FAIRLEIGH DICKINSON UNIVERSITY  
Peter Sammartino School of Education

SYLLABUS

Course Title: Supervision of Instruction & Personnel Evaluation

Course Number: EDUC 6703.81

Day/Time:
Location:

Instructor:

Hours:

E-mail:

Phone:

Course Description: Students will study and analyze the various models of supervision and evaluation with a special emphasis on the development of the skills necessary to promote effective instruction in the classroom. Formative and summative staff evaluation strategies, as well as effective coaching and mentoring techniques necessary for success in a diverse school community will be investigated.

New Jersey Standards
All work in this course relates to ISLLC Standards 1, 2, 3 and 5, which have been adopted by New Jersey as their professional standards for school leaders. The specific standards and components that relate to this course are listed after the section in this syllabus “Course Evaluation.” A complete list of all New Jersey Professional Standards for Teachers and School Leaders is available at http://www.state.nj.us/njded/profdev/profstand/

The New Jersey Core Content Curriculum Standards, which are integral to curriculum developed for schools in New Jersey, are available at http://www.state.nj.us/njded/cccs/

The School of Education at FDU is an active partner with New Jersey in aligning professional practice with the NJ Professional Standards for Teachers and School Leaders through its leadership courses. The NJ CORE CURRICULUM CONTENT Standards are an integral part of the process of educational leadership and are utilized as an important element in the development of school leaders.

Course Goals/Outcomes
Upon completion of this course students will develop a depth of knowledge regarding:

- Laws related to observation and evaluation
- Strengths and shortcomings of current supervisory practices
- Historical background of the evolution of the teacher evaluation process
- Criteria and procedures for an effective teacher evaluation program
- Development of a system wide approach to teacher evaluation
- Developmental/differentiated approaches to teacher supervision and evaluation
- Teaching standards (NJPST) and classroom instructional practices

**Texts: (All students will need these two books)**

**Course Requirements:**
To successfully complete this course, students will have to have access to a computer where he/she can use the Internet and where he/she can receive and send e-mails with attachments. Students are expected to have a degree of facility with computer technology so that it can be used as a tool to enhance learning experiences.

1. Complete all assigned readings
2. Class attendance and participation in class discussions and activities
3. Complete all projects and assignments as outlined below
4. Complete any additional assignments as required by the professor such as: reading selected articles and responding to them; writing and refining observations of the various presented videos.

**Class Participation:** The success of the class and learning often are dependent on students interacting with one another, sharing ideas with the class, and raising issues and questions for consideration; therefore, students need to stay current with all readings, be in attendance and on time, and actively engage in discussions, readings, and activities during the class. Deductions will be made to final grade if a student is consistently late or absent from class.

**Assignments:**
1. Three **reflective one page essays** throughout the semester. The professor will pose a question that will serve as the central focus of the reflection. See course outline. **Reflections are due sessions #3, #6, and #13.**

2. You are required to observe an actual lesson being taught in your building and conduct a formal evaluation of the lesson. After completing the evaluation, you will then hold a post observation conference with the teacher. Upon completing the evaluation and post observation conference, you will be required to write a report about the observation process, and how you dealt with the evaluation conference. Emphasis for the report will be put on the management and personnel strategies used in dealing with suggestions for improvement and any issues that came up during the post observation conference.

3. **Standards with rubrics for new teachers renewal:** Each student will go to the web and find the [New Jersey Professional Standards for Teachers](#). Each student will analyze the standards and determine which standards he/she, as an educational leader, believes new teachers (years 1 and 2) need to become competent in order to be recommended for renewal. As a result of the analyzing the NJPST each student will **Develop a rubric for the “knowledge” criteria that are included in the requirements for your new teachers. The rubric is to describe the performances at each level in the rubric. Due session #7**

4. Working in groups of 3 or 4, teams will **develop a model evaluation system** for a school district. The evaluation system must include a well-developed rationale, an executive summary of the model, a graphic organizer that depicts all elements of the evaluation model, fully developed elements of each stage of the model, sample forms to be used, rubrics for all “knowledge” areas of the NJPST for the district, bibliography using APA style format. **Due session #14**

Deductions will be made for assignments that are submitted late unless the instructor has granted special permission for a late submission due to extenuating circumstances.
Portfolio Requirements from Supervision Course 6703

1. Executive summary of the comprehensive evaluation plan
2. Graphic organizer that depicts the Model Evaluation Plan
3. Statement of Supervisory Beliefs
4. Individual self-reflection on the Model Evaluation system based on what was learned; the significance of the learning; and what do you feel you still need to learn?

