Course Description

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching and learning.

Rationale

Research on effective schools by such individuals as Brookover, Lezotte, and Edmonds has shown that high achieving schools have strong instructional leadership, among other characteristics. The continuing demands in Texas for high academic achievement and campus accountability, such as the AEIS indicators, require that administrators be informed and effective instructional leaders. In order to assist teachers in improving their instructional practices, administrators need skills in observing classroom teaching and giving constructive feedback. Such feedback will result in positive classroom changes. This class will give prospective administrators the skills and knowledge to observe teachers in action and plan professional development leading to practical teacher growth and creating schools in which all adults and students are learners.

Learning Objectives

1. The student demonstrate a capacity to provide a professional teacher with clinical supervision using observation techniques, interpersonal discussion, documentation and conferencing skills.
2. The student will develop a staff development plan, after having examined various types of professional growth models and options for supervision.
3. The student will demonstrate the application of teaching, learning and supervising via written examination.

Course Requirements

1. Professional Development Plan

Students will individually design a plan for professional development for a real school or adult learning situation. This plan will include a needs assessment; planned activities; audience numbers and types of staff to be addressed; resources (budget, personnel, facilities, materials, audio-visuals, etc.) needed; and an evaluation component. Individuals will present their professional development plans to the class in a Power Point format. Individual plans will be graded on an average computed from the professor's evaluation of both the written plan and the
Power Point presentation.

**Professional Development Plan:**
- Plan tied to campus improvement plan/goals: 10 points
- Needs assessment using multiple measures and data graphs: 15 points
- Varied learning experiences meeting different learning styles: 20 points
- Follow up activities planned and related to initial activities: 15 points
- Adult learning principles applied in learning activities: 10 points
- Budget and resources adequate and matched to experiences: 10 points
- Formative and summative evaluation planned: 10 points
- Power Point Class Presentation: 10 points

**TOTAL** 100 points

30% of Grade

**2. Peer Coaching Practice:**

Students will **complete one (1) peer coaching cycle.** Each student shall schedule and complete a clinical observation cycle of a classroom-teaching situation. The student will turn in to the professor the following completed forms:

1. Cover Sheet
2. Short Bio on Teacher Observed
3. Pre Conference Planning Form
4. Observation Notes
5. Observation Checklist Form
6. Planning for the Post Conference
7. Post Conference Form
8. Post Conference Self Evaluation
9. Written Reflection

Students will also write a reflection on their experiences as a part of this assignment which addresses what they learned, what they would do differently in the future, what worked, and what did not work.

All required forms complete: 80 points
Report completed in a professional manner: 20 points

**TOTAL** 100 points

20% OF GRADE

**4. Instructional Philosophy Research Paper**

Students will write a research paper related to material presented and discussed in class. A minimum of four cited works is required. The textbook cannot be one of the four citations. Each of the following five questions listed below need to be addressed. *Doctoral students will be expected to write a research paper with extended depth and complexity. The paper will be held to the highest standards with APA citations and complete bibliography.*

- What should be the purpose of Education?
• What should be the content of the school curriculum?
• What motivates students to do their best in school?
• What personal characteristics does a successful teacher possess?
• What is your definition of a good school?

All topics covered 50 points
5 to 8 Typed Pages 10 points
Work done in APA Format 30 points
Exhaustive and Appropriately Cited 10 points

Total 100 points

20 % of Grade

5. Written Examinations

Students will complete two written examination over selected material covered in the textbook and presented in class.

20 % of Grade

5. Class Attendance and Participation:

While it is understood that students have personal and professional responsibilities to fulfill during the term of this class, regular and punctual class attendance is expected. More than two absences, arriving late or leaving early will result in a grade reduction.

10% of Grade

Required or Recommended Readings

Textbook:


Recommended Supplemental Reading:


Richards, C., Pavri, S., Golez, F., Canges, R., & Murphy, J. (2007). Response to intervention: Building the capacity of teachers to serve students with learning difficulties. *Issues in Teacher Education*, 16(2), 55-64.


State Adopted Proficiencies

Domain I. School Community Leadership
Domain II. Instructional Leadership
Domain III. Administrative Leadership

TExES Competencies covered in this course:

- **Campus Culture** - The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- **Communication** – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- **Instructional Leadership** – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- **Instructional Program** – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- **Staff Development** – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- **Organization** – The principal knows how to apply organizational, decision-making,
and problem solving skills to ensure an effective learning environment.

- **Budgeting** – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- **Leadership** – The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

### Course Policies

1. Students are expected to complete all assignments on time.
2. Late work will receive a grade penalty of 5 points per class period.
3. Students are expected to read all assigned textbook chapters prior to class discussion.
4. Attendance and class participation are part of the grade.
5. Grading Scale: 90-100/A, 80-89/B, Less than 79/C
6. Mastery Learning: Assignments receiving a grade less than an "A" may be corrected and resubmitted within one week for reconsideration of grade. Resubmitted assignments will not receive a grade higher than a "90".

### Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic F.

### Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 4th is the last day to drop a class with an automatic grade of “W” this term.

### Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade.
given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Course Schedule:

**May 10**
- Introductions/Course Overview
- Review of Syllabus
- Discuss *SuperVision: A New Name for a New Paradigm*

**May 14**
- Reflections on Schools, Teaching, and Supervision
- Discussion of Personal Beliefs and Supervision Beliefs

**May 15**
- The Norm: Why Schools Are the Way They Are
- The Exception: What Schools Can Be
- Professional Development

**May 16**
- Assessing and Planning
- Clinical Supervision/Peer Coaching
  - **Written Research Paper Due - Personal Beliefs Reflection**

**May 17**
- Observing Skills
- The Clinical Supervision Cycle – Video
  - **Draft of Needs Assessment for Staff Development Plan Due**

**May 18**
- ****Written Exam****
  - Reflection and Clarification of Topics and Issues

**May 21**
- Supervisory Behaviors
- Post Conferencing Role Play

**May 22**
- Group Development
- Curriculum Development

**May 23**
- Adult and Teacher Development
- Peer Coaching Discussion and Reflection
  - **Peer Coaching Assignment Due**

**May 24**
- Power Point Presentation