



EDLR 5406: Talent Management – Supervision and Performance Evaluation
UCAPP
Spring / Year 1

Syllabus information may be subject to change.

Course and Instructor Information

Course Title: *Talent Management – Supervision and Performance Evaluation*
Credits: 2
Professors: Instructor(s)
Email:
Mobile:
Sites:
Time: 4:30-8:00
Office Hours: by appointment

Required Texts

Danielson, C (2008). *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*

Marzano, R., Livingston, D., Frontier, T., & ASCD. (2011). *Effective supervision: Supporting the art and science of teaching*

Additional course readings and media will be available within HuskyCT

Course Description

This course focuses on developing the knowledge and skills needed to evaluate and supervise instruction in schools. Upon completion of this course, students will know and understand the elements of developmental supervision and evaluation. In addition, students will understand the elements of an effective teacher evaluation plan and the support required to implement, maintain it, and how to make professional learning useful and tied to individual teachers' identified needs. Further, students will know that well-designed evaluation systems are based on trust and strong relationships, where actionable feedback will lead to appropriate support to drive ongoing improvement. There is strong emphasis on the leadership role in understanding and reinforcing the relationship among teacher evaluation, professional learning, equitable access to high-quality instruction, and school improvement planning at large.

Course Objectives

The overarching goal for this semester is to develop or enhance proficiency in the following essential school leadership practices:

- Understand the relationship between evaluation, supervision, and the professional growth of staff.
- Explore current research as to various models of teacher evaluation with an emphasis on the preliminary effectiveness research analyzing the efficacy of the new teacher evaluation model in CT.
- Conduct classroom observations in order to evaluate instruction, provide meaningful, actionable, and differentiated feedback for professional growth, and support professional growth through the use of video modules and applied practice.
- Collect and analyze teacher evaluation evidence to examine equitable access to high-quality instruction and excellence outcomes in educational programs.
- Use teacher evaluation evidence within existing school-based structures to further research-based instruction and improve equitable instructional practices and enhance school improvement planning efforts.
- Understand the characteristics of effective professional learning and acquire the skills necessary to design meaningful professional learning sessions for all teachers.

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable **achievement, participation, service, and support outcomes** for every student.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will enter schools ready to:

- Lead with an anti-racist and equity driven perspective,
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve, and
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes.

Course Outline and Calendar

Session 1: What are current trends in teacher evaluation?

Objectives:

- Explore the critical relationship between supervision, evaluation, and professional learning.
- Understand the efficacy of teacher evaluation models in CT, what does current research tell us, and how does that impact the work of administrators in CT at large?
- Introduction to Danielson's Rubric: Key Points in the Rubric Use in Teacher Observation.
- Understand how effective teacher evaluation systems and structures can ensure equitable access to high-quality learning opportunities.

PSEL Standards:

3c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

6c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development).

6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

Readings to be completed before class:

- Danielson, C. (2011). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35-39.
- Danielson, C. (2012). It's your evaluation--collaborating to improve teacher practice. *Education Digest: Essential Readings Condensed for Quick Review*, 77(8), 22-27.
- Danielson, C. (2012). Observing classroom practice. *Educational Leadership*, 70(3), 32-37.
- Donaldson, M. L., & Center for, A. P. (2012). *Teachers' perspectives on evaluation reform* Center for American Progress.
- Marzano, R. J. (2012). The two purposes of teacher evaluation. *Educational Leadership*, 70(3), 14-19.
- [MET Study](https://files.eric.ed.gov/fulltext/ED540956.pdf) - Feedback for Better Teaching: *Nine Principles for Using Measures of Effective Teaching*, January 2013 (<https://files.eric.ed.gov/fulltext/ED540956.pdf>)

Session 2: How is a teacher evaluation system most effectively used to provide feedback to educators and advance the improvement of instructional practice?

Objectives:

- Develop an understanding of the 4 domains of Danielson Framework as they translate into the CT Framework for Teaching.
- Gain familiarity with the indicators within each of the 4 domains through practice.
- Students will identify evidence within actual teaching and link it to CT Teaching Framework Domains 1&3.

- Provide feedback to said educators based upon the information garnered through the observation process using Domains 1&3.

PSEL Standards:

6c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development).

6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

Readings to be completed before class:

- Danielson, C (2008). *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*. Chapters 1-3
- [Fish Eye Syndrome article](https://www.cultofpedagogy.com/fisheye/) - The Fish Eye Syndrome: Is Every Child Really Participating? 2013, (<https://www.cultofpedagogy.com/fisheye/>)
- Marzano, R., Livingston, D., Frontier, T., & ASCD. (2011). *Effective supervision: Supporting the art and science of teaching* ASCD. (Chapter 4: Focused Feedback and Practice)
- Meghan Tshannen-Moran - Tschannen-Moran, M. (2004). *Trust Matters: Leadership for Successful Schools*. San Francisco: Jossey-Bass. Pp. 15-39.

