

California State University San Marcos
College of Education

EDAD 636 Instructional Supervision and Personnel Administration
3 Units

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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 courses 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 exemplary writing level.

Texts and Resource Materials:

- Fullan, M. & Hargreaves, A. (1996). *What's worth fighting for in the Principalship*
Columbia University: Teacher's College
- Costa, A. & Garmston, R. 2nd. Edition (2002). *Cognitive Coaching: A foundation for renaissance schools*: Christopher Gordon Publishing.
- FRISK Manual (from Ed Law class)
- Websites assigned by professor
- Prepare a portfolio that contains the following items from Your District:
 - California Standards for the Teaching Profession: Resources for Professional Practice
 - Evaluation Instrument and Policy/Procedure for Classified and Certificated Employees
 - Classroom Observation Form
 - Management Evaluation Policy

Course description

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 and the school culture. The importance of conducting standards-based instructional coaching conversations and creating an environment of continuous improvement in every aspect of the school are highlighted. Emphasis is placed on the personnel management process as a way of achieving excellence within a diverse organization.

This course will assist the candidate to:

- understand personnel functions of the school site
- effectively supervise classified and certificated staff
- build a teaching and learning community at the site
- implement the collective bargaining agreements
- apply conflict management techniques

Upon the completion of the course, the candidate will understand

- the purpose of supervision
- strategies for improving teaching and learning through instructional conversations
- factors that impact teacher and staff performance and motivation
- general concepts and principles of personnel administration
- elements of personnel relations including collective bargaining, contract interpretation and working with formal and informal employee groups
- the role and responsibility of the site administrator in retention of employees as well as the discipline and dismissal of employees.

Assignments:

- Read weekly text assignments and other assigned readings.
- Be prepared and participate in class discussions and small group assignments.
- Participate in coaching practice sessions.
- Write a summary paper about overcoming problems related to teacher improvement.
- Prepare an oral defense and a written summary of 4 teacher guidelines for effective supervision and coaching.
- Interview 2 administrators and write a summary of the interview.
- Prepare FRISK documentation.
- Schedule and observe 2 observations using the coaching cycle.
- Prepare a written summary/reflection of the coaching cycle.

Schedule of sessions and topics (tentative)

8/29/05 **Begin With the End in Mind – How Supervision and Evaluation Intersect**

For our first class session we will:

- Preview course syllabi, textbooks, and assignments;
- Discuss the purposes and outcomes for the course; and
- Build community as a cohort

Assignments:

Be prepared to discuss what you have experienced in your own evaluation interactions with evaluators in terms of your professional growth.

Bring your district's certificated and classified Collective Bargaining Agreements (CBA) to class and your district's teacher and classified evaluation forms with you.

Review your CBAs in terms of evaluation procedures.

9/5/05 **Labor Day Holiday—No class session**

9/12/05 **One Approach to the Instructional Conversation: Cognitive Coaching Part 1**

Assignments:

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

Read *Cognitive Coaching Chapters 1 – 5*
Study Questions will be distributed.

9/19/05 **One Approach to the Instructional Conversation: Cognitive Coaching Part 2**

Assignments:

Read *Cognitive Coaching Chapters 6-10 and Appendices*
Study Questions will be distributed.

Submit your classroom observation schedule to Dr. Lindsey.

**9/26/05 Cognitive Coaching and classroom observations
Part 3 Using the coaching conversation maps**

Assignments:

- Assigned readings
- Practice coaching conversations

10/3/05 Instructional and Performance Conversations: Applying Principles of Adult Development and Human Motivation theory

Assignments:

- Assigned readings and topic discussions

10/10/05 *What's Worth Fighting for in the Principalship*

Assignments:

- Be prepared **to discuss** the concepts of “The Total Teacher” and “The Total School.”
- **From the principal perspective**, prepare two suggestions each for overcoming two of the six elements of “the problem” as described by Hargreaves and Fullan. Use your current site as the context for your suggestions. Prepare a **written two-page summary** of your suggestions. Use student achievement and effective teaching as your focus.

10/17/05 *What's Worth Fighting for in the Principalship*

Assignments:

- Review the 12 guidelines for teachers on pages _____. Although the authors caution that all must be done, show me your initial thinking on how you, as a site administrator, will encourage **four of the elements** most closely associated with instruction and student achievement to become part of the teaching culture at your school. What would you specifically do to “coach” teachers towards these behaviors?
- Be prepared **to defend** the four you selected as being most closely associated with instruction and student achievement and **to describe** what you would specifically do to “coach” teachers towards these behaviors.

10/24/05 Supervising and Evaluating for Equity

Assignments:

- Submit a **two page summary** of your the four guidelines for teachers you selected as being most closely associated with instruction and student achievement and describe what you would specifically do to “coach” teachers towards these behaviors.
- Be prepared to discuss your district’s guidelines regarding Supervising vs Evaluating: 2 hats, 2 styles, 2 processes

10/31/05 Things I Wish Knew As a Beginning Administrator

Assignment:

- **Interview** 2 newly appointed administrators to find out what they know now that they did not know in the beginning
- **Write a one page summary** of the interview.

**11/7/05 Managing Conflict and Agreement, and
When Things Aren’t Right: Applying FRISK When Needed**

Assignment:

- Refresh your FRISK knowledge and bring the manual with you.
- Hand in your two classroom observation summaries.

11/14/05 Closing conversations