

Loyola University Chicago
Leadership, Foundations, and Counseling Psychology
Professionalism in Service of Social Justice

ELPS 470: School Supervision
M.Ed. in Instructional Leadership in ELL

Spring 2011

Instructor: Tom Bean, Ed.D.
Phone: 847.362.9695
Fax: 847.362-3003
Email: tbean@d70schools.org

Meeting Time: Monday 5 – 8:00 p.m.
Location: Aptakisic Junior High School Library
Office hours: Immediately prior to and following class

Course Description:

This course is designed to examine the broad concept of *supervision* as well as formative and summative school supervision and its role in improved teaching and learning. Special emphasis will be placed on the ELL perspective.

Conceptual Framework:

Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: **Professionalism in Service of Social Justice**. This framework guided the development of the curriculum, instructional methods, and assessments for this course. In addition, this conceptual framework will be explored throughout the course as we examine school supervision through the lens of individual and social justice for all in the improvement of teaching and learning.

What is CPELL? What makes this cohort program unique?

Funded by a grant through the U.S. Department of Education's Office of English Language Acquisition, Chicagoland Partners for English Language Learners (CPELL)'s purpose is to provide a school-based comprehensive professional development program that will significantly improve classroom instruction for Limited English Proficient (LEP) children, or English Language Learners (ELLs). The project has multiple components. First, two cohorts of Instructional Leadership graduate students will be established to increase the number of school leaders who are experts in the educational needs of ELLs. Second, in partnership with local school districts, a community of 660 teachers and administrators of LEP students will be recruited from partner local school districts, and these individuals will have access to professional development on best practices for teaching and supporting ELLs, which will build capacity within the school districts to offer such services. This project is also distinctive in that it places an emphasis on developing ELL teacher leaders and advocates for LEP students. The research component of the larger project will focus on assessing the needs of our partner schools and evaluating the impact of interventions aimed at improving classroom instruction. Data will be used to ensure that English Language Learners have access to and can obtain high academic achievement as demonstrated by local and state achievement measurements. Finally, a parent component will be implemented to provide parents of ELL students opportunities to support their children's learning and provide access to multiple support systems.

Guiding Questions

- What is the purpose of supervision and evaluation?
 - o Does it affect student learning/achievement?
 - o How is it individualized to meet the needs of the teacher?
- Does our supervision practice match our beliefs about teaching and learning?
- How does supervising the ELL classroom differ from the regular education classroom?

Course Standards:

Loyola University Chicago's School Of Educations' Conceptual Framework Standards:

- Candidates will demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field. (CF1)
- Candidates apply ethical principles in professional decision-making. (CF8)

National Council For Accreditation Of Teacher Education (NCATE) /Illinois State Board Of Education (ISBE)

1. Students will examine the definitions, parameters, and complexities of school supervision in order to understand the supervisory leadership role of the school administrator within the broader context of the school as an interactive system. **(NCATE/ELCC Standards 1.1,6,2,7.4,10.1; ISBE Principal Standards 1B, 1I, 2K, 2JJ, 3A, 4C, 4D, 4I, 5H, 6N)**
2. Educational change evolves as a response to the needs of society. Changes in supervisory leadership are key to successful school restructuring in the new century. Students will develop an understanding of the historical perspectives in supervision and the changes that are emerging . **(NCATE/ELCC Standards 1.3, 1.4; ISBE Principal Standards 1Q,2K, 2GG, 6F, 6O)**
3. Through investigation, synthesis and analysis of current research, established theory, and case studies aspiring school leaders will gain an in depth understanding of the role of the instructional leader/supervisor in developing the school as a community of learners, respectful of the needs of a diverse population. Students will immerse themselves into the real world of supervisory problem-solving and decision-making via the process of case analysis. **(NCATE 1.3, 3.1, 3.2, 3.7, 4.2, 6.4, 7.1-5; ISBE Principal Standards 1E, 1J, 1O, 1Q, 2, 4C, 5H, 6O)**
4. As a result of this course students will have an understanding of the relationship between supervision and the quality of teaching and learning in a school system. **(NCATE/ELCC Standards 3.1, 3.7, 4.2, 7.4; ISBE Principal Standard 2, 4C, 5H)**
5. Students will emerge with a personal definition of supervision within the context of their personal educational platform. **(NCATE/ELCC Standards 3.7, 4.2, 4.3, 4.4; ISBE Principal Standards 2 and 3)**
6. Through an analysis and review of a variety of models for teacher evaluation students will develop models for future use. **(NCATE/ELCC Standards 3.7,4.2,4.3,4.4; ISBE Principal Standards 2 and 3)**

