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Syllabus: EDAD 5376/6376- Supervision of  
Teaching  
Term: Summer I 2020  
Room: 100% ONLINE  
Dates & Times: (6/1--7/3) (100% On-line)  
Office hours: By appointment  

COE MISSION STATEMENT  
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

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. Doctoral students will complete scholarly analyses of two self-selected texts which consider the challenges of employing supervision for improvement of practice in educational institutions.

RATIONALE  
Research on effective schools 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 Report (TAPR) 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.

INSTRUCTIONAL OBJECTIVES  
As a result of activities, course readings, and experiences, students will be invited 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
- Develop/establish processes in daily school routines that systematically support ongoing improvement in quality learning for every student.

COURSE TOPICS  
The major topics to be considered are:

- Vision of Quality Learning
  - Knowledge of School Norms and the Exception
  - Reflections on Schools, Teaching and SuperVision
  - Adult and Teacher Development
• School Culture and Instructional Leaders
  o Interpersonal Skills
• Processes to Support Ongoing Improvement in Quality Learning
  o Technical Skills
  o Technical Tasks of Supervision

TEExES 268 DOMAINS, COMPETENCIES AND DESCRIPTIVE STATEMENTS

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 001: The entry-level beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals*
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision.

H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture*
I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students*

J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale.

DOMAIN II — LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research*

B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs*

C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment*

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction*

B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)*

C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student
achievement

D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap

E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III — HUMAN CAPITAL (Human Resource Management)

**Competency 005:** The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

A. *Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff

B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities

C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data

D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources

E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

**Competency 006:** The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) (Approximate domain weight is 5-6%)

**Competency 8:** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning.

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making.

C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions.

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision.

**Competency 9:** The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plan*

B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes*

C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning*

**GENERAL DESCRIPTION AND ORIENTATION OF CLASS**

There will be readings due prior to every class (session/meeting) and there will be discussions of the readings via discussion board forums. This course will be delivered 100% online via Black Board tools and Web-Ex meetings. The course will include discussions, student-led dynamics, discussion forums, and group assignments to stimulate critical thinking and share real world experiences, analyses and course assessments.
REQUIRED TEXT


REQUIRED READINGS


Baltimore: Brookes.


COURSE EXPECTATIONS

Engagement and participation are requisite components of the course and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. The engagement for the course requires students to: ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the
contributions of your thinking and experiences. In this manner, participation ought to evidence **thoughtful reflection on assigned readings** and **advance the learning of the whole group** in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, critical issues shared regarding specific schools, teachers, administrators and/or districts should respect anonymity of individuals or entities. Confidentiality and integrity are expected when relating the experiences involving other individuals.

At times, I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

Engagement, participation, and active participation in course discussions are expected. It is expected that **course discussions be respectful, professional and productive**. Although much of this class is independent, you will be **required to participate** in the **Peer Review Process** for most assignments. The **Peer Review Process** is a reciprocal teaching and learning opportunity that allows you to provide and receive feedback that aligns and adheres to the assignment expectations, guidelines and requirements. In addition to **Peer Reviews**, you are highly encouraged to form networks early in your professional career. The academic arena and graduate courses are perfect places to cultivate these professional networks.

Course evaluations during the summer I 2020 semester will be conducted at the end of the term. Completion of this instrument is encouraged as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses **Course Evaluation Surveys** as a factor in evaluating my teaching effectiveness.

**Group work**- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interest in-mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group. A convenient time that groups should consider engaging or meeting virtually to discuss class readings or discussions, upcoming assignments, and **Peer Review** feedback. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

**Policies**

*Classroom:* Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please inform me before class.

*Communication:* Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor weekly.
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.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account.

All assignments are to be uploaded onto the Blackboard by the assigned due date at 10 p.m. for Discussion Posts and Assignments for grading. The Peer Review Process documents are exchanged and returned to peers via email, as follows: 10 p.m. (documents exchanged to peers for review) and 11:59 p.m. (documents returned to peers with completed review).

Assignment Format: All assignments are to be submitted electronically on Blackboard and in MS WORD format, not PDF. See the required text, APA Manual (6th Edition) for all guidelines Assignments should include: citations, cover sheet with statement of authorship, abstract, headers, and page numbers. Special attention will be given to citations and Reference Pages. Papers must be double-spaced in 12-point font (Times New Roman) with “1” inch margins. All sentences and paragraphs should be divided by a double-space. Electronic MS Word documents/files should be labeled with the student’s name, assignment name and assignment due date, for example: Edwards.D._Paper.doc_06.11.19

The CASA Writing Center: The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. http://casa.tamucc.edu/wc_services.php

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this accelerated summer course.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please provide an email to me as soon as possible.

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. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.
**Academic Honesty Policy.** Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. 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. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

**Statement of Authorship**

The following statement must be completed and submitted on the bottom portion of the cover page for the presentation and the final research paper submitted for grading.

