Course: Systematic Observation and Analysis of Instruction
Semester: Fall 2016
Instructor: Dr. Christie McIntyre
Office: Wham 327, 536-2441
Office Hours: W 4:00-6:25


Course Description: This course prepares experienced teachers and supervisors to conduct observations and conferences which result in changing and/or documenting teacher behavior. Students will learn techniques for the collection, analysis, and presentation of accurate, objective, useful, and persuasive data which can serve as a catalyst for teachers to change their own behavior and improve the effectiveness of instruction. These techniques may also be used to document/evaluate the level of use of a curriculum or innovation and to help a candidate document performance for the National Board for Professional Teaching Standards. They are also useful tools for mentoring the novice professional.

Course Objectives:

Participants will develop...

a) An understanding of the three phases of clinical supervision: planning conference, classroom observation, and feedback conference
b) Knowledge and skill in using specific techniques in conferences with teachers and in observing their classroom teaching
c) Understanding of issues and problems in clinical supervision, peer coaching, and mentoring
d) Insight into and practice using the skills of systematic observation and analysis of instruction for the National Board Certification process or other projects requiring documentation practice
e) Increased skill in using digital photography and videotape to document teaching with classroom artifacts and excerpts of teacher and student behavior.

Course Activities:

Course activities will focus on discussion, simulation, role playing, and experiential practice of the skills inherent in clinical supervision. From time to time, participants will assume responsibility for leading activities and discussion, both in class and on our web-based discussion site. Video and
audio recordings related to supervisory practices will provide an additional resource for developing and practicing supervisory skills.

Course Products:

1. **Evidence of active engagement in the required reading for this course.** You will be given a variety of options for showing evidence that you have read the text and articles. I will spot check this requirement four times during the course. (25 points)

2. **Participation in small group/partner activities** that will allow you to demonstrate an understanding of text content and to develop and demonstrate the conferencing skills essential to using the clinical supervision process. I will evaluate your performance through observation and collection of written “products” of these activities. (10 points)

3. **Demonstrated proficiency in techniques of classroom observation.** For this portion of the course requirements, you may use classroom data in a variety of formats: live, audio, video-recorded, or scripted. Working with more than one format is required. You must apply at least three of the observation techniques that you learned in this course. You need to commit and document a minimum of 10 hours to this requirement. An Observation Log will be provided. (35 points)
   
   a. If you choose to use the ASCD recordings, work through the practice DVD for Another Set of Eyes. Check your results with those provided with the DVD.
   
   b. If you want to get more practice with Flanders, you may borrow either transcript or audio format or both.
   
   c. If you would like to code from the teaching related DVD’s like Mr. Holland’s Opus, you may check out the DVD directly from me. We should discuss what you will observe and how you will document.
   
   d. If you are working with live coding or other formats that don’t have transcripts, you will need to provide some documentation of what you observed and how you collected data about it.
   
   e. For each technique write a brief summary of your reaction and staple it to your data collection form.
   
   f. Note due dates when we have established our course calendar.

4. **Participation in Cognitive Coaching Cycle.** You will work with a peer from the class to develop your cognitive coaching skills. You will select a topic to present to our class as a micro-teaching lesson. This lesson will only be 15-20 minutes. Prior to teaching the lesson, you will engage in a pre-conference with your peer to determine which observation technique will best serve your goals. During the lesson, the peer will employ the observation technique. After the lesson, you and your peer will engage in a post-conference. Finally, you will write a reflection based on your experience with the Cognitive Coaching Cycle. (30 points)
Scoring Guide for CI 508 Requirements

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Active Engagement in Required Reading           _____ / 25

Considerations:

☐ Choice of strategy specified and approved by August 31st.
☐ Strategy consistently followed over the sixteen weeks of the course
☐ Integration of course readings into class contributions
☐ Text, articles submitted for spot checks on _______, _______, & _______

Comments:

Participation in large/small group activities   _____ / 10

Considerations:

☐ Active participation
☐ Evidence of advanced preparation
☐ Integration of course readings into contributions
☐ No impact of absences on group work
☐ Deference so that others can contribute
☐ High quality products resulting from group work

Comments:
Proficiency in techniques of classroom observation

Considerations:

- Multiple formats of classroom data used
- Three observation techniques applied
- 10 hours documented
- Problems/ease of use documented in reactions

Comments:

Cognitive Coaching Cycle with Microteaching

Considerations:

- Pre-conference with peer
- Micro-teaching in class
- Post-conference with peer
- Final written reflection based on Cognitive Coaching cycle

Comments:

Grading Scale: 92-100 > A, 86-91 > B, 79-85 > C, 70-78 > D
Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: 

*Literacies, Identities, and Engagement:*
Literacies:

**Reflective educational leaders** understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

**Reflective educational leaders** understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

**Reflective educational leaders** are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
• shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
• strives for best practices to address diverse learning needs and abilities of all individuals
• strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
• collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
• engages in ongoing acquisition of knowledge
• engages in development of research-based practices
• assesses own performance and reflects on needed improvements

References