Teachers Of English To Speakers Of Other Languages/NCATE Standards

Standard 5.b. Partnerships and Advocacy

- Candidates serve as professional resources, advocate for ESOL students and build partnerships with students' families.

Standard 5.c. Professional Development and Collaboration

- Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Course Requirements:

1. Clinical Supervision Project: (NCATE/ELCC Standards 3.7,4.2,4.3,4.4; ISBE Principal Standards 2 and 3)

General Directions:

In this class we have been developing and practicing the skills and techniques of clinical supervision. We have studied the clinical supervision models of Danielson, Sergiovanni & Starratt, Zepeda, and Glatthorn.

Part 1:

Either through class simulation or through on-site teaching, conduct a full cycle of clinical supervision using one of the aforementioned models that is not used by your current district. Whichever model you use you must include the pre-observation conference, the observation, the post-observation conference and a written summary of the follow-up discussions of next steps and recommendations for improving teaching and learning. Be sure to include documentation pertinent to the clinical evaluation cycle, i.e. observation notes, forms used, student achievement data as related to classroom observation, and narrative provided to colleague.

Part 2:

1. Secure your district's evaluation protocols and documents. Then, please answer the following:
2. Compare and contrast your district's evaluation protocols and documents with the best practice model that you used in Part 1 of this assignment.
3. Describe the strengths and weaknesses of your district's evaluation model.
4. Recommend changes to your district's evaluation model that reflects research on best practices, reflects the insights gained from your experiences in this course, and demonstrate ethical decision-making.
5. Recommend changes to your district's evaluation model that reflects state and/or national standards.
6. Recommend a professional development plan, in consideration of motivational strategies and career development, for both non-tenure and tenure staff that supports the clinical supervisory process to enhance student achievement.

2. Class Participation: (NCATE/ELCC Standards 1.3,1.1,1.4,7.1,7.2,7.3,10.1; ISBE Principal Standards 1,2,4,5, and 6)

Regular attendance, class preparation and participation in class discussions are imperative. Communication and interaction among class members provide invaluable knowledge and understanding of a complex topic as we learn from each other. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

3. Reaction/Response Papers: (NCATE/ELCC Standards 1.1,1.3,1.4,3.1,3.2,3.7,4.2,6.2,6.4,7.1-5,10.1; ISBE Principal Standards 1-6)

You will have assigned readings for each class session, either from one or all of the texts. Reading the selections should promote some form of reaction/response – surprise, upset, disbelief, concurrence, or even an “aha” as you begin to connect your prior knowledge and life experience with the beliefs and concepts put forth by the authors.

- Each student is required to hand in a two page typed reaction/response paper each Monday (excluding the first meeting) and a one page typed reaction response paper each Wednesday, in which you share your opinion, response, reactions to the readings for that week. I am interested in the connections you make, not in your ability to summarize the readings.
- These may not be turned in late.
- The final reaction paper is to be a reflection of how the knowledge/experience you have gained in this course has contributed to your growth as a learner and as an educator. It is incorporated into your final project.

