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EDLD 552.01: The Supervision and Evaluation of Public School Educators

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The University of Montana
Department of Educational Leadership and Counseling
EDLD 552
THE SUPERVISION AND EVALUATION OF PUBLIC SCHOOL EDUCATORS
SPRING 2012

CLASS

January 23 – May 7, 2012
5:10 – 7:30 PM
PJWEC Room 322

INSTRUCTOR

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REQUIRED READINGS

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2010). *SuperVision and instructional leadership: A developmental approach* (8th ed.). Needham Heights, MA: Allyn & Bacon.

Anderson, S. J. (2001). *FRISK documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance*. Gardena, CA: Sunset Printing.

Other readings as assigned during the course.

Suggested Reading:
Sousa, D. A. (2011). *What principals need to know about the basics of creating brain-compatible classrooms*. Bloomington, IN: Solution Tree.

COURSE DESCRIPTION:

This course will examine the roles of supervision and evaluation as they relate to public school educators and the promotion of success of all students. Class discussions, activities, and assignments will focus on existing research and best practices comprising a knowledge base for adult learning, professional development, effective schools, effective teaching, interpersonal skills, and technical skills as they relate to the various tasks, functions, and ethical behavior of supervising and evaluating educators.

CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the

Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

CF1   Integration of Ideas

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

CF2   Cooperative Endeavors

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

CF3   Respect for Diversity and Individual Worth

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of The University of Montana-Missoula and the Phyllis J. Washington College of Education and Human Sciences. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

The University of Montana-Missoula Mission

The mission of The University of Montana-Missoula is the pursuit of academic excellence as indicated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. Through its graduates, the University also seeks to educate competent and humane professionals and informed, ethical, and engaged citizens of local and global communities. Through its programs and the activities of faculty, staff, and students, The University of Montana-Missoula provides basic and applied

research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and the world.

Phyllis J. Washington College of Education and Human Sciences Mission

The Phyllis J. Washington College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

Educational Leadership Mission

We empower individuals to challenge the future.

By:
- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

STANDARDS FOR SCHOOL LEADERS AND COURSE OBJECTIVES

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership. These standards are also identified more specifically in the next section "Course Objectives".

It should be noted that the Montana PEPP Standards are based upon the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The ISLLC Standards were developed by the Council of Chief State School Officers and member states in 1996. Program standards guide accreditation of administrator preparation programs and are used in some states for professional development programs toward certification. Program standards are exemplified by the National Council on Accreditation of Teacher Education (NCATE) administrator preparation Program Standards (NCATE/ELCC, 2002), developed by the Education Leaders Constituent Council (ELCC). The NCATE/ELCC Program Standards are widely used by states as criteria to accredit administrator preparation programs for certification. For a more detailed explanation of the ISLLC Standards and specific information in the areas of Knowledge, Dispositions, and Performances for each standard, visit the web site for the Council of Chief State School Officers at http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf.

Montana Professional Educator Preparation Program Standards (PEPPS)
10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:
   a) Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;

   b) Promote a positive school culture,
      i.   provide an effective instructional program,
      ii. apply best practice to student learning, and
      iii. design comprehensive professional growth plans for staff in order to promote the success of all students;

   c) Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;

   d) Collaborate with families and other community members,
      i.   respond to diverse community interests and needs,
      ii. including Montana American Indian communities, and
      iii. mobilize community resources in order to promote the success of all students;

   e) Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;

   f) Understand, respond to, and influence the larger
      i.   political,
      ii. social,
      iii. economic,
      iv. legal, and
      v.   cultural context in order to promote the success of all students.

Students seeking a M.Ed.in Educational Leadership are encouraged to reference the Montana PEPP Standards in their M.Ed. culminating presentation to the comprehensive exam committee.

COURSE OBJECTIVES
This course addresses all six major standards of the Montana PEPP Standards.

