CI 508 Systematic Observation and Analysis of Instruction  
Spring 2016  
Thursdays 5:30-8:00  RLC Mt. Vernon Market Place, Room 336  

Instructor:  Dr. Fran Etter, Adjunct Faculty, SIUC  971-8886  fetter@bths201.org  


Class handouts:  http://virtualschool.bths201.org. Scroll to the bottom of the page and click SIUC. If you are asked for an enrolment key, please type in the word dawgs.  

Course description:  
This course prepares experienced teachers and supervisors to conduct observations and conferences which result in changing and/or documenting teacher behavior, either their own or others'. 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--  

(1)  an understanding of the three phases of clinical supervision: planning conference, classroom observation, and feedback conference  

(2)  knowledge and skill in using specific techniques in conferences with teachers and in observing their classroom teaching  

(3)  an understanding of alternative forms of and current trends in teacher evaluation and supervisory practices  

(4)  insight into and practice using the skills of systematic observation and analysis of instruction  

Course Activities:  
Course activities will focus on discussion, simulation, role playing, and experiential practice of the skills inherent in clinical supervision. Participants will assume responsibility for demonstrating proficiency in the techniques of classroom observation. Video and audio tapes related to supervisory practices will provide an additional resource for developing and practicing supervisory skills.
Course Products:

1. (3) Web forums (on Moodle site)
   You will respond to three web forum questions and comment on the posts of your classmates to challenge and deepen your thinking about the course content. These forums are designed to allow the course participants to dialogue outside of class, often times where the most reflective thinking is accomplished, on topics relative to personal experiences with clinical supervisory approaches. (15 points)

2. Supervisor Interview and Analysis (Informal Paper)
   You will prepare, conduct and present the results of an interview with a building administrator responsible for evaluating teachers in your district. The interview will involve a discussion of both the observation process as well as the district’s evaluation tool. Students in the course from the same district may opt to collaborate on this project to avoid repetitious information. (25 pts)

3. Application of (3) classroom observation techniques (Observation Data Records)
   For this portion of the course requirements, you will collect classroom observation data using two of three formats: live, audio or videotaped. Working with more than one format is required. You must apply three different observation techniques that we learned in CI 508. You may audio/video record your own classes or you may use live or recorded lessons conducted by your colleagues to apply the observation techniques. You will complete an Observation Data and Reflection paper that you will download from my website for each classroom observation technique that you choose to apply. (60 points)

4. Supervisory Project (Formal Paper)
   (Option A) Completion and written report of a mini-practicum using the three phases of clinical supervision
   (Option B) Construction and "piloting" of a self-invented observation instrument with explanatory information to outline the problem and the conditions for the instrument's use
   (Option C) Analysis of your district’s current supervisory plan and a rationale for an enhanced plan that includes the use of the three phases of clinical supervision, observation instruments/techniques, and insights into the roles that teachers and principals can play to promote teacher growth through the formal evaluation process.

   Your ideas for your project and the format of your paper must be discussed with me in an individual conference or via email. You will present your project to me in a formal, coherent paper. (50 points)

5. Final Exam (5 Essay Questions – in class)
   You will bring to class your completed Study Guides from each of the chapters covered in the text (Chapters 1-10) and use them to respond to five essay questions. (50 pts.)

200 points possible
Grading Scale:
92-100 A (183-200) 79-85 C (157-170)
86-91 B (171-182) 70-78 D (139-156)


