EDAD 5376
Supervision of Teaching
Course Syllabus

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Office Hours: Monday 4 – 6:00/Online R 9 – 10 am
Class Location: OCNR 258
Class Time: MTWR 6:00 – 9:45 pm

Office Hours: As indicated above, I am available to meet with you before class on Monday and Thursday online. If these arrangements do not meet your needs, please let me know so that we can establish a mutual time to meet. If you are having problems with assignments and readings, please call my office. When you call, please leave me a number of where to reach you. If you text, please identify yourself and the class.

I. Course Description
EDAD 5376 Supervision of Teaching
3 sem. hrs.
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.

II. 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.

III. State Adapted Proficiencies Administrators- TExES Competencies
Domain I – School Community Leadership – Competencies 1, 2, 3
Domain II – Instructional Leadership – Competencies 4, 5, 6
Domain III – Administrative Leadership – Competencies 8, 9
1. **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.

2. **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.

3. **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

4. **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.

5. **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.

6. **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.

7. **Organization** – The principal knows how to apply organizational, decision-making and problem solving skills to ensure and effective learning environment.

8. **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

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**IV. TExES Competencies**

(Please see Section III above)

**V. Learning Objectives and Outcomes**

**Learning Objectives related to the Instructional Leadership Development Certification (TEA, 2011)**

Upon completion of the course, students (aspiring administrators) will be able to:

- understand the relationship between a vision of quality learning for every student and the requirements of Texas law for planning curriculum, appraisal, staff development, and accountability;
- create, model, and encourage a school culture that is learner centered and based on high expectations, collaboration, continuous improvement, and ethics and integrity; and
establish processes in daily school routines that systematically support ongoing improvement in quality learning for every student.

VI. Course Topics

*The major topics to be considered are:*

1. Introduction to foundations of instructional leadership development (ILD)
2. Effective school research
3. ILD framework
4. Curriculum/Instruction/Assessment
5. Supervision
6. Professional development
7. Community partnership and communication
8. Organizational management

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

Methods and activities for instruction in this course will include traditional university graduate level educational experiences, including lecture/discussion, student presentations, and a major literature review.

We will have assigned readings in the required text, ILD binder, and some supplemental readings. Student participation and contribution to the discussions will be an integral part of the class. Therefore, it is important that students read the assigned material prior to coming to class.

The following constitute the course components:

1. ATTENDANCE

2. Active involvement in the class in a way that demonstrates thoughtful consideration and reflection of topics and issues is expected. Students should be respectful of the opinions of peers but should not hesitate to propose opposing views appropriately supported and defended.

3. A variety of assignments ranging from class discussion to small group inquiry activities and more are included throughout the semester.

4. The student will be responsible for designing an instructional leadership plan to lead faculty in adopting your vision for learning.

5. At the end of the course, the student will submit a reflective journal. This journal is an aggregated collection of entries comprised of your own analysis of the material read and discussed throughout the semester.
VIII. Major Course Requirements

There are two evaluative parts with this course.

1. Instructional Leadership Development (ILD) Certification

In order to achieve ILD certification students must demonstrate the following:

- Attendance for all hours of training devoted to ILD.
  - ILD is a scripted program prepared by the Texas Education Agency and is based on clock hours.
  - In order to be recommended for ILD certification, students may not miss any scheduled class. Therefore attendance/participation in all sessions and completion of all assignments is critical.
  - You will not be certified in ILD if you miss ANY class.

In order to successfully complete this course for credit, students are required to successfully complete the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Active Learning Approach</td>
<td>40%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Instructional Leadership Plan</td>
<td>35%</td>
</tr>
</tbody>
</table>

1. Participation/Active Learning Approach (15%)

To be certified in Instructional Leadership Development, attendance at all classes is expected.

