



University of
Pittsburgh

School of
Education

Course #: 2204_ADMPS_2403_Sec 1050

Course title: Teacher Supervision and Effectiveness

Credits: 2

Term: Spring Term

Time: January – April in Spring Term of 2020

Instructor: Dr. Jerry Longo

Course Description

Teacher Supervision and Effectiveness 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 examine principles and theories about supervision and teacher effectiveness. The focus will be on instruction that results in evidence of student learning.

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 are to be framed by current issues in the field.

In online courses the work is product driven, requiring 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 for misspellings or misstatements.
- Do not 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: Email is never really private and a copy may exist in cyberspace . . . forever.

- Remember: The person on the other end of a digital communication can't see your expression or hear your tone of voice.
- Respect each other's privacy and guard your own.
- Think before responding to messages in frustration or anger.
- Treat others as you wish to be treated, i.e. with courtesy and politeness.
- Use a clear and understandable email subject line.

The Essential Questions for Teacher Supervision and Effectiveness

- What is the` difference between supervision and evaluation?
- Do a supervisor's methods and approach to supervision affect student learning?
- What distinguishes an effective supervisor from an ineffective supervisor?
- Does an active and supported learning community influence teacher practice?
- Does leadership influence teacher perception of the school as a learning organization?
- How committed are you to reflection and adult-focused professional learning?
- Can a supervisor's beliefs about teaching and learning be changed?

This course, *Teacher Supervision and Effectiveness*, 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:

Sullivan, S.S., & Glanz, J.G. (2013). *Supervision that improves teaching and learning: Strategies and techniques* (4th ed.). Thousand Oaks, CA: Corwin Press.

Danielson, C., Axtell, D., Bevan, P., Cleland, B.; McKay, B., Phillips, E., & Wright, K. (2009). *Implementing the framework for teaching in enhancing professional practice*. Arlington, VA: Association for Supervision and Curriculum Development.

WRITTEN ASSIGNMENTS

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

Instructional Module Descriptions and Timelines For Spring Term 2019

Module One: Thinking About Supervision

Block #1: due by the end of the first set of **3 weeks** (January 6 - 26)

Module Two: Leadership for Learning

Block #2: due by the end of the second set of **3 weeks** (January 26 – February 16)

Module Three: Rigorous Teaching and Learning:

Block #3: due by the end of the third set of **3 weeks** (February 16 – March 8)

Module Four: Models of Supervision:

Block #4: due by the end of the fourth set of **3 weeks** (March 8 – March 29)

Module Five: Professional Learning Communities:

Block #5: due at the end of the course fifth set of **3 weeks** (March 29 – April 19)

Reflections, blogs and discussions

Weekly you may be required to respond to a discussion question (blog) and/or other assigned tasks. Your responses need to be well written and thoughtful so as to demonstrate a clear understanding of course material.

GRADING

In this course, it is important that you learn - absorb – new understandings about supervision that works for teachers and students.

Learning is a 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 engagement will be evaluated. If you keep up and demonstrate that you have been thoughtful, actively engaged and you have expressed this through quality writing, then your grade will reflect your effort. *If you fall behind, your ability to do quality work will be impaired and your grade will likely suffer.*

All assignments (reflections, book engagement assignments, etc.) will be based upon a point scale that is converted to percentages and, ultimately, to 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:

1	The student demonstrates deep, meaningful learning and excellent writing.	100%-93% A+ to A
2	The student demonstrates essential learning and good to very good writing.	92%-80% A- to B-
3	The reflection demonstrates minimal learning and/or inconsistent writing (rewrites may be required)	79%-70% C+ to C-
4	The reflection demonstrates little or no learning and/or poor writing (rewrite required and a conversation with the professor)	69%-60% D or lower

Major Assignments and Point Values¹

Initial Vision of Supervision, Teaching and Learning 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 Teacher Supervision and Effectiveness

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

Rationale:

The purpose of this course is to expand and deepen your understanding of how quality supervision improves teacher effectiveness. This results from understanding one's current theory of teaching and learning.

As you progress in the course, you must think about your theory in light of readings, class experiences, and course assignments. For culminating assignments (evidence of growth and learning), you will be asked to revisit your earlier ideas and re-think and revise. Your ability to advance your understanding will be examined and growth will be rewarded.

Directions:

Write and submit by the due date, a *two-page* statement (500 words max) of your theory of teacher supervision and effectiveness that includes commentary about your *personal* vision of supervision. *Cite and credit authors, colleagues, ideas, theories, and/or experiences that have influenced your convictions about what effective teaching and learning means.*

You will submit a revised version with a detailed explanation of your changes at the end of the class. Enter your statement in Word, using *APA guidelines for citations*. *The goal is to be precise and concise in your writing and expression of ideas. Make every word count.*

2. The Reflections: Brief Essays

Think upon the issues raised by the readings. See the CourseWeb site for reflection prompts and the guiding questions to support discussions of the texts. If there is no specific guiding prompt, you are free to reflect on an idea or topic that influenced you in some way.

Rationale:

This course introduces students to issues about theories of supervision, theories of teaching and learning through readings in each area. This assignment is meant to provide a tool 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 one to clarify one's thinking, so as to develop a personal vision grounded in rigorous, research-based theories regarding effectiveness in teaching, learning, and the supervisory role.

3. IN-SCHOOL ASSIGNMENTS

Professional Growth Plan Model

How has your thinking about supervision, evaluation and professional growth evolved and matured?

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:

- Teacher Effectiveness: Construct a supervision and evaluation plan for your school based upon what you have learned about supervision, evaluation and teacher effectiveness.
 1. First, analyze and Refine Your District’s Plan for Teacher Supervision and Evaluation and prepare a proposal *explaining a course of action* that leads to more effective teaching. *The goal here is to close the gap between what is on paper and what is really in play.* Use Danielson (2009) as the ideal. Also, consider PDE’s Teacher Effectiveness Supervision and Evaluation model.
 2. *Post and label your proposal as instructed on CourseWeb.*

Complete a perspectives report based upon some aspect of a reading from this class that impacted you in some way. Perspective for this assignment is a unique or particular way of viewing an idea or event that depends upon one’s experience and education.

You have some choices on how you would like to share this perspectives report. Write an essay (no more than 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 below.

**Bonus credit may be available for interesting approaches.*

CULMINATING ASSIGNMENTS (Final Exam)

4. Revised Vision of Teacher Supervision and Effectiveness

Rationale:

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

Directions:

Write a thoughtful and intellectually stimulating essay outlining your ideas on how your understanding of teaching and adult learning has been influenced as a result of the readings, tasks, assignments, and discussions that have comprised this course. Revise your prior written theory of teaching and learning and *provide commentary that explains any changes you made, including ones made due to research findings, and why.*

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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>. 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. After reading the Academic Integrity Guidelines, please sign off on them as requested by the SOE at Pitt.

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 - <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 www.adobe.com.