Below you will find the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards. As a result of the successful completion of The Foundations of Educational Leadership course, students will be able to:

Standards Alignment	PEPPS
1. Relate supervision and instruction to a shared vision focusing on teaching and learning.	a
2. Apply adult learning theories to professional development activities.	biii

3. Frame, analyze, and resolve teaching and learning problems through developmental supervision. bii

4. Implement best practices and relevant research through supervision and professional development activities to improve instruction and student learning. bii, biii

5. Recognize the relationship between a positive school culture and student learning. b, f

6. Articulate the change process as it relates to supervision, evaluation, and professional development. biii

7. Recognize the components of a learning organization that supports instructional improvement and incorporates best practices. Bii

8. Identify the unique supervisory challenges associated with online teaching and learning. bi, bii

9. Understand the InTASC Model Core Teaching Standards and their role in assessing effective teaching. bi, bii

10. Utilize a variety of supervisory models to improve teaching and learning. bii

11. Identify the role of professional development to improve teaching. biii

12. Apply effective job analysis procedures, supervisory techniques, and performance appraisal for instructional and non instructional staff. bii, biii

13. Use appropriate interpersonal skills in the supervision and evaluation process. b, e

14. Use appropriate written, verbal, and nonverbal communication in the supervision and evaluation process. c

15. Understand how the instructional supervision process as it relates to diversity and the achievement gap. d

16. Make decisions based on the moral and ethical implications of policy options and political strategies. e, f

Conceptual Framework

17. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.* CF1

18. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.* CF2

19. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance.* CF3

20. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.* CF3

MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. The benchmark assignment for this course is the scholarly paper proposing to implement a developmental supervision process in your school district (Assignment #2).

EXPECTATIONS

Students enrolled in this course are expected to demonstrate regular and consistent class attendance by participating in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion. (Refer to *Professional Standards for Student Performance*, Appendix A). Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent of the instructor.

Written assignments will reflect the individual's original work. There are two required assignments for this course. The progressive discipline documentations will follow the standard format for business correspondence. The Developmental Supervision Proposal will follow the style articulated in the *Publication Manual of the American Psychological Association* (APA). All references to works by other authors must be properly cited. Both assignments must include a Cover Page (Appendix B). The Developmental Supervision Proposal assignment will need to (a) be double spaced, (b) use 12 point font, (c) utilize indented paragraphs rather than business block format, (d) be left justified rather than full justification and (e) numbered in the top right hand corner. You do not need to provide an abstract or use a Running Head. **Each written assignment must contain a Cover Page (see Appendix B) and be saved using the names provided on page 8 under Submitting Assignments.**

In addition to being current in the assigned readings, students are also expected to view the PowerPoint slides prior to each class. The PowerPoints will be located in the online course supplement (explained below) within the Class Lecture for the upcoming class. These slides will provide students with essential concepts for the upcoming class as well as noting some common misunderstandings.

Do not forego the assigned readings and only read the PowerPoints. Doing so will put you at a distinct disadvantage when it comes to completing the various components of the Developmental Supervision Proposal assignment and fully participating in the class discussions and activities. By not fully reading the assigned readings, you also run the risk of entering your first administrative position unprepared with the necessary knowledge to act as an effective instructional leader focusing on the improvement of student learning.

In addition to completing the assigned weekly reading and viewing the PowerPoint slides for the upcoming class, students are also expected to come to each class with two questions from the class content (readings and PowerPoint slides) that can be used to stimulate discussion leading to a deeper understanding of the class content. These two questions need to be at the higher levels of Bloom's Taxonomy (1956) (application, analysis, synthesis, or evaluation) or the revised version of applying, analyzing, evaluating, and creating(Anderson & Krathwohl, 2001).

After each class, students will be assigned to a specific discussion group within the online course supplement. Discussion prompts will be provided that will extend the class discussion. Students will be expected to post their response to the prompt as well as interact with other students assigned to the same discussion group by 11:59 PM on Friday to earn the one participation point for that particular class. Please post your response early in the week so that there will be time for your group mates to respond to your post.

Expectations Summary
  (a) Read the assigned readings
  (b) View the PowerPoints for the upcoming class
  (c) Come to class with two questions (requiring higher order) from the class content

Quality graduate scholarship requires not only the ability to master the concepts found in literature and research, but also the ability to use this information to integrate knowledge. The opportunity to demonstrate your level of mastery and creativity will often be in the form of a formal research paper. All papers should be subjected to spelling and grammar checks. Papers that are poorly written containing numerous grammatical and/or mechanical errors will not be accepted.

Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The Student Conduct Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

ONLINE COURSE SUPPLEMENT

There will be an online course supplement developed through UMOnline using Moodle. Moodle is an open-source learning management system that is used by The University of Montana to deliver online learning. Within the Moodle system, there is a short introductory course, UMOnline. You can take this self-paced tutorial course by going to https://umonline.mrooms3.net/course/view.php?id=41. Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

This course supplement will contain PowerPoint lectures for each class, course resources, and discussion areas. Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

There are three Discussion Areas for your use and attention.
  1. Weekly Group Discussion (Required)
  2. General Course Questions to Dr. McCaw (Optional)
  3. General Class Discussion (Optional)

Weekly Group Discussion (**Required**)
    Each student will be assigned a different group to participate in for each class discussion. You will find the class discussion prompt and the discussion group that you have been assigned to in the *Class Content* area of the course shell. Within the *Class Content* area, there will be a specific folder for each class noting the class' discussion prompt and discussion group assignment. It is important that you find your group's discussion area for each class and participate in that assigned group as class participation points will be awarded each class from these discussions. You will need to (a) post your discussion and (b) respond to your classmate's discussions before 11:59 pm on Friday. Discussion posts will be graded for each class. No points will be earned for postings occurring after the respective 11:59 pm deadline. In addition, it is important that you initially respond to the discussion prompt ASAP so that your discussion group members will be able to respond to your post.

- ▪ Each class discussion will be monitored for student participation.
- ▪ For each class, students will receive one of the following scores for their participation:
  - ○ 1 point for contributions that stimulate discussion including interacting with other students in your assigned group
  - ○ 0 points for not participating or missing the 11:59 pm deadline

General Course Questions to Dr. McCaw (Optional)

This is an optional discussion area where students can post general course questions (rather than student specific questions) for Dr. McCaw to answer. To ensure a timely response, please e-mail Dr. McCaw (bill.mccaw@umontana.edu) that you have posted a general course question.

General Class Discussion (Optional)

This is an optional discussion area where students can post questions or prompts to further the discussion and interaction among classmates. It is suggested that anyone posting in this area send an e-mail message to the entire class so that everyone has the opportunity to participate in the continued discussion.

Submitting Assignments

Assignments will be submitted electronically by e-mailing them to Dr. McCaw (bill.mccaw@umontana.edu). **Save your documents using the format and assignment names listed below**. *Please follow the provided format and spell each assignment as it is in the example.* Color has been provided only to clarify the three components of course and semester, assignment, and student name; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example (including spaces).

EDLD 552 Sp 12 Assignment [Your Last Name] [Your First Initial]
Example for Dan Smith:
EDLD 552 Sp 12 FRISK Smith D
EDLD 552 Sp 12 Dev Sup Prop Smith D
Optional Assignments
EDLD 552 Sp 12 Sup v Eval Smith D
EDLD 552 Sp 12 Adult Learn Smith D
EDLD 552 Sp 12 Sup App Smith D
EDLD 552 Sp 12 CBAM Smith D

Please submit only one assignment per e-mail.

Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize your UMConnect mail account. While it is recommended that you check your UMConnect mail account regularly, there is a way that you can have messages sent to your UMConnect mail account forwarded to another e-mail account. While doable, there are drawbacks to having your messages forwarded. Specifically the University does not recommend doing this due to FERPA regulations.

One negative side effect of this procedure is the problem of replying to the original message. When your UMConnect mail has been forwarded to another email account there is a problem with replying. In order to reply to the original e-mail, you must insert the e-mail address

where you want your message to go. If you just hit "reply" your reply will be sent only to your UMConnect mail account and NOT to the intended recipient!

However, it can be done if you so desire. For instructions on how to forward your UMConnect mail to an external e-mail account go to: http://umt.custhelp.com/cgi-bin/umt.cfg/php/enduser/std_adp.php?p_faqid=820&p_created=1268326353

Needing Help

If you encounter problems regarding this online course, please contact Extended Learning Services at http://umonline.umt.edu/. There is also a Technical Support link within the UMOnline Services area of the course shell (on the upper right hand corner).

For questions regarding your NetID (formerly SCAUID), changing NetID passwords, email accounts, and general computer assistance:
IT Central Help Desk: (406) 243-4357, **itcentral@umontana.edu**

Moodle live technical support: 406-243-4999

General registration information:
Registration Help Desk (Griz Central), (406) 243-6077

ACCOMMODATIONS

I want to be sensitive to any special needs that you may have. If you require some special accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. (For other options see http://life.umt.edu/dss/).

