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 Texas Academic Performance Reports 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 Adopted Proficiencies Domains

- **Learner-Centered Values and Ethics of Leadership.** A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

- **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school community.
• **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

• **Learner-Centered Communications and Community Relations.** A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

• **Learner-Centered Organizational Leadership and Management.** A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

• **Learner-Centered Curriculum Planning and Development.** A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

IV. **TExES Domains covered in this course.**

   a. Domain I - School Community Leadership  
   b. Domain II - Instructional Leadership  
   c. Domain III - Administrative Leadership

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. Curriculum/Instruction/Assessment: Thinking at high cognitive levels  
3. Curriculum/Instruction/Assessment: Addressing varied needs  
4. Development supervision  
5. Professional development  
6. Community partnerships and organizational management

VII. Instructional Methods and Activities  
**Methods and activities for instruction include:**  
Methods and activities for instruction in this course will include electronic session activities (readings, audios clips, video clips), discussion forums, reflections, and assessments.

The following constitute the course components:

1. **ATTENDANCE/PARTICIPATION**

2. Active involvement in the class discussions 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 individual and 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.

VIII. Evaluation and Grade Assignment  
There are two evaluative parts with this course.

In essence you will receive two grades for each assignment, with the exception of the Instructional Leadership Plan. Within the Educational Service Center E-Campus, having completed the assignment successfully, you will receive a pass/fail. You must pass all assignments in order to receive the Instructional Leadership Development certificate. The assignments will also receive an actual numeric grade and will be posted in the BlackBoard grade book.
1. Instructional Leadership Development (ILD) Certification
In order to achieve ILD certification student must demonstrate the following:

- Participation and successful completion of all training devoted to ILD.
- ILD is a scripted program prepared by the Texas Education Agency and is based on participation and successfully completing the prescribed assignments. In order to be recommended for ILD certification, students must pass all TEA assignments. You will not be certified in ILD if you miss ANY assignment. For the ILD certificate, the work completed must be satisfactory work. I may return the work to you for revisions. If you do not revise the work satisfactorily, you will not be eligible to receive your ILD certification.

2. Educational Administration Master’s Level Coursework
In order to successfully complete this course for credit, students are required to successfully complete the following:

- Participation/Active Learning Approach 15%
- Assignments/Activities 50%
- Instructional Leadership Plan 35%

These particular grades will be posted in the Blackboard grade book.

1. Participation/Active Learning Approach (15%)
To be certified in Instructional Leadership Development, active engagement in all aspects of the online course 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. Assignments/Activities (50%)
A variety of assignments ranging from class discussion to small group inquiry activities and more are included throughout the semester and are presented in the online delivery through the Educational Service Center, Region 13 E-campus.
3. Instructional Leadership Plan (35%): Rubric attached.
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. Textbook
The textbook adopted for this course is:
For the online version of ILD, there is no textbook assigned.

Assigned Readings: These readings are posted in BlackBoard

It is expected that you reference these readings in the discussion forums.


XI. Bibliography

Knowledge base that supports content and procedures:


XII. University 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 a 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. November 6, 2015 is the last day to drop a class with an automatic grade of “W” this term.

*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 (can be in place of classroom/professional behavior)*

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.

*Recommended by university, language provided that mirrors language used in other publications such as the student handbook or rules/procedures.

**Recommended by university, select one from the two items regarding behavior/civility or insert a similar statement based on your class needs.
**Required by SACS or HB2504—language must be included**

### 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.
### Recommended Course Schedule

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Session/Workshop</th>
</tr>
</thead>
</table>
| August 27 - August 31 | Workshop registration/Introductions/Course Overview  
Transition from Blackboard to Region XIII’s E-Campus  
A voluntary WebEx conference will be held on August 27 from 5:30 – 6:00 |
| Sept 1 – Sept 7  | **Session I: ILD Foundations**  
**Supplemental Reading:**  
| Sept 8 – Sept 14 | **Session II: Curriculum/Instruction/Assessment: Thinking at High Cognitive Levels**  
**Supplemental Reading:**  
The Thinking Classroom, Erickson |
| Sept 15 – Sept 21 | **Session III: CIA: Addressing Varied Needs, Assessment and Alignments**  
**Supplemental Reading:**  
| Sept 22 – Sept 28 | **Session IV: Developmental Supervision** |
| Sept 29 - Oct 5  | **Session V: Professional Development:** |
| Oct 6 – Oct 12   | **Session VI: Community Partnership and Communication and Organizational Management** |
| Oct 14           | Last day of class/Instructional Leadership Plan Due |

**Rubrics**
Participation/Active Learning Approach
Activities
Discussion Forum
Instructional Leadership Plan