I. Course Description

EDAD 5376 3 sem. hrs.
Supervision of Teaching
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**

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 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:*

<table>
<thead>
<tr>
<th>Vision of Quality Learning</th>
<th>School Culture and Instructional Leaders</th>
<th>Processes to Support Ongoing Improvement in Quality Learning</th>
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<tbody>
<tr>
<td>Knowledge of School Norms and the Exception.</td>
<td>Interpersonal Skills</td>
<td>Technical Skills</td>
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<tr>
<td>Reflections on Schools, Teaching and SuperVision</td>
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<td>Technical Tasks of SuperVision</td>
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<td>Adult and Teacher Development</td>
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VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

Methods and activities for instruction in this course will include the following activities, readings, case studies, discussion forums, cooperative learning, reflections, assessments and create a model for improvement concerned with developing, testing, implementing, and spreading change.

VIII. Evaluation and Grade Assignment

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

  - **Attendance/Participation** 20%
    (15 points per face-to-face meeting; includes individual meeting with professor)
  - **Discussion Forums** (Blackboard) (15 points per forum) 20%
  - **Activities** (In-class and Learning - 20 points each) 25%
  - **Model for Improvement Plan** 35%

*These particular grades will be posted in the Blackboard grade book.*
The letter grade equivalent is as follows:

90% and above = A
80-89% = B
70 – 79% = C
60-69% = D
below 60% = F

_Rubrics for attendance/participation, discussion forms, activities and Model for Improvement Plan are all posted on Blackboard, located in the Resource Folder in the Content folder._

1. _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. _Discussion Forums_
   Students are expected to participate and share the initiation of intellectual dialogue and to guide themselves, and their classmates, in the dissemination, analysis, and creation of course relevant information. In particular, students must maintain communicative visibility when engaged in an online discussion forum. They must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions.

3. _Learning Activities_
   A variety of assignments ranging from out-of-class, in-class activities to small group inquiry activities and more are included throughout the semester.

4. _Model for Improvement Plan_
   Using principles of improvement, students will design a plan that includes data collection, analysis, documentation, reporting and data-informed improvement relevant to achieving changes that result in improvement.
IX. Course Schedule and Policies

See below.

X. Textbook

*The textbook adopted for this course is:*


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 15, 2017 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.
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<tr>
<th>Date</th>
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| Wednesday, August 30 | Introductions/Course Overview  
SuperVision for Successful Schools Chapter 1, 2 & 3  
Understanding “Problem of Practice”  
What is Improvement Science/Research and Design Enterprise?  
Applications of Continuous Improvement Models |
| September 6  | Context Matters  
Video – problems at Lone Star Middle School  
**In-class activity #1** |
| September 13 | **Read Chapters 4 and 5**  
SBDM Team meeting  
LSMS Video – Social Studies meeting  
**Small Group Discussion Forum #1**  
**Learning Activity A – Due** |
| September 20 | Interpersonal Skills  
**Discuss Videos**  
Readings:  
Supervisory Behavior Continuum (Chapter 6)  
Directive Control (Chapter 7)  
Directive Informational (Chapter 8)  
Collaborative (Chapter 9)  
Nondirective (Chapter 10)  
**In-class activity #2** |
| September 27 | Flipped Class: View Red Beads and Lessons of the Read Beads (1 hour)  
ILD Videos:  
Curriculum/Instruction/Assessment: Thinking at High Cognitive Level  
Making Connections Activity |
| October 4    | **Blackboard**  
Chapters 12 (Assessing and Planning Skills)  
and 13 (Observing Skills) |
Small Group Discussion 1  
Learning Activity B - Due

October 11  
Work on Model for Improvement plan  
No face-to-face  
Improvement activities  
Developing a change  
Moving from concept to specific changes

October 18  
ILD Videos  
Chapter 15 (Direct Assistance),  
Chapter 16 (Group Development) and  
Chapter 17 (Professional Development)  
In-Class Activity #3

October 25  
Blackboard  
Professional Development extension  
ILD Videos  
Post-Conferences  
Cheryl  
Kelly  
Small Group Discussion 2  
Learning Activity C - Due

Nov 1  
Blackboard  
Cultural Tasks of SuperVision (Chapters 20: Facilitating Change; 21: Addressing Diversity; and 22: Building Community)  
Small Group Discussion 3

November 8  
No class - Meet with professor between Nov 6 and November 14 to discuss individual Model for Improvement Plan

November 15  
Class
November 22 – no class – READING DAY

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 6</td>
<td>In Class Presentation</td>
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<tr>
<td>Dec 13</td>
<td>No Class - Model for Improvement Plan is Due</td>
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</tbody>
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