**Campbellsville University**
School Of Education
G1 2017
ED 690 Supervision of Instruction

Instructor: Dr. Bill Stout
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    July 6 – August 26, 2017

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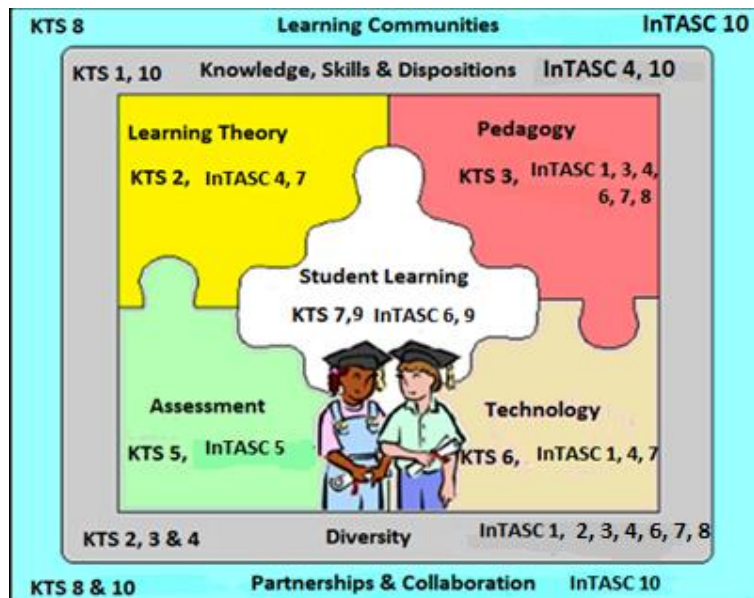
Textbook: Glickman, C., Gordon, S.., & Ross-Gordon, J. (2014). *SuperVision and Instructional   Leadership.* Boston: Pearson.

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. Standard 1.1 Communicates concepts, processes, and

knowledge.

PROFESSIONAL STANDARDS addressed in this course:

Kentucky Common Core Standards and College Readiness Standards

Students will use the Common Core Standards in designing learning goals/objectives and assessments.

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
InTASC 8 Instructional Strategies
InTASC 9 Professional Learning and Ethical Practice
InTASC 10 Leadership and Collaboration

International Literacy Standards (*ILA*)

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 1 Content and Pedagogical Knowledge
Standard 2 Clinical Partnerships and Practice

Specialized Professional Association (SPA) Standard
(i.e. early childhood, special education, school counselors)

Council for Exceptional Children Standards (CEC)

Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice
Standard 7: Collaboration

Teacher Leader Model Standards

Domain I: Fostering a collaborative culture to support educator development and student learning

Domain II: Accessing and using research to improve practice and student learning

Domain III: Promoting professional learning for continuous improvement

Domain IV: Facilitating improvements in instruction and student learning

Domain V: Promoting the use of assessments and data for school and district improvement

Domain VI: Improving outreach and collaboration with families and communities

Domain VII: Advocating for student learning and the profession

PROFESSIONAL STANDARDS addressed in this course:

Aligned with Assessment (point values)	TLMS	InTASC	ILA Standards	Technology (Yes or No)	Council for Exceptional Children (CEC)	CAEP
Exams (Weekly Quizzes) 110 pts Obj: 1	2D, 3A, 3C, 4B, 4C, 4D	3, 8 ,9,10	4, 6	Yes	3, 4, 5, 6, 7	A1
Participation 80 pts Obj: 1	2D, 3A, 3C, 4B, 4C, 4D	3,8,9,10	4, 6	Yes	1, 3, 4, 5, 6, 7	A1
Field Experiences 200 pts Obj: 2	2D, 3A, 3C, 4B, 4C, 4D	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	2D, 3A, 3C, 4B, 4C, 4D	3,8,9,10	4, 6	Yes	3, 5, 7	A1 A2
Self Assessment/ PGP 100 pts Obj: 1	2D, 3A, 3C, 4B, 4C, 4D	9, 10	6	Yes	5, 6	A2
KTIP Face to Face Training 200 pts Obj: 1,2,3	2D, 3A, 3C, 4B, 4C, 4D	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	2D, 3A, 3C, 4B, 4C, 4D	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:

1. Acquire knowledge and practice skills of effective teacher mentoring (*Discussion Forums, Weekly Quizzes, Class Discussion, Presentation, TLPGP, Participation, and KTIP Face-to-Face Training*).
2. Study current trends and issues in supervision of student teachers and interns (*KTIP Face-to-Face Training and Field Experiences*).
3. Develop an understanding of the Kentucky Internship Program and secure KTIP certification for serving in the resource teacher role (*KTIP Face-to-Face Training*).

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. Please notify the instructor by phone if you are going to be absent (KTS 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; CU Diversity Proficiencies 3.3, 5.4; InTASC 3, 8, 9, 10: ILA 4, 6: CEC 1, 3, 4, 5, 6, 7)

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 2.1, 3.1, 3.2, 3.3, 3.4, 6.4, 7.1; CU Diversity Proficiencies 1.2, 2.2, 3.3, 4.2, 5.4; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ILA 1, 2, 3, 4, 5, 6; CAEP A2; CEC 1,2,3,4,5,6,7).

Discussion Forums (56 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 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; CU Diversity Proficiencies 3.3, 5.4; InTASC 3, 8, 9, 10; ILA 4, 6: CEC 3,5,7; CAEP A1, A2)

Weekly Quizzes (110 pts.) Students will take weekly quizzes based on the assigned readings for the course. (KTS 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; CU Diversity Proficiencies 3.3, 5.4; InTASC 3, 8, 9, 10; ILA 4, 6; CEC 3,4,5,6,7; CAEP A1)

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 7.1,7.2,7.3, 9.1,9.2, 9.3, 9.4; InTASC 9, 10; ILA 6; CAEP A2; CEC 5, 6)

KTIP Face to Face Training (200 pts): Face to face KTIP training that will be held on **Saturday, July 30, 2016 from 8:00-4:00** in the Campbellsville University School of Education Building. If they 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. **Stout** (KTS 7.2,7.3,8.1,8.2,8.3,8.4; CU Diversity Proficiencies 1.2, 2.2, 3.3, 4.2, 5.4; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ILA 1, 2, 3, 4, 5, 6; CAEP A2; CEC 1-7).

Student Led Class Discussion (100 pts): Students will lead their classmates in a discussion of an assigned chapter(s) of the text utilizing power point slides (KTS1.1,1.3,1.5,2.1,2.2,2.4,2.5,3.1,3.2,4.1,4.3,4.5,6.1,6.2,6.4 ; CU Diversity Proficiencies 3.3, 5.4; InTASC 3, 8, 9, 10; ILA 4, 6; CEC 3, 5, 6; CAEP A1).

A completed CAP 7 application must be turned in to Ms. Sampson 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 Led 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** that 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	PowerPoint slide(s) helped **spark class' interest** and **illustrate important aspects** of the text/issue utilizing **graphics**.	Power Point slides **illustrated important aspects** of the text/issue but utilizes **few** graphics.	Power Point slides are **all text.**	Did **not include** PowerPoint slide(s).
Participation in the Class Discussion	**Made sure** all classmates participated in discussion. **Listened and responded well** to classmates'	**Provided opportunities** for **all** classmates to participate in the discussion. **Listened and responded** to all	**Provided opportunity** for **most** classmates' to participate. **Listened** to all classmates'	Was **not receptive** to classmates' contributions.

	questions and answers.	classmates' questions and answers.	questions and responses.	
Timing	**9-10** minutes	**7-8** 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
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

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.