These artifacts link to ISLLC Standards 1, 2, 3, and 5.

Required Text


Suggested Supplemental Readings


Course Evaluation:
Assessment and evaluation for this course will be performance-based. There will be no written tests or examinations during the semester.

Reflective essays (5% each)……………………………………………..15%
Video/Observation Project……………………………………………….20%
Standards with rubrics for new teachers renewal…………………………10%
Effective Evaluation system with rationale……………………………..35% (30% individual contribution; 5% group grade for project)
Final self-reflection……………………………………………………….10%
Class Participation…………………………………………………………10%

Grading Scale
A  4.0
A-  3.67
B+  3.33
B   3.0
C+  2.33
C   2.0
C-  1.67
D   1.0
F   0
The minimum passing grade for the graduate programs is a C.

Grades:

- Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

- Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given **only in exceptional or emergency circumstances** at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

- Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
Students will study and analyze the various models of supervision and evaluation with a special emphasis on the development of the skills necessary to promote effective instruction in the classroom. Formative and summative staff evaluation strategies, as well as effective coaching and mentoring techniques necessary for success in a diverse school community will be investigated.

Coursework specifically addresses Standards 1, 2, 3 and 5.

**Standard I**

*A School Administrator is an educational leader who promotes the success of all students by facilitating the developmental, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

**Knowledge:**
The administrator has knowledge and understanding of:

- Learning goals in a pluralistic society
- Information sources, data collection and data analysis strategies
- Effective communication

**Dispositions:**
The administrator believes in, values, and is committed to:

- The educability of all
- A school vision of high standards of learning
- Continuous school improvement
- The inclusion of all members of the school community
- Ensuring that students have knowledge, skills and values to become successful adults
- A willingness to continuously examine one’s own assumptions, beliefs and practices
- Doing the work required for high level personal and organizational performance

**Standard II**

*A School Administrator is an educational leader who promotes the success of all students by advocating, nurturing, sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

**Knowledge:**
The administrator has knowledge and understanding of:

- Student growth and development
- Applied learning theories
- Applied motivational theories
- Curriculum design, implementation, evaluation and refinement
- Measurement, evaluation and assessment strategies
- Adult learning and professional development models
- The change process for systems, organizations and individuals
- The role of technology in promoting student learning and professional growth
- School cultures

**Dispositions:**
The administrator believes in, values, and is committed to:

- Student learning as the fundamental purpose of education
- The proposition that all students can learn
• The variety of ways in which students learn
• Life long learning for self and others
• Professional development as an integral part of school improvement
• Preparing students to be contributing members of society

**Standard III**
*A School Administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

**Knowledge:**
The administrator has knowledge and understanding of:
• Human resources management and development

**Dispositions:**
The administrator believes in, values and is committed to:
• Making management decisions to enhance learning and teaching
• Taking risks to improve schools
• Trusting people and their judgment
• Accepting responsibility
• High quality standards, expectations and performances

**Standard V:**
A school administrator is an educational leader who promotes the success of all by acting with integrity, fairness, and in an ethical manner.

**Knowledge:**
The administrator has knowledge and understanding of:

• The purpose of education and the role of leadership in modern society
• The philosophy and history of education

**Dispositions:**
The administrator believes in, values, and is committed to:
• The ideal of the common good
• The right of every student to a free, quality education
• Subordinating one’s interests to the good of the school community
• Bringing ethical principles to the decision making process
• Accepting the consequences for upholding one’s principles and actions
• Using the influence of one’s office constructively and productively in the service of all students and their families
• Development of a caring school community

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**FDU Academic Integrity Policy**
Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. Academic dishonesty includes, but is not necessarily limited to, the following:
1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information or study aids in an examination or academic exercise.
2. Plagiarism—Representing the ideas or language of others as one’s own.
3. Falsification—Falsifying or inventing any information, data or citation in an academic exercise.
4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. Interference—Interfering with the ability of a student to perform his or her assignments.

