

**GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/ DIVISION OF
EDUCATION
COURSE SYLLABUS**

Trimester: Fall, 2004

Course Title: School Supervision
Course Number: EDAD 724
Credit Hours: 3

Professor: Georgia J. Kosmoski, Ph.D.

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Office Hours: T and W 1:30 to 4:30 PM
Class Time: Tues. 4:30 to 7:20 PM
Class Location: _____

Catalog Description:

An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence on supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and to both multicultural and exceptional populations.

Rationale:

The primary role of the school administrator is that of instructional leader. The major responsibility and ultimate purpose of an instructional leader is to improve student performance. Research suggests that there is a link between learner outcomes, improved student performance, and effective school supervision. The successful instructional leader must, therefore, assimilate and consistently practice the components and techniques of general and clinical supervision and evaluation.

Prerequisite:

Graduate status and EDAD 621

Intended Audience:

Graduate students in the College of Education

Text:

Kosmoski, G. (2000). *Supervision, 2nd Edition*. Mequon, WI: Stylex Publications.
This includes CD rom.

Optional:

Kozol, J. (1991). *Savage Inequalities* OR

Kosmoski, G. J., & Pollack, D. R. (2000) *Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Administrators*. Thousand Oaks, CA, Corwin Press. (800) 818-7243 or order@corwinpress.com

For Persons with Disabilities

It is the intention of the institution to support full participation of all students, regardless of physical ability level. Therefore, if any student needs consideration of his/her physical abilities in order to complete the course, please notify me as soon as possible.

Overall Goal and Mission

This course is in keeping with the Mission of Educational Leadership at GSU "The M.A. in Educational Administration provides for acquisition of knowledge, attitudes (dispositions), and skills necessary for effective performance in specific teaching, supervising, school service, or administrative roles. The program's main function is to help teachers acquire the skills necessary for building level

administrative positions mainly the positions of assistant principal or principal."

Instructional Objectives:

1. Analyze the concepts, theories, and processes of school supervision and evaluation.
2. Analyze the techniques of positive climate, goal setting, classroom observation, conferencing in the context of instructional leadership.
3. Apply the learned theories, concepts, and techniques to practical and problematic school situations in the framework of the social, political, multicultural, bureaucratic, and the rapidly changing educational institution.
4. Demonstrate the application of the NCATE Program Standards

AREA I, STRATEGIC LEADERSHIP: The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

Information Management and Evaluation

2.3 Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

AREA II, INSTRUCTIONAL LEADERSHIP: The knowledge, skills and attributes to design with others appropriate curricula and instructional programs, to develop learner centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.

Professional Development and Human Resources

4.2 Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace.

4.3 Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff.

4.4 Formulate and implement a self-development plan, endorsing the value of

career-long growth, and utilizing a variety of resources for continuing professional development.

Student Personnel Services

5.1 Apply the principles of student growth and development to the learning environment and the educational program.

AREA IV, POLITICAL AND COMMUNITY LEADERSHIP: The knowledge, skills and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions, to relate public policy initiatives to student welfare, to understand schools as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs.

Educational Law, Public Policy and Political Systems

11.2 Apply knowledge of common law and contractual requirements and procedures in an educational setting (*e.g. tort liability, contract administration, formal hearings*).

Class Schedule:

Note: NCATE Standard will be identified by area number. Component emphasis will be designated using the following key.

Content knowledge = ck
pedagogical knowledge = pk
skills = sk
dispositions = dp
emphasis on diversity = dv
emphasis on technology = tc

This is a condensed syllabus. For a copy of the NCATE instructor's format see me.

Class Schedule and Agenda for Fall, 2004:

Sept. 7	Introduction Review syllabus. Begin terminology.
Sept. 14	Supervision: An American Perspective Supervision in the classroom.(2.3, 4.2, ck,pk,sk,dp)