4. Case Analyses: (NCATE 1.3, 3.1, 3.2, 4.2, 6.2, 6.4, 7.1-5; ISBE Principal Standards 1E, 1J, 1O, 1Q, 2, 3A, 4C, 5H, 6O)

In order to simulate real life situations and provide students with “hands on” experiences, we will use actual cases involving a school administrator in situations that require problem solving and decision making strategies of a supervisory nature. In general, the methodology used will follow the Harvard case analysis format in which students work through the case to determine the key actors, the central issue with supporting evidence, secondary issues, and develop several possible solutions or alternative actions. Finally, students will select and defend their solution of choice. All case analysis work will utilize a cooperative group technique. The first case analysis will be instructor led while the remaining will be facilitated by groups of students. A case presentation evaluation form is included at the end of this syllabus.

EVALUATION:

• Clinical supervision Project	40%	(80 points)
• Class participation	25%	(50 points)
• Case Analysis Facilitation	20%	(40 Points)
• Weekly reaction/response papers	15%	(30 points)
	100%	200 points

Required Texts:

The following books can be ordered online at www.whywaitforbooks.com, choosing the Loyola University Chicago option. Orders are for ELPS 470 BEAN.

- Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching, 2nd ed. ASCD: Alexandria, VA. 2007.
- Kowalski, T. J. Case Studies on Educational Administration. 5th ed, Longman Publishing Group: White Plains, NY. 2008.
- Sergiovanni, T. J., Starratt, R.J. Supervision: A Redefinition. 8th ed. McGraw-Hill, Boston, Massachusetts. 2007.

Supplemental Reading Materials:

- Danielson, C., McGreal, T. Teacher Evaluation to Enhance Professional Practice, ASCD: Alexandria, VA. 2000.
- DuFour, R. & R., Eaker, R. On Common Ground, National Educational Service, Bloomington, Indiana, 2005.
- Glanz, J., Neville, R. Educational Supervision: Perspectives, Issues, and Controversies. Christopher-Gordon Publishers, Inc: Norwood, MA. 1997.
- Glanz, J., Sullivan, S. Supervision in Practice. Corwin Press: Thousand Oaks, CA. 2000.
- Glatthorn, A. Differentiated Supervision. 2nd ed. Alexandria, VA: ASCD. 1997.
- Glickman, C., Gordon, S.P., Ross-Gordon, J. . Supervision of Instruction, A Developmental Approach. 4th ed. Allyn & Bacon: Needham Heights, MA. 1998.
- Platt, A., Tripp, C., Ogden, W., Fraser, R., The Skillful Leader Confronting Mediocre Teaching. Ready About Press, Acton, Massachusetts, 2000.
- Saphier, J. How to Make Supervision and Evaluation Really Work. Research for Better Teaching, Acton, Massachusetts. 1993.
- Stronge, J., Tucker, P.D. Teacher Evaluation: Assessing and Improving Performance. Eye on Education, 2003.
- Sullivan, S., Glanz, J. Supervision That Improves Teaching: Strategies and Techniques. 2nd ed. Corwin Press: Thousand Oaks, CA. 2005.

Diversity:

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

DATE	TOPIC	READING TO BE DONE IN ADVANCE	ASSIGNMENT DUE
Class #1 1/24/11	Introduction & Overview	In class: Discuss syllabus, calendar, Social Justice, course requirements, evaluation,...	In class: <ul style="list-style-type: none"> • Define supervision • Introduce the case study model
Class #2 1/31/11	The Role & Function of Supervision	Sergiovanni & Starratt: Ch. 1 Kowalski: Case #7	<ul style="list-style-type: none"> • Reaction paper • Case presentation
Class #3 2/7/11	Sources of Authority	Sergiovanni & Starratt: Ch. 2 Kowalski: Case #11	<ul style="list-style-type: none"> • Reaction paper • Case presentation
Class #4 2/14/11	School Community	Sergiovanni & Starratt: Ch. 3 Kowalski: Case #21	<ul style="list-style-type: none"> • Reaction paper • Case presentation
2/21/11	NO SCHOOL	PRESIDENT'S DAY	•
Class #5 2/28/11	Using Standards in Supervision	Sergiovanni & Starratt: Ch. 10 Danielson: Ch 1 & 2	<ul style="list-style-type: none"> • Reaction paper •
Class #6 3/7/11	Formative & Summative Observations	Sergiovanni & Starratt: Ch. 14 Kowalski: Case #5	<ul style="list-style-type: none"> • Reaction paper • Case presentation
Class #7 3/14/11	Observation Tools & Techniques	Sergiovanni & Starratt: Ch. 12 Observation videos (in class)	<ul style="list-style-type: none"> • Reaction paper
Class #8 3/21/11	Observation Tools & Techniques	Observation videos (in class) Kowalski: Case #TBD	<ul style="list-style-type: none"> • Video reactions (class) • Case presentation TBD
3/28/11	NO SCHOOL	SPRING BREAK	
Class #9 4/4/11	Supervisory Options for Teachers	Sergiovanni & Starratt: Ch. 13 Kowalski: Case #9	<ul style="list-style-type: none"> • Reaction paper • Case presentation
Class #10 4/11/11	Supervision & the Law	ILCS handout Kowalski: Case #13	<ul style="list-style-type: none"> • Case presentation
Class #11 4/18/11	Supervision as a Moral Action	Sergiovanni & Starratt: Ch. 4 Kowalski: Case #10	<ul style="list-style-type: none"> • Reaction paper • Case presentation
Class #12 4/25/11	Final project – Part II	ELCC Core Assessment Final Project Guidelines	<ul style="list-style-type: none"> • First draft – Part II
Class #13 5/2/11	Teacher Development and Renewal	Sergiovanni & Starratt: Ch. 11	<ul style="list-style-type: none"> • Reaction paper
Class #14 5/9/11	Course Application	-	<ul style="list-style-type: none"> • Final: Part I (Presentations) • Final: Part II

ELPS 470: SCHOOL SUPERVISION

Case Study Analysis Format

Title of Case: # – Title	Date
---------------------------------	------

Key Actors:

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

Central Issue:

Supporting Evidence:

- 1.
- 2.
- 3.
- 4.

Secondary Issue(s):

Case Study Analysis Format, Con't

School Policies/Procedures to consider:

1.

2.

Moral and/or Legal issues to consider:

1.

2.

Possible Solutions: (rated as either good, mixed, or poor and reason for rating)

1.

2.

3.

Solution you would choose and rationale for your choice:



ELPS 470: SCHOOL SUPERVISION
Group Case Facilitation Evaluation

Case: # _____ : _____ Date: _____

Members of Group: _____

Criteria for Evaluation	Points	Comments
Presentation of the case/information <ul style="list-style-type: none"> • Provided background for case study • Isolated the central issue • Isolated the secondary issues • Considered moral and/or legal issues • Outlined procedures for analysis 	Possible: 10 Awarded: _____	
Analysis <ul style="list-style-type: none"> • Facilitated analysis of information • Assisted peers in generating alternative solutions • Assisted peers in presenting theoretical and experiential knowledge as evidence to support alternatives • Active problem-solving and decision-making strategies were utilized during the facilitation • Engaged and challenged the group 	Possible: 10 Awarded: _____	
Solutions & final plan <ul style="list-style-type: none"> • Well organized, easy to follow • Creative, engaging 	Possible: 10 Awarded: _____	
Teamwork function <ul style="list-style-type: none"> • Shared presentation responsibilities • Demonstrated independent thought, yet worked collaboratively • Completed and turned in case analysis 	Possible: 10 Awarded: _____	
Total	_____ out of 40	

Loyola University Chicago
Administration and Supervision

ELCC SPA Assessment #3 – Principal/Type 75 (Building) – Scoring Rubric for ELPS470 – Supervision

Student:

Term:

Instructor:

Score	Standard/Element	Target (3)	Acceptable (2)	Unacceptable (1)
	ELCC 1.2.b. (<i>Articulate a Vision</i>) Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. ISBE 1D, 1N	Report cites strong evidence that data-based research strategies and strategic planning processes that focus on student learning are used to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	Report cites some evidence that data-based research strategies and strategic planning processes that focus on student learning are used to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	Report cites little or no evidence that data-based research strategies and strategic planning processes that focus on student learning are used to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
	ELCC 1.3.a. (<i>Implement a Vision</i>) Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school’s vision. ISBE 1P	Report describes several initiatives necessary to motivate staff, students, and families to achieve the school’s vision.	Report describes an initiative necessary to motivate staff, students, and families to achieve the school’s vision.	Report does not include any initiative to motivate staff, students, and families to achieve the school’s vision.
	ELCC 1.4.b. (<i>Steward a Vision</i>) Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. ISBE 1M	Report describes an ongoing system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	Report describes a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.	Report does not describe any system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
	ELCC 1.5.b. (<i>Promote Community Involvement in the Vision</i>) Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision. ISBE 1O	Report describes a comprehensive plan to communicate effectively with all stakeholders about implementation of the vision.	Report describes a plan to communicate with some stakeholder groups about implementation of the vision.	Report does not describe a plan to communicate with stakeholder groups about implementation of the vision.

Loyola University Chicago
Administration and Supervision

ELCC SPA Assessment #3 – Principal/Type 75 (Building) – Scoring Rubric for ELPS470 – Supervision

Score	Standard/Element	Target (3)	Acceptable (2)	Unacceptable (1)
	ELCC 2.1.a. (<i>Promote Positive School Culture</i>) Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. ISBE 2A, 2N	Report includes methods and/or procedures that could be used to assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity of the school community to improve school programs and culture.	Report suggests methods and/or procedures that could be used to assess school culture with the intent to improve school programs and culture.	Report may address school culture, but does not suggest methods to improve school culture.
	ELCC 2.2a. (<i>Provide Effective Instructional Program</i>) Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. ISBE 2BB Loyola CF 1	Full cycle of clinical supervision is reported that applies principles of effective instruction to improve instructional practices and curricular materials.	Clinical supervision report is not completed; report omits one of the three components or omits principles of effective instruction to improve instructional practices and curricular materials.	Clinical supervision report is not completed; report contains only one of the three components and/or omits principles of effective instruction to improve instructional practices and curricular materials.
	ELCC 2.4.b. (<i>Design Comprehensive Professional Growth Plans</i>) Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. ISBE 3D, 3K	Report includes comprehensive proposal for professional growth for teachers and other school personnel using strategies such as observations, collaborative reflection, and adult learning strategies.	Report includes a proposal for professional growth for teachers and other school personnel using strategies such as observations, collaborative reflection, and adult learning strategies.	Report recommends professional growth, but with no concrete strategies or purpose.

Loyola University Chicago
Administration and Supervision

ELCC SPA Assessment #3 – Principal/Type 75 (Building) – Scoring Rubric for ELPS470 – Supervision

Score	Standard/Element	Target (3)	Acceptable (2)	Unacceptable (1)
	ELCC 5.1.a. (<i>Acts with Integrity</i>) Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. ISBE 5J	Report reflects a respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.	Report reflects respect for the rights of others.	Report does not reflect a respect for the rights of others with regard to confidentiality and dignity and the ability to engage in honest interactions.
	ELCC 5.2.a. (<i>Acts Fairly</i>) Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. ISBE 5D, 5J	Report reflects the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	Report reflects the ability to combine impartiality, or sensitivity to student diversity, or ethical considerations in their interactions with others.	Report does not reflect the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
	ELCC 5.3 a. (<i>Acts Ethically</i>) Candidates make and explain decisions based upon ethical and legal principles. ISBE 5D, 5G Loyola CF 8	Report reflects the ability to make and explain decisions based upon ethical and legal principles.	Report reflects the ability to explain decisions based upon ethical and legal principles.	Report does not reflect the ability to make and explain decisions based upon ethical and legal principles.