

## **PRINCIPLES OF SUPERVISION AND EVALUATION**

Course Outline for Fall 2019

Instructor of Record:	Jason Westfall, Executive Director,
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Credit:	2.0 Graduate Credits
Dates & Times:	August 1, 2, 2019 & September 12, 13, 2019 9:00 am-4:00 pm with a working lunch

### **COURSE DESCRIPTION:**

This four-day intensive Supervision and Evaluation course is designed for aspiring school principals. Supervision can be broadly described as activities planned and implemented that are designed to assist educators in personal and professional growth. When considered a facilitating process, supervision can include a broad range of activities from encouraging professional growth by providing appropriate and challenging opportunities, to planning in-service and professional growth activities, to classroom observation and evaluation. This course meets the School Administrator/Evaluator training requirements of the Colorado Department of Education.

### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, the student will be able to:

- a. Implement effective supervisory strategies and techniques
- b. Organize plans to assist educators with professional growth activities
- c. Develop effective staff selection procedures
- d. Collect data, including formal and informal observation; self and peer evaluation; learning outcomes; indirect measures; documentation; and parent/community and student input
- e. Analyze data, including models of instruction; reliability vs. validity; establishing district performance standards; assemble and determine weightings; and summative judgments
- f. Supervise teachers, including diagnosis, development and implementation of plans using appropriate intervention/assistance strategies

- g. Develop report writing, including formats; improvement/growth plans
- h. Implement legal aspects of evaluation including non-discrimination legislation; statutory, common and case law; and due process requirements and procedures
- i. Develop a knowledge base for implementing SB-191, Educator Effectiveness

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Recommended Texts:

- Supervision and Instructional Leadership: A Developmental Approach (Ninth Edition), Carl D. Glickman, Stephen P. Gordon, and Jovita M. Ross-Gordon

Instructional Resources:

- *Where Great Teaching Begins*-Anne R. Reeves,
- *Focus! Evaluating the Essentials to Radically Improve Student Learning*-Mike Smolker,
- *Schooling by Design*-Grant Wiggins and Jay McTighe.
- *Effective Schools and Effective Teachers*-Gary Davis and Margaret Thomas,
- *What Every Superintendent and Principal Needs to Know*, Jim Rosborg, Max McGee, and Jim Burgett.

COURSE REQUIREMENTS:

- a. Class Participation & Attendance- Attend each class session and participate in class discussion, projects, and activities
- b. Clinical Supervision Activities - The student will participate in two observations of a practicing teacher during the fall semester. Observations will include pre-observation conferencing, observation and data collection, post-observation conferencing, and documentation of professional development progress.
- c. Principal Interview – Students will interview a principal regarding their philosophy and strategies for evaluating teachers in their building, including questions on Educator Effectiveness. Interview reflection will be turned in.
- d. Final Reflections – A two page reflection of the learned material and how it will be utilized in in their principal role.

GRADE DISTRIBUTION, SCALE and DUE DATES:

Grade Distribution:

Attendance	5 points
Class Participation	5 points
Principal Interview Reflection	10 points
Clinical supervision Activities (2 observations @ 20 points each)	40 points
Final Reflections	40 points

Grade Scale:

90 – 100 points	90 – 100%	A
80 - 89 points	80-89 %	B
70 - 79 points	70-79%	C
60 - 69 points	60-69%	D
< 60 points	59% and below	F

Due Dates:

Principal Interview / Legal	September 13, 2019
Observation / Conferences completed	September 27, 2019
Final Reflections due to instructor	October 4, 2019

Grading Rubrics:

	No Points	Half Points	Full Points
Class Attendance (5%)	Missed one or more of the sessions (0 Points)		Attended all sessions (10 points)
Class Participation (5%)	Rarely participated in class discussions, projects and activities. (0 points)	Limited participation in class discussions, projects and activities. (2.5 points)	Actively participated in class discussions, projects and activities. (5 points)
Principal Interview Reflection (10%)	Did not conduct principal interview and/or failed to turn a written reflection. (0 points)	Conducted the principal interview. Reflected on the 2 of the 3 required areas of focus for the interview. Reflection does not touch on how the principal's answers relate to the student's own views. (5 points)	Conducted the principal interview. Reflected on the 3 of the 3 required areas of focus for the interview. Reflections touch on how the principal's answers relate to the student's views. (10 points)
Clinical Supervision Activities (2 observations @ 20% each)	Did not conduct the 2 observations and/or failed to collect the required documentation. (0 points)	Conducted 1 of the 2 observations and/or collected documentation on 2 of the 4 required areas of focus for the observation(s). (20 points)	Conducted 2 observations <b>AND</b> collected documentation on all 4 of the required areas of focus for the observations. (40 points)

Final Reflections (40%)	Failed to write and turn in the 2-page reflection of learned material and how it will be utilized in the student's principal role. (0 points)	Turned in a reflection of inadequate length and/or failure by the student to adequately reflect learned material and its intended use in the student's principal role. (20 points)	Turned in a reflection of required length, or longer, and fully reflected on the learned material and its intended use in the student's principal role. (40 points)
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**CLASS SCHEDULE:**

August 1 in the morning:

Orientation, Good Instruction, Purpose of Planning Instruction

August 1 in the afternoon:

Checking your own supervisory beliefs, Directive Control Behaviors, Directive Informational Behaviors, Collaborative Behaviors, and Non-Directive Behaviors

August 2 in the morning:

Conducting the Observation – Pre-Conference, Observation, Post Conference, Walk Through

August 2 in the afternoon:

Goal Setting-Growth and Improvement Plans  
Effective Staff Selection Procedures

September 12 in the morning:

Legal Aspects of Evaluation and Supervision-SB -191, Board Policy, and 1338 Council

September 12 in the afternoon:

SB-191 Educator Effectiveness  
Colorado Model Teacher Evaluation – Teacher Rubric

September 13 in the morning:

Colorado Model Teacher Effectiveness – Student Learning Outcomes

September 13 in the afternoon

Preparation of Pre Conference Forms  
Preparation of Observation Forms  
Preparation of Post Observation forms