Assignment:
Read Chapter 1

- Sept. 21 Complete Introduction, foundations, and initial theory.
Highlighting the historical perspective, today's interpretation, goals, necessity, approaches, and challenges. Discuss Case Studies. CD Rom. (2.3, 4.2, 4.3, 4.4, ck, pk, sk, dp, dv, tc)
Assignment:
Read Chapter 2.
- Sept. 28 Overview of People and Supervision (2.3, 4.2, 4.3, 4.4, ck, pk, sk, dp, dv, tc)
Assignment Due:
Report 1 - A one to two-page computer generated paper describing your district's teacher evaluation process.
Prepare to discuss.
Bring a copy of the Teacher Evaluation Form for each class member. 10 points.
- Oct. 5 Complete Chapters 1 and 2. (2.3, 4.2, 4.3, 5.1, ck, pk, dp, dv, tc)
Discuss Case Studies.
Clarify major theories and concepts.
Discuss Assignment I
- Oct. 12 The Nature of Clinical Supervision (2.3, 4.2, 4.3, 4.4, ck, pk, sk, dp, dv, tc)
Assignment:
Read Chapter 7.
Discuss present teacher practices.
- Oct. 19 Helping teachers with planning. (2.3, 5.1, ck, pk, sk, dp, dv, tc)
Continue clinical supervision practices.
Assignment:
Read Chapter 3
Complete the Nature of Clinical Supervision. (2.3, 4.2, 5.1, ck, pk, sk, dp, dv, tc)
Supervision and Teacher Planning.

Assignment:
Read Chapter 4

- Oct. 26 Complete Observation Techniques
Discuss Assignment 2
Helping Teachers with Student Evaluation.(2.3, 4.2, 5.1,ck, pk, sk)
Discuss Case Studies.
Assignment:
Read Chapter 5.
Complete field experience for Assignment 2
- Nov. 2 Helping Teachers with Classroom Management. (2.3, 4.2, 5.1, ck, pk, sk, dp, dv)
Assignment:
Report/Assignment 2 due. 40 points
Read Chapter 6.
- Nov. 9 Supervision, Evaluation, and the Law.(2.3, 4.3, 4.4, 11.2, ck, pk, sk, dp)
Discuss Case Studies.
Assignment:
Prepare to discuss Assignment/Report 2
Read Chapter 8.
- Nov.16 Supervision and Curriculum.(2.3, 4.2, 5.1, 11.2, ck, pk, sk, dp)
Prepare to discuss Report 3
Discuss Case Studies.
Assignment:
Report 3 due. 10 points
Read Chapter 10.
- Nov. 23 Supervision and Staff Development.(2.3, 4.2, 4.3, 4.4, ck, pk, sk, dp, dv, tc)
Discuss Article and Case Studies.
Bonus Assignment due
Assignment:
Read Chapter 11
- Nov. 30* Independent CR Rom computer time. (2.3, 2.4, 4.2, 4.4, 5.1,

11.2, ck, pk, sk, dp, dv, tc)

Catch up. Independent time. Computer aided instruction.(2.3, 4.2, 4.3, 4.4, 5.1, 11.2)

Assignment:

Read article provided by Dr. Kosmoski

This assignment may be transposed with any class meeting with two weeks notice.

Dec. 7 Schools and Supervisors of the Future.(2.3, 4.2, 4.3, 4.4, 11.2,
ck, pk, sk, dp, dv, tc)

Discuss Case Studies and Article.

SEI's

Assignment:

Read Chapter 12.

Dec. 14 Final exam. 30 points (2.3, 4.2, 4.3, 4.4, 5.1, 11.2, ck. pk, sk,
dp, dv, tc)

Early dismissal for one October class at 6:00 PM due to Practicum Seminar II.
Date to be announced.

* This class may be switched with any preceding scheduled class.

Evaluation:

The grade for this course is determined as follow:

Pop Quizzes 10 points

Report 1 10 points

Report 2 40 points

Report 3 10 points

Final Exam 30 points

Total 100 points

Grade Scale:

A = 90- 100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

F = Below 60 points

Assignment Explanations:

REPORTS 1, 2, AND 3

All reports should be typewritten (computer generated) and double spaced. Print should be standard business/professional style and size (font 12-14). Reports will be graded for content, form (following directions), and presentation (composition, grammar, clarity, etc.) These guidelines apply for all three of the following reports to be submitted.

Report #1- 10 Points

Part A:

Write a short (not to exceed two typed pages) report explaining the teacher evaluation process currently used in your district or a district with which you are most familiar. Include the following:

1. A timeline or time framework
2. Areas included for evaluation.
3. Your opinion of the quality of this form of evaluation. Pros and cons of the evaluation process which support your contentions.

Part B:

Bring a handout of the actual district form for each class member. It is not necessary to bring replicates of the same form. Students reporting on the same district may bring one copy of that form for each class member.

Report #2- 40 Points

Write a critique of the Clinical Supervision Cycle.

Include the following:

For the Pre-observation Conference:

- Describe what transpired.
- List the positive and negative aspects. What specifically was included to insure success? What was missing?
- Describe the climate during this step. Defend your conclusion with specific examples.