Participation/Active learning is based on the assumption that:

- Students will read all assigned reading materials.
- Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
- Student participation will reflect prior preparation of presentations and completion of reading assignments.
- Participation will reflect awareness of appropriate interpersonal communication, i.e., use of “I” statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of amount of class time being used by an individual students; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.
- Success completion of a variety of assignments ranging from class discussion to small group inquiry activities and more are included throughout the semester.

2. Reflective Journal (25%)
Journal writing is a means to acquire and improve reflective thinking. It is also a personal and unique endeavor. There are numerous benefits of journal writing such as it can assist you in developing critical thinking skills when used to analysis challenging issues and determine alternative solutions to problems. Additionally, it can help with the development of observational skills and the development of self-evaluative skills by revisiting prior journal entries in an effort to track progress.

3. Instructional Leadership Plan (35%)
Using reference materials, journal articles, and class materials relating to educational leadership, design a plan for leading a faculty in adopting your “vision for learning” in the school. Design in a manner that you, as a principal, are able to use in the future.

Your plan should
- be well thought out,
- identify your vision for learning,
- include the activities you will conduct,
- the time frame,
- the theoretical basis for your plan,
- obstacles you must overcome, and
- the criteria you will use to determine when the faculty has accepted your leadership and committed to the program.
- cite reference materials in your paper.
- be approximately 5-8 pages, double spaced, Times new roman, 12-font, inclusive of references.

Your plan may
- include charts and/or graphics, memos, timelines, sample emails, etc.

IX. Course Schedule and Policies
See below.

X. Required Readings
*The textbook adopted for this course is:*
Texas Education Agency (2011). *Instructional Leadership Development: Moving Texas Forward*. Binder will be provided.

*Assigned Readings:*

XI. Supplemental Reading:

Knowledge base that support content and procedures:

In addition to the following items, Appendix C and Case Index in the course textbook will also be used as the bibliographic knowledge base.


Neumerski, C. (2013). Rethinking instructional leadership, a Review: What do we know about principal, teacher, and coach instructional leadership, and where Should We Go From Here?. Educational Administration Quarterly, 49(2), 310-347.


XII. University and Course Policies and Procedures

Attendance/tardiness: It is expected that you attend every class session and are on time.

Late work: No late work is accepted except for extenuating circumstances approved by the instructor.

Extra Credit: No extra credit work is provided.

Cell Phone/Electronic Device Usage: Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

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 a grade of zero.

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. May 23, 2014 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations

APA 6th Edition

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior
that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.
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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Course Schedule

Thursday May 15  Introductions/Course Overview

  Foundation:
  Introduction to Foundations of ILD
  Effective School Research
  ILD Framework

Monday, May 19  Reading


  Foundation:
  Lone Star Middle School Simulation

Tuesday, May 22  Curriculum/Instruction/Assessment:

  Introduction

Wednesday, May 23  Reading

The Thinking Classroom, Erickson

  Curriculum/Instruction/Assessment:
Thinking at High Cognitive Levels and Making Connections

**Thursday, May 24**

*Curriculum/Instruction/Assessment:*
Varied Needs and Characteristics of All learners  
Assessing Student Progress  
Alignment of Learning Objectives

**In class activity:**  
Familiarity with State Standards for School Leaders

**Monday, May 26**  
Holiday – no class

**Tuesday May 27**

*Reading*
*Educational Leadership,* 36 - 41.

*Supervision*
Introduction and Overview  
Supervisory Styles  
Process for Formal Observation

**Wednesday May 28**

*Supervision*
Application  
Reflection

*Professional Development:*
Key Concepts  
Strategies  
Application  
Application and Closure

**Thursday, May 39**

*Community Partnership and Communication:*
Introduction  
Communication/Conflict Management

*Community Partnership and Communication:*
Creating, Maintaining, and Supporting Partnership  
Reflection and Closure

*Organizational Management:*
Introduction  
Lone Star Middle School Simulation  
Reflection and Closure

**Friday, May 30**

*Instructional Leadership Plan Due*
Rubrics

Participation/Active Learning Approach
Assignments/Activities
Reflective Journal