative Support**  **Respond** to the following question in the Administrative Support discussion forum by Thursday:   * How well does your school administration support formative and summative teacher evaluation using the conditions outlined in the EDU572 - Formative versus Summative Evaluation PowerPoint? Explain your answer.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1.5 hour** |
| **Critique of Observation Forms and Processes**  **Write** a critique of observation forms and processes from your own school or district. Include both formative and summative observation forms and evaluation tools.  **Include** responses to the following questions:   * What are your district’s processes? * How are they similar to Danielson’s framework? * How could they be improved to better align with Danielson’s framework? * What are the differences between the formative and summative assessment tools? * How would you rate the effectiveness of the formative and summative assessment tools?   **Post** your assignment as a Microsoft Word document.  **Respond** to your classmates’ critiques with constructive feedback. | | 6.1, 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Live Observation and Mock Evaluation**  **Complete** a live observation and mock evaluation of a teaching colleague.  **Write** a narrative description of the entire lesson or time period you observed.  **Complete** the evaluation instrument on the teacher that applies Danielson’s framework. Use the actual PDE form for assessments for Level I observing (regardless of the observed teacher’s actual level). Do not use the teacher’s full name, only their initials.  **Use** the following resources to complete your assignment:   * Form PDE 426 * PDE – Teacher Evaluation Rubric * Evaluation Narrative   *Note:* The observation portion of this assignment may count towards field experiences hours. Students need to remember to log those hours.  **Submit** your assignment for grading. | | 6.1, 6.2, 6.3 | 1 hr |
| **Total** |  |  | **4 hr** |

# Faculty Notes

**Live Observation and Mock Evaluation:** For students who are unable to complete a live observation, you may assign or have them select from the following choices:

* [Classroom Observation (High School English)](https://www.youtube.com/watch?v=RY3t2sijb4M) (6:32)
* [Classroom Observation Part 1 (Elementary English)](https://www.youtube.com/watch?v=tAz7TD02ytU) (9:59)

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| Week Seven: Professional Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how direct assistance, group development, and professional development affect teacher development. | | CLO2, CLO3 | |
| * 1. Differentiate between the methods and goals of clinical supervision, developmental supervision, and peer coaching. | | CLO3 | |
| * 1. Identify the stages of professional development. | | CLO2, CLO3 | |
| * 1. Develop a training plan based on the attributes of effective professional development. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Resources**  **Read** Ch. 15, 17, & 18 of *Supervision and Instructional Leadership*.  **Watch** [EDU572 - Planning for Professional Development](https://vimeo.com/122673669) (33:53). Use the handout as a guide. | | 7.1, 7.2, 7.3, 7.4 | .5 hr |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **PA Institute for Instructional Coaching**  **Click** to access the [PA Institute for Instructional Coaching](http://piic.pacoaching.org/index.php/piic-home) website.  **Click** the **Instructional Coaching and Mentoring**tab.  **Read** through the following sections:   * What is Instructional Mentoring? * The Nuts and Bolts of Instructional Mentoring * What is an Instructional Coach? * Coach and Mentor Job Descriptions   **Click** the **Resources** tab and then **Coaching Resources**.     * **Watch** the following videos: * Leadership for Coaching * Instructional Coaching in Real Time: Excerpts from Coaching and Class Sessions * Using the Before/During/After Model in High School (Select at least 2 videos to view.)   **Click** the **Resources** tab and then **Online Tools**. Review the following:   * The BDA Model of Instructional Coaching * The Levels of Intensity for Instructional Coaching * The Learning Walk Template * The Reflection Tool | |  |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teacher Development**  **Respond** to the following question in the Teacher Development discussion forum by Thursday:   * In your own experiences, how do direct assistance, group development, and professional development affect teacher development?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Part 3**  **Professional Development and Coaching Plan**  The final piece of your final project is to develop a 1-hour direct instruction staff training (based on the instructional practice previously identified) that includes a plan for providing follow-up coaching. The project should show evidence of alignment with your education administration philosophy.   * The professional development plan should include such items as the agenda for the session, needed materials, activities, handouts, and evaluation. * The instructional coaching plan should provide an outline of steps describing the process for following up with individual teachers.   **Submit** all 3 parts of your culminating project for grading. | | 7.1, 7.2, 7.3, 7.4, and Course | .5 hr |
| **Reflective Essay**  **Write** a reflective essay that includes the following:   * Differences between the methods and goals of clinical supervision, developmental supervision and peer coaching * The way curriculum contributes to the bigger picture of effective classroom instruction   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 7.2 | .5 hr |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  | **2.5 hr** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 4.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 6 |
| Supplemental |  |
| **Week 3** |  |
| Required | 7.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 3 |
| Supplemental |  |
| **Week 5** |  |
| Required | 4 |
| Supplemental |  |
| **Week 6** |  |
| Required | 2.5 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 31.5 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 32.5 |