

**Murray State University
Common Course Syllabi**

Revised October 6, 2008

**DEPT: ELC
CREDIT: 3**

COURSE NUMBER: ADM 650

COURSE

I. Title: Clinical Supervision and Evaluation

II. Catalog Description: A study of clinical supervision and evaluation principles and practices for the aspiring instructional supervisor and principal. Topics include the nature and function of supervision/evaluation, strategies for use in supervision and evaluation, and the coaching nature of supervision/evaluation as well as skills in observing and analyzing data. A Field Study is required.

III. Purposes: To develop the techniques, skills, and attitudes necessary to improve instruction, conduct staff evaluation as well as to meet the staff training needs of the local school or district. This course is designed to meet indicators and standards of learned societies and the national and international standards for school administrators. It further incorporates professional ethics, issues of advocacy, and current trends and research.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: Core Content, Program of Studies; EPSB Themes: Diversity, Gap Closure, Assessment.

Emphasis will be on the principal's role in promoting research based instruction in keeping with KERA. Special attention will be given to the principal's role as instructional leader to supervise and evaluate in varying types of classrooms, direct instruction, indirect instruction, learning centers, guided practice, processes of teaching, and outcomes of teaching. (ISSLC 1-2-3-4-5-6)

IV. Course Objectives: As instructional supervisor, the administrator focuses on six basic elements: curriculum; instruction; performance; evaluation; assessment; leadership. Specific objectives for this course are as follows: The student will.....

1. . (ISSLC 2-3)
2. develop a high level of oral and written communication skills. (ISSLC 1-2-4)
3. demonstrate a level of human relations skills that makes the evaluation process a treatment plan rather than a harmful experience. (ISSLC 4-5)
4. design effective staff training programs that match individual, school, and KERA and ISLLC standards. (ISSLC 1-2-3)
5. define student and staff strengths as well as correct identified weaknesses. (ISSLC 4)
6. identify and utilize appropriate instructional support services. (ISSLC 4)
7. design assistance plans to improve student achievement. (ISSLC 6)
8. understand and apply effective conferencing skills. (ISSLC 1-2-4)
9. inspire excellent teachers to acquire new competencies and experiences. (ISSLIC 1-2-4)
10. engage in conducting staff training. (ISSLC 3)
11. complete a selected field experience to participate in practical application of school community relations. (ISSLC 1-2-4)
12. internalize understanding of the ethical responsibilities involved in clinical supervision/evaluation. (ISSLC 5-6)
13. understand and apply the principles of child growth and development. (ISSLC 2)

- 14. assess the teaching methods and strategies being used at the school to ensure that they produce high student achievement. (ISSLC 2-3)
- 14. understand and apply researched-based principles of teaching and learning. (ISSLC 2-3)
- 15. establish individual teacher and staff expectations. (ISSLC 4-5-6)

V. Content Outline:

- 1. The nature of supervision/evaluation (ISSLC 3)
- 2. Clinical supervision (ISSLC 3)
- 3. Problems in teacher supervision/evaluation (ISSLC 3-5-6)
- 4. Goals of clinical supervision/evaluation (ISSLC 3)
- 5. Definition of effective teaching (research) (ISSLC 3)
- 6. Definition of effective schools (research) (ISSLC 3)
- 7. Definition of the effective principal (research) (ISSLC 3)
- 8. Research in clinical supervision/evaluation (ISSLC 1-2-3)
- 9. Legal parameters of supervision/evaluation (ISSLC 6)
- 10. The supervision/evaluation model (ISSLC 2-4-5-6)
 - a.) The pre-observation conference
 - b.) Observing the teacher
 - c.) Data collection and analysis
 - d.) Post observation conference
 - e.) Designing a plan of action
- 11. Ethical considerations in supervision/evaluation (ISSLC 6)

VI. Instructional Activities:

Learning Focus

- 1. Acquisition/Integration of knowledge
- 2. Extension/Refinement of knowledge
- 3. Application of knowledge
- 4. Reflections
- 5. Professionalism
- 6. Portfolio entry
- 7. Role playing
- 8. Scenarios
- 9. On-demand tasks

Required readings of research and scholarly literature will be used to develop discussion and information leading to awareness of the requirements in the objectives stated above.

The student will conduct one experienced teacher and one novice teacher interview regarding the perceptions of supervision/evaluation.

The student will prepare one Self-Evaluation exercise.

The student will prepare position papers on relevant supervision/evaluation principles.

VII. Field and Clinical Experiences: Required

An individually selected problem that encompasses ten (10) clock hours of work with a currently practicing public school administrator will be completed during the course at a school site.

THE PURPOSES, OBJECTIVES, EXPERIENCES AND READINGS WILL PROVIDE MULTIPLE EVIDENCES OF THE SIX *ISLLC* STANDARDS

VIII. Text No Text

IX. Resource: Doyle, Denis and Pimentel, Susan (1998), *Raising the Standard*, Corwin Press, Inc., Thousand Oaks, CA.

X. Grading Procedures:

Final grade computation will be as follows:

A = 92% to 100%

B = 91% to 80%

C = 79% to 70%

A grade below B does not meet the Department of Educational Leadership And Counseling requirements for any degree or licensure program.

XI. Attendance Policy: Attendance is expected in this course. Absences will need to be cleared with the professor in advance. Absenteeism is strongly discouraged.

XII. Academic Honesty Policy

Cheating, plagiarism (submitting another person's material as one's own or doing work for another person which will receive academic credit) are all impermissible. This includes the use of unauthorized books, notebooks or other sources to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place.

XIII. Prerequisites None

XIV. Statement of Affirmative Action And Equal Opportunity

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270 762 3155.

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