**CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS

PLEASE TYPE. DATE 07-01-2017

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Dr. Chuck Hamilton

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

ED 690-01 Supervision of Instruction 3

TEXTBOOK Required Not Required

Author Glickman, C., Gordon, S.., & Ross-Gordon, J. Title SuperVision and Instructional Leadership

Publisher Pearson Date of Publication 2014

WORKBOOK

Author Title

Publisher Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

*Campbellsville University*

**School Of Education**

**G5 2017**

**ED 690 Supervision of Instruction**

Instructor: Chuck Hamilton, Ed. D.

Office Phone: 270-789-5166

Office Hours: Virtual, upon request

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**“Empowerment for Learning”**



**Textbook:** Glickman, C., Gordon, S.., & Ross-Gordon, J. (2014). *SuperVision and Instructional Leadership.* Boston: Pearson.

**Pre-requisites**: None

**Course Description:** This course emphasizes the development of leadership skills for supervision of student teachers, interns, and other teachers, or in heading a department within a school or at a district level. Special emphasis will be given to designing, compiling, and developing practical and useful content for one’s professional background in preparation for supervising and mentoring. Students will become familiar with mentoring programs in the Commonwealth, clinical supervision models, and the Kentucky Teacher Internship Program.

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Standards (*ILS*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 2 Clinical Partnerships and Practice

**Council for Exceptional Children (CEC)**

Standard #1-Foundations: ICC1K1, ICC1K3, ICC1K7, ICC1K8, BD1K2, BD1K3, LD1K4

Standard # 2-Development and Characteristics of Learners: ICC2K1, ICC2K7, BD2K1, LD2K3

Standard #3-Individual Learning Differences: ICC3K1, ICC3K4, LD3K1

Standard # 4-Instructional Strategies: ICC4S1, ICC4S3, ICC4S5, ICC4S6, BD4S1,

BD4S2, LD4K1, LD4S1, LD4S7, LD4S8, LD4S9, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13

Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2

Standard #7-Instructional Planning: ICC7S2, CC7S9, ICC7S11, BD7S2,

Standard #8-Assessment: ICC8K2, ICC8S2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4, ICC9S6, LD9K2

Standard # 10-Collaboration: ICC10K1, ICC10K3, ICC10S1, ICC10S6, BD10S1,

LD10K2

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **Council for Exceptional Children (CEC)** | **CAEP** |
| Exams (Weekly Quizzes)  110 pts  Obj: 1 | KTS (advanced)  1.1,1.2,1.4,1.5,  2.1,2.2,2.3,2.4,  2.5,3,1,3.2,3.3,  3.4,5.4,6.4,7.1 | 3.3  5.4 | 3, 8 ,9,10 | 4, 6 | Yes | 3, 4, 5, 6, 7 | A1 |
| Participation  80 pts  Obj: 1 | KTS  (advanced)  1.1,1.2,1.4,1.5,  2.3,2.4,2.5,3.1,  3.2, 3.3,3.4,4.1  4.3,4.5,6.4 | 3.3  5.4 | 3,8,9,10 | 4, 6 | Yes | 1, 3, 4, 5, 6, 7 | A1 |
| Field Experiences  200 pts  Obj: 2 | KTS  (advanced)  2.1,3.1,3.2,3.3,  3.4,6.4,7.1 | 1.2,2.2,3.3,  4.2,5.4 | 1,2,3,4,5,6  7,8,9,10 | 1,2,3,4,5,6 | Yes | 1,2,3,4,5,6,7 | A2 |
| Discussion Forums  56 pts  Obj: 1 | KTS  (advanced)  1.1,1.2,1.4,1.5  2.1,2,2,2.3,2.4,  2.5,3.1,3.2,3.3,  3.3,5.4,6.4,7.1 | 3.3  5.4 | 3,8,9,10 | 4, 6 | Yes | 3, 5, 7 | A1  A2 |
| Self Assessment/  PGP  100 pts  Obj: 1 | KTS  (advanced)  7.1,7.2,7.3,9.1,  9.2,9.3,9.4 |  | 9, 10 | 6 | Yes | 5, 6 | A2 |
| KTIP Face to Face Training  200 pts  Obj: 1,2,3 | KTS  (advanced)  7.2,7.3,8.1,8.2  8.3,8.4 | 1.1  2.2  3.2  4.2  5.4 | 1,2,3,4,5,6  7,8,9,10 | 1,2,3,4,5,6 | No | 1,2,3,4,5,6,7 | A2 |
| Student Led Class Discussion  100 pts  Obj: 1 | KTS  (advanced)  1.1, 1.3, 1.5  2.1, 2.2, 2.4  2.5, 3.1, 3.2  4.1, 4.3, 4.5  6.1, 6.2, 6.4 | 3,3  5.4 | 3, 8, 9, 10 | 4, 6 | Yes | 3, 5, 6 | A1 |

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

* Acquire knowledge and practice skills of effective teacher mentoring

(*Discussion Forums, Class Discussion, Presentation, KTIP Certification, and TLPGP*).

* Study current trends and issues in supervision of student teachers and interns (*KTIP Certification, and Field Experiences*).
* Develop an understanding of the Kentucky Internship Program and secure KTIP certification for serving in the resource teacher role (*KTIP Certification*).

**COURSE TASKS/Requirements: *(Tagged to Professional Standards)*:**

**Participation (80 pts.):** Students will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments(KTS 3, 8, 9, 10; CU Diversity Proficiencies 3.3, 5.4; PGES 2, 4;

InTASC 3, 8, 9, 10; ILS 4, 6; CEC 5, 6, 9, 10).