EMERGENCY PREPAREDNESS AND RESPONSE:

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be into the hall, turn right, and out the building's north doors.
- If that route is blocked, our secondary route will be into the hall, through the atrium into the old portion of the building, turn left and go down the stairs. From the bottom of the stairs on the first floor you have three options to leave the building; (1) take a left and go down the hall to the west entrance, or (2) you can take a right (heading east) and exit the building at the end of the short hall on the east side of the PJWEC; finally, (3) you can take a right and enter the circle area on the first floor and then either go left and out the north side of the building or go right and into the main atrium area where you will go past the Omni Globe and out the east doors.

- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is in the area to the east of the College of Education and Human Sciences – at least 300 feet from the building exit. Our indoor rally point is in McGill Hall Lobby. McGill Hall is east of the College of Education and Human Sciences across the grass of Memorial Row. We should reconvene as a group at the appropriate rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the instructor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- Please inform me if you possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

COURSE ASSIGNMENTS

In addition to the assigned reading and expectations of class participation, each student will be required to complete the following two assignments:

NOTE: All assignments should use a Cover Page (see Appendix B)

1. Progressive Discipline Documentation (FRISK) (March 19)
   The Assessment Rubric for the FRISK documentation is located in Appendix C.

   These five correspondences noting progressive discipline will be submitted as one assignment.

   Correspondence documenting:
   1. Documentation of a Conference.
   2. Written Warning.
   3. Letter of Reprimand.
   4. Suspension.
   5. Recommendation for Dismissal.

2. Developmental Supervision Proposal (Due May 7)
   The Assessment Rubric for the Developmental Supervision Plan is located in Appendix D.

   Write a scholarly paper proposing to implement a developmental supervision process in your school district. This paper must address:
   a. How a developmental supervision process will benefit the school including:
      i. a critique the school's/district's existing supervision structure, and
      ii. the connection of developmental supervision to the school's improvement process.

b. The relationship of developmental supervision to adult learning theories, professional development, and the issue of diversity in today's schools.

c. Differences between supervision and evaluation.

d. The components of developmental supervision to include:
   i. supervisory approaches and considerations used in developmental supervision; and
   ii. the role of Direct Assistance to Teachers in a developmental supervision plan.

e. Barriers associated with moving to a developmental supervision process and recommendations to remove those barriers.

*Note: **This is the EDLD 552 Benchmark for the M.Ed. Professional Portfolio***

Optional Paper Section: These are four optional, non-graded papers.

Since the Developmental Supervision Proposal assignment is worth 60% of your grade, I want to provide you with an opportunity to write a scholarly section(s) of the proposal and receive my feedback on it prior to completing the actual Developmental Supervision Proposal assignment. Therefore, noted below are four sections of the Developmental Supervision Proposal assignment that can be submitted as individual papers for feedback prior to the final Developmental Supervision Proposal assignment. These papers should also follow the APA style guidelines and each paper should be no longer than the double spaced pages noted below.

1. Differences between Supervision and Evaluation (1-3 pp.) (Due Feb 13)
2. Adult Learning Theory, Professional Development, and the Issue of Diversity (2-3 pp.) (Due Feb 20)
3. The Four Supervisory Approaches (2-3 pp.) (Due April 9)
4. Classroom-Based Direct Assistance Models (2-4 pp.) (Due April 23)

FIELD EXPERIENCE

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership has redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department's Website (http://www.coehs.umt.edu/edlead/default.html). It is important to note that considerations have been made for students who have gained admittance to the department prior to the Fall 2011 Semester.

The field experience is designed to foster applied learning with best practices for educational leadership. The field experience provides the student with the opportunity to bring together leadership theory and practice in actual organizational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

The student should experience evaluation and supervision activities normally associated with the position of Principal. The Field Experience hours can include meetings with mentors and teachers. It is strongly suggested that a portion of the supervision experience be at a grade level other than the current teaching level of the student.

A required field experience for Standard b is to "Conduct a clinical supervision cycle with a faculty member (this can be an actual evaluation or for practice purposes only)." Since evaluation is typically guided by the Collective Bargaining Agreement and involves decisions of continued employment, any evaluation activities by the student should not be official and all parties involved need to be informed that the evaluation activity is for "practice" purposes only.

Clinical Supervision

The purpose of this experience is to put educational leadership students in a real school setting to experience the process associated with *Clinical Supervision* (Cogan, 1973; Goldhammer, 1969). The structure of clinical supervision involves the following five sequential steps:

1. Preconference with the teacher
2. Observation of the classroom
3. Analyzing and interpreting observation and determining conference approach
4. Postconference with the teacher
5. Critique of the previous steps (Glickman et al., 2007, pp. 301-308)

Each student will need to make their own arrangements with fellow teachers who will allow the student to act as a supervisor conducting a clinical supervision cycle.