For the Observation:

- Describe what transpired.
- Cite positive and negative actions you observed. What specifically was included to insure success? What was missing?

- Describe the climate during this stage. Defend your conclusions with specific examples.

For the Post-observation Conference:

- Describe what transpired.
- Cite positive and negative actions you observed. What specifically was included to insure success? What was missing?
- Describe the climate during this stage. Defend your conclusions with specific examples.

Report #3- 10 Points

Pretend you are the new principal at Paramount School. You have the luxury of designing and implementing your school's teacher evaluation forms. Report #3 will have two parts.

1. Create your own Formative AND Summative Evaluation Forms. DO NOT use or modify an existing form. Design the forms so that they comply and fulfill the requirements of a quality instrument as discussed in class. Separate and label each form clearly. Confine your work to 3 (three) or less total pages.

2. Prepare a second copy of your two new forms. Complete each evaluation form for a teacher you know well. Because of legal constraints and ethical practices DO NOT SHARE THESE EVALUATIONS OUTSIDE OF CLASS.

Submit both sets of evaluations (1 & 2). Six or less pages total.

POP QUIZZES- 10 Points

Five pop quizzes, each worth 2 points, will be given at the beginning of 5 randomly selected classes. There will be no opportunity for make-up's.

FINAL EXAMINATION- 30 Points

The exam will be given during class. Questions will be in essay form. Specific guidelines will be discussed in class.

BONUS- 10 Points

A non-required (optional) bonus assignment worth 10 points will be available.

This will be a book critique. Include the following.

Give a brief summary of the book.

Include any major Educational Administrative concepts you felt the author touched upon.

Give your opinion of this book.

Explain how you might use the knowledge gained to aid your leadership performance now and in the future.

You may use either of the following books for the bonus.

Kozol, J. (1991) "Savage Inequalities" or

Kosmoski, G. J., & Pollack, D. R. (2000) "Managing Difficult, Frustrating, and Hostile Conversations: Strategies for Administrators"

REPORT 1 GRADING RUBRIC

2 POINTS: TIMELINE FOR EVALUATION

2 POINTS: AREAS EVALUATED

1 POINT: YOUR OVERALL OPINION OF THIS FORM

2 POINTS: PROS OF THIS EVALUATION

2 POINTS: CONS OF THIS EVALUATION

1 POINT: FORMAT AND WRITING (FOLLOWING DIRECTIONS)

10 POINTS TOTAL

REPORT 2 GRADING RUBRIC

13 POINTS: PREOBSERVATION CONFERENCE

DESCRIPTION - 4 PTS.

POSITIVES/NEGATIVES - 4 PTS.

CLIMATE WITH EXAMPLES - 4 PTS.

FORM AND COMPOSITION - 1 PT.

14 POINTS: OBSERVATION

DESCRIPTION - 4 PTS.

POSITIVES/NEGATIVES - 4 PTS.

CLIMATE WITH EXAMPLES - 4 PTS.

FORM AND COMPOSITION - WHICH INCLUDES
OBSERVATION TOOL - 2 PT.
13 POINTS: POSTOBSERVATION CONFERENCE
DESCRIPTION - 4 PTS.
POSITIVES/NEGATIVES - 4 PTS.
CLIMATE WITH EXAMPLES - 4 PTS.
FORM AND COMPOSITION - 1 PT.

40 POINTS TOTAL

REPORT 3 GRADING RUBRIC

5 POINTS: FORMATIVE EVALUATION
1 POINT EACH FOR STRENGTHS, WEAKNESSES, AND STRATEGIES
FOR IMPROVEMENT
2 POINTS FOR COMPLETING THIS FORM FOR A FICTITIOUS
TEACHER
4 POINTS: SUMMATIVE EVALUATION
2 POINTS FOR INCLUDING A GRADING SCALE AND NO PLAN FOR
IMPROVEMENT
2 POINTS FOR COMPLETING THIS FORM FOR A FICTITIOUS
TEACHER
1 POINT: FORMAT AND WRITING (FOLLOWING DIRECTIONS)

10 POINTS TOTAL

OPTIONAL BONUS GRADING RUBRIC

3 POINTS FOR SUMMARY
3 POINTS EDAD CONCEPTS
1 POINT OPINION
2 POINTS USE OF KNOWLEDGE
1 POINT FORMAT AND WRITING

10 POINTS TOTAL

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