**Field Experiences (200 pts.):** Students will interview the instructional supervisor for their district with questions developed from readings and discussions in ED 690. Students will also shadow the instructional supervisor and write a reflection about the total field experience (6 hours). A fully completed and signed field experience summary form must be submitted with this assignment (KTS 1,

2, 3, 4, 5, 6, 7, 8, 9, 10; CU Diversity Proficiencies 1.2, 2.2, 3.3, 4.2, 5.4; PGES 1, 2, 3, 4; InTASC 1,

2, 3, 4, 5, 6, 7, 8, 9, 10; ILS 1, 2, 3, 4, 5, 6; CAEP 2; CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

**Discussion Forums (80 points):** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST** (KTS 3, 8, 9, 10; CU Diversity Proficiencies 3.3, 5.4; PGES 2, 4;

InTASC 3, 8, 9, 10; ILS 4, 6; CEC 5, 6, 9, 10).

**Weekly Quizzes (80 pts.)** Students will submit two “Discussion Starters” based on the assigned readings for the course. (KTS 3, 8, 9, 10; CU Diversity Proficiencies 3.3, 5.4; PGES 2, 4; InTASC 3, 8, 9, 10; ILS 4, 6; CEC 5, 6, 9, 10).

**Self-Assessment/PGP (100 pts):** Students will complete a self-assessment utilizing the Kentucky Teacher Standards (Advanced) and will use to revise their Teacher Leader Professional Growth Plan based on coursework and experiences in the TLMAE Program (KTS

7, 8, 9, 10; PGES 4, InTASC 9, 10; ILS 6; CAEP 2; CEC 9, 10)

**KTIP Certification (200 pts):**  KTIP training that will be held on **April 22, 2017, 8 am,** in the Campbellsville University School of Education Building. If students are unable to attend this face to face training, they may attend another face to face training and submit their certificate of completion to Dr. Orr (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CU Diversity Proficiencies 1.2, 2.2, 3.3, 4.2, 5.4; PGES 1, 2, 3, 4; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ILS 1, 2, 3, 4, 5, 6; CAEP 2; CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).

**Student Led Class Discussion (50 pts):** Students will record a presentation based on an assigned portion of the text or related article utilizing presentation slides to be view by class members outside of class time. Students will lead their classmates in a discussion of that presentation during the synchronous class meeting. (KTS 3, 8, 9, 10; CU Diversity Proficiencies 3.3, 5.4; PGES 2, 4; InTASC 3, 8, 9, 10; ILS 4, 6; CEC 5, 6, 9, 10).

**A completed CAP 7 application must be turned in to Data Specialist for completion of this course**

**EVALUATION Process and expectations:**

Student work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition all rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**Discussion Forums:**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

Samples of 4 point initial responses and 3 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria:

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment** | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support** | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections** | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment** | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**Student Presentation & Class Discussion (\*Timing subject to change)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 45-50 | 40-44 | 35-39 | 30-34 |
| Preparation | **Clearly** well- prepared. Showed an **excellent** understanding of the text/issue at hand. | Well-prepared. Showed a **good** understanding of the text/issue at hand. | **Somewhat** prepared. Showed a **partial** understanding of the text/issue at hand. | **Unprepared. Misunderstood** the key elements of the text/issue at hand. |
| Organization | **Very** well-organized. Discussion questions and/or activities built on each other to lead class progressively to an **in-depth understanding** of the text/issue. | **Well-organized**. Questions and/or activities led class to a **good understanding** of the text/issue, but some portions of the discussion **might have been better placed**. | **Somewhat** organized. Led class to a **basic understanding** of the text/issue, though the progression was **not always clear**. | **Disorganized**. Questions and activities did not build on each other, **nor was there a logical progression t**hat could be perceived. |
| Questions/Activities | **Excellent and creative questions/activities** that elicited **much** discussion and led students to an **in-depth** understanding of the text/issue. | **Good questions/activities** that elicited **some** discussion and led class to a **good general** understanding of the text/issue. | Presenter **did all of the talking** and/or **read slides** to class. | Presenter did all of the talking and/or read slides to the class. Conversation was **not relevant** to the topic. |
| Graphics/Other Illustrative Materials | Slide(s) helped **spark class’ interest** and **illustrate important aspects** of the text/issue utilizing **graphics**. | Slides **illustrated important aspects** of the text/issue but utilizes **few** graphics. | Slides are **all text.** | Did **not include** slide(s). |
| Participation in the Class Discussion | **Made sure** all classmates participated in discussion. **Listened and responded well** to classmates’ questions and answers. | **Provided opportunities** for **all** classmates to participate in the discussion. **Listened and responded** to all classmates’ questions and answers. | **Provided opportunity** for **most** classmates’ to participate. **Listened** to all classmates’ questions and responses. | Was **not receptive** to classmates’ contributions. |
| Presentation Timing | **7-8** minutes | **6-7** minutes | **5-6** minutes | **Less than 5** |
| Mechanics | Slide(s) is/are **free from** grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but they **do not impact the understanding** of the audience. | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding** of the audience. |

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

**Campbellsville University’s Online Course Attendance Policy**

**Bi-term and 8 week terms:** Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@stu.campbellsville.edu) for all email communication for this class.

**Resources**

“Educational Leadership Policy Standards: ISLLC 2000.” The Council of Chief State School Officers (CCSSO).

Education Professional Standards Board

Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed.* Alexandria, VA: ASCD.

Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2010). *SuperVision and instructional leadership.* Boston: Pearson.

Kentucky Department of Education

Knight, J. (2007). *Instructional coaching-a partnership approach to improving instruction.*  Thousand Oaks, CA: Corwin Press.

Mills, G.E. (2011). *Action research.* Boston: Pearson.

Podsen, I.J. & Denmark, V. (2007). *Coaching and mentoring first year and student teachers.* Larchmont, NY: Eye on Education.