Session 3: How are written and verbal feedback leveraged to support teacher growth in instructional practice?

Objectives:

- Understand and apply the defining characteristics of observational evidence to video modules of teaching with emphasis on Domains 1&3 of the CT Framework for Teaching Rubric.
- Provide feedback to said educators based upon the information garnered through the observation process using Domains 1&3 and PRIORITIZE areas for further growth.
- Review and analyze sample observation write ups across both Domains 1&3 of the CT Framework for Teaching Rubric with a focus on the evidence included to support ratings and specific feedback provided in areas of focus for growth in each observation.
- Share Important "Teacher Evaluation/Supervision" Module Take-Aways.

PSEL Standards:

6c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development).

6d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

6e. Deliver actionable feedback about instruction and other professional practice through valid, research anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

Readings to completed before class:

- Danielson, C (2008). *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School*. Chapters 3-6
- Bill and Melinda, G. F. (2013). *Feedback for better teaching: Nine principles for using measures of effective teaching*. MET project Bill & Melinda Gates Foundation.
- Stone, D. & David-Lag, J. *Critical Feedback and Difficult Conversations* - Chapter 6, *The Best of the Marshall Memo* - Book One, 2019

Session 4: What systems are available within a school to develop teacher capacity?

Objective:

- Explore school-based systems used to develop teachers.
- Understand how performance-focused coaching is a targeted and effective way to develop critical teaching and learning skills, while maintaining a focus on the instructional core.

PSEL Standards:

7c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

Readings to be completed before class:

- Darling-Hammond, L., Hylar, M.E., & Gardner, M. Learning Policy Institute, June 2017; [Effective Teacher Professional Development](#)
- Dufour, R. & Mattos, M. How Do Principals Really Improve Schools? Educational Leadership, The Principalship Vol 70(7) 34-40, April 2013
- Gawande, A. (2019) The Coach in the Operating Room, The New Yorker, January 16, 2019
- [Joseph Blase, Jo Blase](#), (2000) "Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools", Journal of Educational Administration, Vol. 38 Iss: 2.
- [Want to Get Great at Something? Get a Coach](#) (TED Talk)

Session 5: How is teacher evaluation data/ evidence leveraged in school improvement planning processes to support student growth?

Objective:

- Learn how to best integrate teacher evaluation evidence into school improvement planning processes.

PSEL Standards:

7c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

Readings to be completed before class:

- Stronge, J. H. (2012). Teacher Evaluation and School Improvement: Improving the Educational Landscape
- Secure a copy of your school's SIP (school improvement plan).
- Work with your mentor to print out whole school, teacher evaluation data (number of ratings given thus far across each indicator/domain)

Session 6: How do school leaders effectively use teacher evaluation evidence to support school improvement planning efforts within the development and implementation of high-quality continuous improvement plans?

Objective:

- Understand how individual teacher observations are a basis for instructional pattern-finding across multiple classrooms, grade levels, and data sets.
- Understand how pattern-finding within data sets in an organizational diagnosis process can be used to identify promising strategies for supporting ongoing teacher learning around common problems of practice.

PSEL Standards:

7c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

7d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

7f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

Readings to be completed before class:

- Kerri A. Kerr, Julie A. Marsh, Gina Schuyler Ikemoto, Hilary Darilek and Heather Barney (2006) Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts *American Journal of Education* Vol. 112, No. 4, 496-520
- Bambrick-Santoyo, P. (2012). Leverage Leadership: a practical guide to building exceptional schools PP 59-109

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Teacher Observation & Supervision Cycle	40%
School Improvement Analysis	25%
Theory of Action	10%
Participation and Engagement	25%

Assessments & Grading

Teacher Observation & Supervision Cycle - 40%

- Lead the observation and supervision cycle for a select teacher, visiting the classroom regularly, gathering and interpreting evidence, providing targeted and actionable feedback, identifying resources to support teacher growth and improvement, and assessing practice against established teacher standards.

School Improvement Analysis - 25%

- Critically analyze the quality and effectiveness of a continuous improvement plan with a focus on the systems and structures in place within the school to contribute to growth and movement in support of improvement plan goals.

Theory of Action - 10%

- Revisit and update your developing leadership theory of action using the content and experiences from this course.

Participation and Engagement - 25%

- Readings completed before class, participation in class discussions

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic

policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

You are also responsible for abiding by the expectations and policies defined the UCAPP Student Handbook.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.

- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.