GRADING

Refer to the assessment rubrics located in Appendix C and D

Grades will be determined by the following weighted formula:

Class Participation (minus 3 points for each absence: 2 points for class attendance and 1 point for the online discussion)		15%
Progressive Discipline Documentation (FRISK) (Due March 19)		25%
1. Documentation of a Conference	(5%)	
2. Written Warning	(5%)	
3. Letter of Reprimand	(5%)	
4. Suspension	(5%)	
5. Recommendation for Dismissal	(5%)	
Developmental Supervision Proposal Paper (Due May 7)		60%

Course grades will be based upon a percentage of the total possible course points:
100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59% and below = F

Tentative Class Topics and Assignment Due Dates
SV= SuperVision and Instructional Leadership
FRISK= FRISK Documentation Model

Date		Class	Topic	Reading
January	23	1	Introductions Syllabus Discussion Expectations Field Experience APA Format Evaluation and Supervision	
January	30	2	Formative and Summative Evaluation Supervision for Successful Schools Developmental Supervision Overview Why School Are as They Are What Schools Can Be	SV 275-279 SV 1-13 SV 19-33 SV 37-45
February	6	3	Adult and Teacher Development Schools, Teaching, and Supervision Professional Development Diversity	SV 50-80 SV 90-105 SV 333-353 SV 433-456
February	13	4	Supervisory Behavior Continuum: Know Thyself Interpersonal Skills The Art and/or Science of Teaching InTASC Model Core Teaching Standards Optional Non-Graded Paper: Differences between Supervision and Evaluation Due	SV 109-121
February	20		NO CLASS: Presidents Day Optional Non-Graded Paper: Adult Learning Theory, Professional Development, and the Issue of Diversity Due	
February	27	5	The Brain Compatible Classroom *Guest Lecturer: Dr. Patty Kero*	
March	5	6	Progressive Discipline and the FRISK Model of Documentation	FRISK 1-77
March	12	7	Progressive Discipline, Due Process, and Employee Termination: *Guest Lecturer: Dr. John Matt*	

March	19	8	Developmental Supervision: Theory and Practice	SV 189-200
			Video: Approaches to Working Closely with Teachers	
			Developmental Supervision	SV 125-136
			Direct Control Behaviors	SV 137-145
			Directive Informational Behaviors	SV 147-158
			Collaborative Behaviors	SV 161-170
			Nondirective Behaviors	SV 173-186

Progressive Discipline Documentation Due

March	26	9	Progressive Discipline: The Union Perspective
			Guest Lecturers: Marco Ferro & Eric Feaver
			From MEA/AFT

April	2		No Class: Spring Break

April	9	10	Observation Techniques	SV 235-257
			Video: Observational Techniques	

Optional Non-Graded Paper
The Four Supervisory Approaches Due

April	16	11	Classroom Based Assistance to Teachers	SV 285-303
			Clinical Supervision	
			Peer Coaching	
			Other Forms of Assistance	
			Study Groups	
			Self-Directed Improvement	
			Video: Differing Models of Providing	
			Classroom-Based Assistance	

April	23	12	Supervising the Online Teacher
			Guest Lecturer: Montana Digital Academy

Optional Non-Graded Paper:
Classroom-Based Assistance Models Due

April	30	13	Leadership and Management within	
			the Supervisory Context	
			Making the Model Work	
			Assessing and Planning Skills	SV 205-232
			Time Management	
			Group Development	SV 307-329

May	7	14	Conflict Resolution
			Video: The Master Teacher

Developmental Supervision Proposal Paper Due

References

Anderson, S. J. (2001). *FRISK documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance*. Gardena, CA: Sunset Printing.

