Course #: ADMPS 2115

15 Week Version

Course title: Supervision and Teacher Learning

Term: Spring Term

Instructor: Dr. Jerry Longo

Course Description

Supervision and Teacher Learning is designed to provide practitioners with a theoretical background in supervision and the knowledge and skills required to help teachers to improve and extend their pedagogy. Students will learn about theories and models of supervision and will apply them to the school setting. The overall emphasis will be on the improvement of student learning. Moreover, the course is developed as a project-based learning experience. There are major assignments related to supervision, evaluation, and professional development. Discussions, blogs and readings will be framed in the context of educational reform and will address the factors both internal and external to the classroom that affect supervision.

As with all online courses, the work is product driven and requires each student’s focus and attention. Furthermore, students will be judged on their professionalism and online manners.

CourseWeb Etiquette:

- Adjust your tone and style to the situation (for example, don’t use IM-speak or all lowercase letters).
- Check messages for misspellings or misstatements.
- Think before responding to messages in frustration or anger.
- Don’t forward private messages to people they weren’t intended for or copy others on replies to messages from the instructor.
- Don’t SHOUT in all caps.
- Remember: The person on the other end of a digital communication can’t see your expression or hear your tone of voice.
- Respect others’ privacy and your own.
- Use a clear and understandable email subject line.
- Remember: Email is never really private and a copy may exist in cyberspace . . . forever.
- Treat others as you wish to be treated, i.e. with courtesy and politeness.

Our Essential Questions for Supervisors in Training

1. What is the difference between supervision and evaluation?

2. How can different supervision methods influence student learning?
3. How are supervision philosophies and approaches developed and transformed?

4. How committed are you to reflection and adult-focused professional learning?

This course, *Supervision and Teacher Learning*, is aligned to the Pennsylvania Department of Education Core and Corollary Standards.

**PDE Standards for School Leaders, Supervisor of Curriculum and Instruction, and Supervisor of Special Education**

To access the matrix detailing the course content alignment with PDE standards, click on the *Syllabus* navigation button on the CourseWeb site.

**Course Texts**

**Required Texts:**


**Supplemental and Recommended Texts:**
WRITTEN ASSIGNMENTS WITH DUE DATES

Please use the Assignments button on the CourseWeb homepage to submit written assignments. When submitting written assignments, first find the correct folder in which to upload the given assignment. Second, please title your document in the following manner, NAME_ASSIGNMENT NAME_DATE (e.g., Jane Smith_VisionofSupervision_090710). Third, upload your written assignment.

Instructional Module Descriptions and Dates

Module One: Thinking About Supervision
Block #1: due by the end of the first set of 3 weeks (weeks 1-3)

Module Two: Leadership for Learning
Block #2: due by the end of the second set of 3 weeks (weeks 4-6)

Module Three: Rigorous Teaching and Learning:
Block #3: due by the end of the third set of 3 weeks (weeks 7-9)

Module Four: Models of Supervision:
Block #4: due by the end of the fourth set of 3 weeks (weeks 10-12)

Module Five: Professional Learning Communities:
Block #5: due at the end of the course fifth set 3 weeks (weeks 13-15)

Reflections, blogs and discussions

Weekly you may be required to respond to blog questions, a discussion board question and/or other assigned tasks. Your responses need to be substantive in nature to ensure enriching content discussions of course material.

GRADING

In this course, it is important that you learn - intrinsically learn - about supervision and teacher learning. Learning is ultimately a very personal thing, involving internalizing the course experiences and readings. Your grade is based upon your ability to demonstrate how deeply you have engaged with the experiences and readings.

The scale below represents how this engagement will be evaluated. If you demonstrate that you have been thoughtful, actively engaged and you have expressed this in quality writing, then your grade will be good.

If engagement is not demonstrated in your work, then you may have the opportunity to change that through rereading, deeper reflection and/or revised writings.
If you fall behind, your ability to do quality work will be impaired and your grade will likely suffer. So keep up with the schedule.

All assignments (reflections, book engagement assignments, etc.) will be based upon a point scale that is converted to percentages and, ultimately, a letter grade. If you want an idea of what your final grade will be, simply look at the score for each of your assignments and convert it to a percentage. The chart below will be the guide in determining what grade you will get for each assignment.

