

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 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
- Costa, A. & Garmston, R. *Cognitive Coaching*
- 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 and the

school culture. The importance of standards-based instructional conversations and 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:

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 the collective bargaining agreements
5. 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.

October 4 Begin With the End in Mind – How Supervision and Evaluation Intersect

Assignment:

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

Review your teacher and classified CBA's in terms of evaluation procedures. Bring the CBA's **and** your District's teacher and classified evaluation forms with you.

October 11 One Approach to the Instructional Conversation: Cognitive Coaching Part 1

Assignment:

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.

October 18 One Approach to the Instructional Conversation: Cognitive Coaching Part 2

Assignment:

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

Submit your classroom observation schedule to Dr. Jeffries.

October 25 Off Campus Classroom Observations

November 1 Instructional and Performance Conversations: Applying Principles of Adult Development and Human Motivation theory

November 8 What's Worth Fighting for in Your School Pt 1 Pgs 1-62

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.

November 15 What's Worth Fighting for in Your School Pt 2 Pgs 63 – 107

Assignments:

- Review the 12 guidelines for teachers on page 64. 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.

November 22 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. (See Nov. 15th assignment.)
- Consult websites assigned by Dr. J

November 29 Things I Wish Knew As a Beginning Administrator

December 6 When Things Aren't Right: Applying FRISK When Needed

Assignment:

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

December 13 Managing Conflict and Agreement

- Post course knowledge survey

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 standards. 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 Dr. J 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 1st.**
- 5. On December 6th, submit your one – two 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?