Anderson, L. W., & Krathwohl, D. R. (*Eds.*). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

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APPENDIX A

PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

➢ Demonstrate professional vision in the practice of educational administration

➢ Accept responsibility and accountability for class assignments in their role as members of the class

➢ Demonstrate growth during the period of their graduate career

➢ Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

➢ Demonstrate imagination and originality in the discussion of educational leadership issues

➢ Understand the relationship between theory and practice and the value of reflective leadership

➢ Demonstrate a moral, humanistic, ethical and caring attitude toward others

➢ Demonstrate an ability to build trust and positive relationships with others

➢ Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

➢ Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

➢ Demonstrate an ability to express himself/herself well in speech and writing, and

➢ Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

> **FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.**

APPENDIX B

(ASSIGNMENT TITLE)

By

(Your Name)

790######
(no hyphen)

Presented to
Dr. William P. McCaw

In Partial Fulfillment of the Requirements of
EDLD 552: The Supervision and Evaluation of Public School Educators

The University of Montana
Spring 2012

APPENDIX C
Assessment Rubric: Progressive Discipline Documentation (FRISK)

	Exemplary	Acceptable	Unacceptable	Points
Memo documenting a conference	5 POINTS All 5 components of FRISK are clearly articulated without the use of vague or confusing language	4-3 POINTS FRISK components are addressed although the language is vague, confusing, or missing	2-0 POINTS There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	5 PTS
Memo documenting an official "Written Warning"	5 POINTS All 5 components of FRISK are clearly articulated without the use of vague or confusing language	4-3 POINTS FRISK components are addressed although the language is vague, confusing, or missing	2-0 POINTS There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	5 PTS
Memo documenting a "Letter of Reprimand"	5 POINTS All 5 components of FRISK are clearly articulated without the use of vague or confusing language	4-3 POINTS FRISK components are addressed although the language is vague, confusing, or missing	2-0 POINTS There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	5 PTS
Memo documenting a "Suspension"	5 POINTS All 5 components of FRISK are clearly articulated without the use of vague or confusing language	4-3 POINTS FRISK components are addressed although the language is vague, confusing, or missing	2-0 POINTS There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	5 PTS
Notification of a recommendation for "Dismissal"	5 POINTS All 5 components of FRISK are clearly articulated without the use of vague or confusing language	4-3 POINTS FRISK components are addressed although the language is vague, confusing, or missing	2-0 POINTS There is some evidence of FRISK being attempted but the articulation is incomplete and confusing (Note: no points will be given if the letter notes dismissal instead of a recommendation to the Trustees for termination)	5 PTS

APPENDIX D

Assessment Rubric: Developmental Supervision Proposal

	Exemplary	Acceptable	Unacceptable	60PTS
How a developmental supervision (DS) process will benefit the school by connecting DS to a school's improvement process (SIP) and a critique of the existing supervision structure.	6-5 POINTS Articulated connection to DS and the SIP as well as a critique of the existing supervision structure	4 POINTS Benefits to a school articulated but the connection to the SIP is weak and/or weak critique of the existing supervision structure	3-0 POINTS Articulation of benefits and the existing supervision structure is either weak and/or not articulated	6PTS
The relationship of developmental supervision (DS) to adult learning theories, best practices regarding professional development (PD) and the issue of diversity.	12-11 POINTS Articulates the proper use of adult learning theories in relation to DS as well as a clear connection to PD best practices and the issue of diversity	10-8 POINTS Connection is attempted but the relationship is not fully articulated and/or PD connection and/or the issue of diversity is not clear	7-0 POINTS Connection to DS and/or PD and/or the issue of diversity is not articulated or mentioned in a cursory manner	12PTS
The distinction between supervision and evaluation	12-11 POINTS The distinction between supervision and evaluation is clear	10-8 POINTS The distinction between supervision and evaluation is made but in a cursory and/or confusing manner	7-0 POINTS The distinction between supervision and evaluation is not clear and/or confusing	12PTS
An articulation of developmental supervision (DS) including Classroom-Based Assistance Models (CBAM).	12-11 POINTS DS is described in a manner that demonstrates a complete understanding of DS and articulates CBAM	10-8 POINTS The majority of the of DS components are mentioned but a complete understanding is not demonstrated and/or CBAM are weakly described	7-0 POINTS Components of DS and CBAM are addressed (or lacking) but in a manner that does not demonstrate an understanding	12PTS
Identification of barriers associated with moving to a developmental supervision (DS) process and recommendations to remove those barriers.	12-11 POINTS Barriers to implementation noted and thoroughly addressed	10-8 POINTS Barriers to implementation briefly mentioned with weak recommendations	7-0 POINTS Barriers and recommendations mentioned in a cursory manner	12PTS
American Psychological Association (APA) writing style.	6-5 POINTS APA IS followed w/minimal errors that do not detract from the paper	4 POINTS APA errors begin to detract from the paper	3-0 POINTS APA is attempted (or not) but APA errors detract from the paper	6PTS