Grading Chart:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The reflection demonstrates deep learning and excellent writing.</td>
</tr>
<tr>
<td>2</td>
<td>The reflection demonstrates important learning and good to very good writing. (rewrite optional)</td>
</tr>
<tr>
<td>3</td>
<td>The reflection demonstrates minimal learning and/or inconsistent writing technique (rewrite may be required).</td>
</tr>
<tr>
<td>4</td>
<td>The reflection demonstrates little or no learning and/or poor writing (rewrite and a conversation with the professor required).</td>
</tr>
</tbody>
</table>

**Major Assignments and Point Values**

Supervision/Evaluation Belief Statement 100 points

**Initial** statement of Vision of Supervision, Teaching & Learning 100 points

Supervision and Evaluation Description and Analysis 100 points

Experience Reflection Essay Block #3 100 points

Experience Reflection Essay Block #4 100 points

Experience Reflection for Assignment Block #5 100 points

**Revised** Vision of Supervision, Teaching, and Learning - 200 points

1 - Other assignments of lesser point values, like blogs or discussions, will be assigned within folders or via announcements.
Description FOR Major Course Assignments

1. Vision of Supervision & Theory of Teaching and Learning

Submit this assignment electronically by using the CourseWeb Assignment navigation button.

Rationale:

A goal of this course is to expand and deepen your understanding of theories of teaching and learning. This begins to happen by understanding your current theory of teaching and learning. As you progress in the course, you will continue to think about these theories in light of readings, class experiences, and course assignments. For culminating work (evidence of growth and learning), you will be asked to revisit your earlier ideas and re-think and revise. Your ability to progress will be examined and rewarded. Having an opportunity to re-visit and reflect on previous knowledge statements benefits learning and essential self-knowledge.

Directions:
Write and submit by the due date, a one-page statement of your theory of teaching and learning and a one-page personal vision of supervision. Cite and credit authors, ideas, theories, and/or experiences that have influenced your convictions about what effective teaching and learning means. You will be asked to submit revised versions with an explanation of your changes for the last class meeting of the semester. Enter your statement on 8 ½ X 11 inch paper, double spaced, 12-point font, and use APA guidelines for citations. The word count for a page should not exceed 300 words. The goal is to be precise and concise in your writing and expression of ideas. Make every word count.

2. Reflections

Reflect upon the issues raised by the assigned readings. See the CourseWeb site for reflection prompts and the guiding questions to support discussions of the texts.

Rationale:
This course introduces students to issues about theories of supervision, theories of teaching and learning through readings in each field. This assignment is meant to provide a means through which you make sense of the readings by reflecting on the ideas presented and integrating these with previous beliefs/understandings, and experiences. These reflective essays help you clarify your thinking in order to develop a personal vision grounded in rigorous, research-based theories of teaching, learning, and supervision.
Directions:
Follow the instructions for the assignment as outlined in Block folder 4. When including information from a school, district, or individuals, use pseudonyms to maintain confidentiality.

3. IN-SCHOOL ASSIGNMENTS

Spring Term:

- If you are a principal lead a walk-through and group debrief session. Use the questions below to guide your process.

- If you are a teacher, form a group of at least three colleagues (department, grade-level group, or other) for a walk-through debrief protocol focused on one of the components of Domain 2.
  
  - Do this by developing and listing a set of questions you will ask so as to help the group deeply reflect on their practices.

  - Include in your questions: 1) What you heard from a colleague that you want to try in your teaching, and 2) what will you attempt to improve in the design or delivery of the lesson? See the attachment for an example of a group debrief protocol.

  - If you are a teacher develop a mock group debrief session with colleagues.

  - Regardless of your process, use pseudonyms for the district, school, and participants, i.e. make up teachers' names and teaching assignments, etc.

- Complete a tightly written reflection of the walk through experience. No more than 300 words. Post your reflection in the assignment block on Blackboard.

- Complete a perspectives report based upon the reading from this assignment that has impacted you in some way. You have some choices on how you will share this perspectives report.

  - Write one (about 250 words), create a video report recording your perspectives*, record a voice podcast*, or use some other creative means to communicate your perspectives on the reading*. Post the product on Blackboard. Bonus credit available for imaginative work.
Professional Growth Plan Model

How has your thinking about supervision, evaluation and professional growth evolved and matured? Provide evidence and examples.

This assignment provides you with an opportunity to examine and propose an Individualized Professional Growth Plan that you might implement individually or as a member of a Professional Learning Community (PLC) in your school.

