

California State University San Marcos
College of Education

EDAD 636 Instructional Supervision and Personnel Administration 3 Units

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4:30 – 8:30 PM
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MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

Authorization to Teach English Learners. This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 02))

Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality in a more private setting.

Attendance Policy: Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. That equates to a maximum absence of 7 hours of class time. In addition to the COE policy, students are asked to be respectful of the time and attention of their peers and the professor by arriving on time and remaining in class for the prescribed class time. Individuals with attendance issues should consult with the professor.

Arriving on time and attending all class sessions shows respect for the class members, the professor, and you, as a learner. This level of attendance is critical to receive a grade of “A” in the course. It is understood that professional obligations may collide with course meetings at times. A pattern of tardiness or absences will result in a reduction in grade due to impact on participation level of students.

Grading Policy: Written assignments prepared outside of class will account for 30 % of the course grade, in-class written assignments will account for 20% of the grade and class participation will account for 50 % of the course grade.

Class participation that reflects thorough preparation, reflective thought and the ability to build and expand on the ideas presented is considered an exemplary level of participation. Written work that stays on topic, observes the standards of correct grammar and usage and contains evidence of knowledge - as well as skillful application of knowledge and, when appropriate, expansion beyond the knowledge level - is considered an exemplary level of writing.

Texts and Resource Materials:

- Fullan, M. & Hargreaves, A. (1996). *What’s worth fighting for in your school?* Columbia University: Teacher’s College,
- FRISK Manual
- California Standards for the Teaching Profession: Resources for Professional Practice
- Websites assigned by professor
- From Your District:
Evaluation Instrument and Policy/Procedure for Classified and Certificated Employees
Classroom Observation Form
Management Evaluation Policy

EDAD 636 Instructional Supervision and Personnel Administration

The role of the site administrator as an educational leader, supervisor and personnel manager is the basis for this course. Students investigate and analyze the impact of instructional leadership on classroom teaching and learning, the structure and function of schools and the transformation of curricular programs towards those responsive to and inclusive of issues of diversity, personnel recruitment, selection, placement, motivation, productivity, professional development, evaluation and dismissal are studied as elements of personnel management. Emphasis is placed on the personnel management process as a way of achieving excellence through diversity.

This course will assist the candidate to:

1. understand personnel functions of the school site
2. effectively supervise classified and certificated staff
3. build a teaching and learning community at the site
4. implement strategies for ongoing personnel development
5. facilitate the collective bargaining process

Upon the completion of the course, the candidate will know and understand

- the purpose of instructional leadership for the site administrator
- the purpose of supervision
- strategies for improving teaching and learning through professional development
- understand factors that impact teacher performance and motivation
- general concepts and principles of personnel administration
- fundamentals of diversity in the school, equal opportunity, recruitment, selection, assignment and dismissal of staff
- personnel relations including collective bargaining, contract interpretation and working with formal and informal employee groups
- procedures for pupil/staff conflict resolution

October 6th Begin With the End in Mind – Evaluation Documents; Quality Indicators to Measure Employee Performance

October 13th Supervision of Instruction – Assuring Access and Continuous Improvement for All Students; Looking for Differentiated Instruction (DI) in the Classroom

- Access Association of Supervision and Curriculum Development (ascd.org). Select “Education Topics” from top bar. Click on “Differentiating Instruction.” Read Tomlinson’s definitions of DI. Be prepared to orally and in writing to define differentiated instruction.
- On the “Differentiating Instruction” page, click on “Explore,” which is located on the right hands side, Read C.A. Tomlinson’s “Answers to DI.” Be prepared to communicate a description of “DI,” in writing and orally.

October 20th California Standards for the Teaching Profession; Spotting Evidence of Appropriate Practice; Psycho-Social-Emotional Components of Supervision and Evaluation

Read CSTP – Resource for Professional Practice. Be prepared to engage in discussion of the categories of practice.

Submit your classroom observation schedule to Dr. Jeffries.

Planning for Your Classroom Observations and Conversations

This assignment is designed to give you the opportunity to put on “standards based” observation eyes. You are responsible for seeking evidence through classroom observations of both content standards and teaching stands. You are to arrange for three, 20-minute observations with teacher colleagues who would be comfortable having you observe in the classroom. Here are the steps you need to take.

- 1. Get clearance from your site principal to make three instructional observations and have three post-ob conversations.**
- 2. Set up 20-minute observation times and post-ob conversation times with three teachers. One class must have a specialized aspect to it – ELL’s, SE inclusion, SDC, GATE, etc. Make sure your conversation is scheduled within 24 hours of the observation. Give yourself time to prepare for the conversation.**
- 3. Arrange for coverage of your class.**
- 4. Submit schedule to professor with name of teachers, grade level, date and time of visit and conversation and any special factors involved in the classroom setting. Observations and conversations are to be completed between November 4th and December 8th.**
- 5. On December 8th, submit your one page summary of each of your three observation experiences. The summary content guide is provided below.**

Classroom Observation Summary

1. Describe the Class Composition (grade level, number of students, content area being taught during observation, special needs population, etc.).

2. Date and time of day of observation.

3. Which CSTP's did you find evidence of during your observation? List the standard and describe the evidence. You are to have a minimum of three pieces of evidence from your observation. They may be in one or more of the standards.

4. During your instructional conversation, what questions did you pose?

5. Describe the psycho-social-emotional-dynamics you observed during the conversation?

6. What surprised you the most about the conversation?

7. What would you do differently?

8. What was successful about the conversation?

9. Other comments?