Office Hours: As indicated above, I am available to meet with you before class on Monday and Wednesday. 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
IV. TExES Competencies
(Please see Section III above)

V. Learning Objectives and Outcomes

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 and 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 principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
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. Evaluation and Grade Assignment
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>Percentage</th>
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<tbody>
<tr>
<td>Participation/Active Learning Approach</td>
<td>15%</td>
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<tr>
<td>Reflective Journal</td>
<td>25%</td>
</tr>
<tr>
<td>Instructional Leadership Plan</td>
<td>35%</td>
</tr>
<tr>
<td>Assignments/Activities</td>
<td>25%</td>
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</tbody>
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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.

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.

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 4-8 pages, double spaced, Times new roman, 12-font, inclusive of references.

Your plan may
o include charts and/or graphics

Assignments/Activities (25%)
A variety of assignments ranging from class discussion to small group inquiry activities and more are included throughout the semester.

IX. Course Schedule and Policies
See below.
X.  **Textbook**

*The textbook adopted for this course is:*

Texas Education Agency (2011). *Instructional Leadership Development: Moving Texas Forward*. Binder will be provided by the EDAD program.

**Assigned Readings:**


XI. **Bibliography**

*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.


XII. **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](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.

XIII. **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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

XIV. **Course Expectations**

The Educational Administration program encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The Program will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others
whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to attend each class meeting and inform the instructor in advance if an emergency arises.
4. Just as students expect instructors to be prepared, students are expected to come to class prepared, having read assignments beforehand in order to contribute fully and thoughtfully to class discussions.
5. Students are expected to work with team members collaboratively and obtain their input when working on group exercises and projects.
6. Students are expected to engage respectfully in a dynamic classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
7. Students are expected to submit work that meets the academic honesty standards of Texas A&M Corpus Christi.
8. Students are expected to respect the rights and dignity of each member of the campus community.
9. Students are expected to contact the instructor with questions, concerns, or issues that need to be addressed.

Course Schedule

Thursday May 14    Introductions/Course Overview

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

Monday, May 18    Reading

*Foundation:*
Lone Star Middle School Simulation

Tuesday, May 19    Curriculum/Instruction/Assessment:
Introduction
Wednesday, May 20  
**Reading**  
The Thinking Classroom, Erickson

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

Thursday, May 21  
**Curriculum/Instruction/Assessment:**  
Varied Needs and Characteristics of All learners  
Assessing Student Progress  
Alignment of Learning Objectives

Monday, May 25  
Holiday – no class

Tuesday May 26  
**Reading**  
*Educational Leadership*, 36 - 41.

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

Wednesday May 27  
**Supervision**  
Application  
Reflection

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

Thursday, May 28  
**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 29

Instructional Leadership Plan Due

Rubrics

Participation/Active Learning Approach
Assignments/Activities
Reflective Journal

Policies

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 “F” in the course.

Class Attendance Policy

Students are required to attend all class meetings. In the event that a student misses a class, he or she is required to contact the professor. 10% of your grade is based on class attendance, participation and active learning. Each class period is worth 15 points.

At the beginning of class, discussion about assignments and class issues are addressed. By entering the class late, it stops the flow of discussion and disrupts other students’ learning. As a common courtesy to all, please be on time and have readings completed.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students’ learning and establishes a positive learning environment.