Assignment and Rationale:

- Construct a supervision and evaluation model for your school based upon what you have learned about supervision and evaluation.
  - First, analyze and Refine Your District’s Plan for Supervision and Evaluation of Teacher Learning and prepare a proposal explaining a course of action for future supervision and evaluation improvements in the process. Next, reinvent your district’s supervision and evaluation model. That is, how will you use the Danielson (2009)’s framework to reconstruct your district’s model of supervision? Dream big. Use your reading to justify your thinking.
  - If your district has already done this satisfactorily, examine PDE’s most recent evaluation model and go from there. Post and label your model as instructed on CourseWeb.

- 3) Complete a perspectives report based upon some aspect of a reading from this class that impacted you in some way. You have some choices on how you would like to share this perspectives report. Write an essay (no more than 500 words), create a video report recording your perspectives*, record a voice podcast*, or use some other creative means like a PowerPoint poster* to communicate your perspectives on the reading. *Bonus credit may be available for interesting approaches.
**CULMINATING ASSIGNMENTS**

Revised Vision of Supervision and Revised Theory of Teaching and Learning

Rationale:

I am very interested in your thoughts about how your theory of teaching and learning as well as your vision for supervision has been transformed as a result of the readings, tasks, assignments, and discussions that have comprised this course.

Directions:

Develop an essay that includes your ideas on how your theory of teaching and learning has been influenced as a result of the readings, tasks, assignments, and discussions that have comprised this course. Revise your theory of teaching and learning and provide commentary that explains any changes you made, including ones made due to research findings, and why.

............................

**Important Information**

*Please Read Carefully*

**Academic Integrity** - As a student, you have the responsibility to be honest and to conduct yourself in an ethical manner while pursuing academic studies. Should you be accused of a breach of academic integrity, procedural safeguards including provisions of due process have been designed to protect student rights. These may be found in guidelines on academic integrity: *Student and Faculty Obligation and Hearing Procedures*. This information may be accessed online at [http://www.pitt.edu/~graduate](http://www.pitt.edu/~graduate). Moreover, to ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private study.

To assure that you understand the University of Pittsburgh, School of Education Academic Integrity Guidelines, please read them. The SOE will contact you regarding sign off procedures.
Disability Statement - If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services center no later than the first class. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Computer Needs - This course uses a Course Web site (sometimes called “Blackboard,” the name of the software) provided through the University. To access the course Web site, please use Mozilla Firefox (a free downloadable browser that is most compatible with CourseWeb). Then go to http://courseweb.pitt.edu and log on using your Pitt ID and password. Alternatively, you can go to www.my.pitt.edu and access the Course Web site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. Instructors cannot assist you with log-on problems.

In order to succeed in this course, you need fast Internet access. Students with slow dial-up access spend unnecessary time and risk delayed assignments. If desired, the University has many fine computing labs available for your use. Here is the Web site where you can locate the labs and their operating schedules: http://technology.pitt.edu/Students.aspx.

In addition to fast Internet access, you will need to regularly check your university e-mail for this course. This email address is how we will contact you regarding course assignments, updates and/or feedback. For help accessing or forwarding your Pitt e-mail, go to one of the University computer labs with your ID card, or call 412-624-HELP. Here is the University’s policy on e-mail, which we will follow for the success of this course:

“Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.”
Finally, you will need to use Microsoft Office software (especially Microsoft Word) for this course. Additionally, you need to be able to open and print Adobe PDF files.

Microsoft Office software is available free to all university students with active student status. If you are able to come to campus, a free copy of Microsoft Office software is available in the university computer labs as long as you present your active Pitt ID.

If you are unable to come to campus to receive your free Microsoft Office software, you first must acquire a Pitt ID card from Panther Central. [For help in acquiring an ID card, call Panther Central located in the Towers or click on the following the link for contact information - \texttt{http://www.pc.pitt.edu/card/photoid.html}]. Next, call the Technology Help Desk at 412.624.4357 & ask the Help Desk to put a ticket into Software Licensing Services indicating that you request a free copy of Microsoft Office to be shipped. [You will be responsible for shipping costs.] Finally, fax a copy of your Pitt photo ID to Software Licensing Services at 412.624.9138. Software Licensing Services will then mail a copy of Microsoft Office to you.

As for Adobe Reader software, you can download this software for free from \texttt{www.adobe.com}. 