**Sanctions:** Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. **No Credit (0) or Failure for the academic exercise.**
2. **Reduced grade for the course.**
3. **A Failure in the course** that is identified on the student’s permanent record card as permanent and cannot be removed.
4. Recommendation for **academic probation** to the Dean’s Office. In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student’s permanent record card. In any case, the incident and penalty will be recorded in the student’s file maintained in the campus Office of Enrollment Services. For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions and, with concurrence of the academic dean, one of the following:
   1. **Suspension** from the University for one year. Readmission will be contingent upon the approval of the academic dean.
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<thead>
<tr>
<th>Dates and Sessions</th>
<th>Class Topics and Activities</th>
<th>Assignment for Following Week</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>• Introduction to Course</td>
<td>• Read chapter 1 &amp; 2 Glickman/ Gordon &amp; Gordon</td>
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<td>• Evaluation and</td>
<td>• Research New Jersey School Law/ New Jersey Administrative Code 6:3-4.1 and bring in a copy of the law pertaining to tenure and non-tenure evaluations</td>
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<td>Supervision (pair-share and whole class discussion)</td>
<td>• Bring in a copy of what your contract says about evaluation</td>
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<td>• How do you feel about supervision/ evaluation?</td>
<td>• Bring in a copy of your districts evaluation instrument</td>
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<td>• Formative and</td>
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<td>Supervision evaluation</td>
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<td>• NCLB Act and supervision</td>
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<td>Session 2</td>
<td>• Legal Implications and supervision</td>
<td>• Read chapters 3 &amp; 4 Glickman</td>
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<td>• The supervisory process</td>
<td>• Access NJPST from <a href="http://www.state.nj.us/njded/profdev/profstand/">http://www.state.nj.us/njded/profdev/profstand/</a></td>
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<td>• Supervision vs. mentoring vs. coaching</td>
<td>• Reflective essay #1 due session 3: Reflecting on the historical perspectives of teaching and the “norms” of schooling, where do you see connections to your own experiences and the supervisory model/s that have been in play through your career? Due session #3</td>
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<td>Session 3</td>
<td>• Discussion on</td>
<td>• Read chapters 5 &amp; 6 Glickman</td>
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<td>reflective question</td>
<td>• Complete your Supervisory Beliefs Inventory (p 125)</td>
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<td>• Discuss standards</td>
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<td>• Discuss observation</td>
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<td>Session 4</td>
<td>• Discuss supervisory</td>
<td>• Read chapters 7, 8, &amp; 9 Glickman</td>
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<td>• Blueprints for teacher</td>
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<td>Session 5</td>
<td>• Communication enhancers</td>
<td>• Read chapters 10, 11, 12 Glickman</td>
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<td>• Role Play “Directive</td>
<td>• Reflective essay #2: When do you feel a directive approach is an appropriate supervisory tack? And when do feel a collaborative and non-directional approaches should be taken in working with professional staff? Provide support for your position. (Submit electronically) Due session #6</td>
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<td>Session 6</td>
<td>• Discussion on</td>
<td>• Chapter 13, 14, &amp; 15 Glickman</td>
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<td>reflective essay</td>
<td>Selected NJPST for new teachers with rubrics due session #7</td>
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<td>• Split class—role plays:</td>
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<td>Collaborative</td>
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<td>7</td>
<td>Standards for new teachers with rubrics due</td>
<td>Chapter 16 Glickman</td>
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<td>Types of observations and instruments and connection to teaching standards</td>
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<td>Role play conferencing</td>
<td>Chapter 17 Glickman</td>
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<td>Discussion on readings</td>
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<td>Observation of non instructional staff</td>
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<td>Role play conferencing</td>
<td>Chapter 18 Glickman</td>
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<td>Discussion on readings</td>
<td>Write a practice observation report using paradigm given in class</td>
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<td>Tenure ramifications</td>
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<td>10:</td>
<td>Observation assign.</td>
<td>Chapter 19 Glickman</td>
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<td>Role play conferencing</td>
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<td>Discussion on readings</td>
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<td>Continue work on support personnel issues</td>
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<td>11:</td>
<td>Role play conferencing</td>
<td>Write a practice observation report using the paradigm given in class</td>
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<td>Discussion on readings</td>
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<td>12:</td>
<td>Group dynamics—refer back to Glickman chapter 17</td>
<td>Chapter 20 and 21 Glickman</td>
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<td>Structural framework for designing an evaluation system</td>
<td>Reflective essay #3: Reflect on writing the observation reports and answer the following in your reflection: What did you learn? Why is what you learned important, especially given you are a future leader of a learning community? Given what you know now, what is it that you feel you need to know and don’t know? (Submit electronically) Due session #13</td>
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<td>Work in groups on developing system</td>
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<td>13:</td>
<td>Problems with change</td>
<td>Chapter 22 Glickman</td>
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<td>Work on developing evaluation system</td>
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<td>14:</td>
<td>Evaluation systems</td>
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<td>• Sharing ideas from evaluation system</td>
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**Session 15:**
- Summary, Evaluation
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