I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Peer Reviewer Name &amp; Review Date</th>
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**COURSE REQUIREMENTS/EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Participation and Engagement</th>
<th>30 points</th>
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<tbody>
<tr>
<td>Model for Improvement Plan</td>
<td>40 points</td>
</tr>
<tr>
<td>Presentation of Model for Improvement Plan</td>
<td>30 points</td>
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</tbody>
</table>

| Maximum Total Points | 100 |

**Grading Scale:**  90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

**Rubrics:** See rubrics for each assignment in the appendix.

**Incompletes:** Incompletes will not be given for this course.
# COURSE ASSIGNMENT DESCRIPTIONS

## Participation and Engagement** 30 pts

Each week students should be prepared for on-line class discussions by having read the previously assigned readings. Students must post responses to the Discussion Board Forum promptly, pose questions and provide talking points on the assigned readings in Blackboard. Talking points could include 2-3 salient ideas or questions based on the readings, to provoke conversation. These ideas or questions may be related to a particular article/chapter/video, but also try to create questions that cut across articles touching on overall themes. To foster critical conversations, students must reply to a minimum of one thread initiated by other students. Students need to be active participants in Blackboard each day/week to earn full credit. The Peer Review Process is a required engagement component. Each Student will use the Participation and Engagement Rubric to submit a Self-Assessment on the final day of the course. (See Appendix A: Participation and Engagement Rubric)

## Model of Improvement Plan  40 pts

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.

Each student will design a supervision of teaching for school improvement plan, informed by the readings, class discussions, and their personal/professional experiences. Students will complete A 3-page Model of Improvement Plan that addresses the topic: school improvement is possible with a comprehensive plan for effective supervision of teaching to achieve the conditions and changes needed for improvement. Full explanations, explications, rationales and references to the literature are required components of the Model.

## Presentation of Model of Improvement Plan 30 pts

The presentation format will include: 1.) An introduction of the topic, 2.) A description of the data collection methods, 3.) An analysis of data 3.) Documentation of data, 4.) Reporting the data 5.) Data-informed improvement plan. Students are encouraged to use any creative medium for the written, electronic presentation of the required contents.

The content should be presented in a format and manner that highlights unique features and considers various adult learning styles and the on-line learning environment. The presentations will be automated or use other applications that allow course colleagues to engage with the presentation asynchronously. Each student will upload presentations Blackboard Content Folder, Assignment Link for grading and will post the presentation in the Discussion Board Forum for sharing with course colleagues.

Notes: The professor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed or deemed appropriate by the professor.
# EDAD 5376/6376 – Summer I 2020
## Course Overview and Calendar

<table>
<thead>
<tr>
<th>Week:</th>
<th>Topic</th>
<th>Readings &amp; Assignments (listed on Due date)</th>
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<tbody>
<tr>
<td>06/03 (W)</td>
<td>The Power of Three Engagement Activity:</td>
<td>Course Syllabus: Content Folder</td>
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<td>- Introductions</td>
<td>Black Board Discussion Board/</td>
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<td></td>
<td>Understanding “Problem of Practice”</td>
<td>Chapters 1 &amp; 2</td>
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<td></td>
<td></td>
<td>*Required Web-Ex 6/03-7:30 p.m.</td>
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<td></td>
<td>*Applications of Continuous Improvement Models</td>
<td>Chapters 3-5</td>
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<td></td>
<td>* SuperVision for Successful Schools</td>
<td><em>Post responses</em> to readings on <em>Discussion Board.</em></td>
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<tr>
<td>06/10 (W)</td>
<td>Interpersonal Skills Readings:</td>
<td>Glickman et al (2018)</td>
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<td></td>
<td>*Supervisory Behavior Continuum (Chapter 6)</td>
<td>Chapters 6-9</td>
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<td>*Directive Control (Chapter 7)</td>
<td>ILD Videos:</td>
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<td>*Directive Informational (Chapter 8)</td>
<td>Curriculum/Instruction/Assessment:</td>
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<td>Thinking at High Cognitive Level</td>
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<td><em>Post responses</em> to readings on <em>Discussion Board.</em></td>
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<td>06/15 (M)</td>
<td>*Collaborative (Chapter 9)</td>
<td>Glickman et al (2018)</td>
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<td>*Nondirective (Chapter 10)</td>
<td>Chapters 9 &amp; 10</td>
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<td><em>Post responses</em> to readings on <em>Discussion Board.</em></td>
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<td>*Observing Skills</td>
<td>Chapters 12 &amp; 13</td>
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<td>*Required Web-Ex 06/17 7:30 p.m.</td>
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<td><strong>DUE:</strong> Peer Review <em>Exchange-Draft Paper</em> (Model of Improvement Plan) via email with one other student of choice.</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>References</td>
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| 06/22 (M) | *Direct Assistance  
*Group Development  
Chapters 15-17 |
|          | Post response to readings on Discussion Board.                                        |                      |
| 06/24 (W) | Cultural Tasks of SuperVision:  
*Facilitating Change  
*Addressing Diversity  
Chapters 20-22 |
|          | Post response to readings on Discussion Board.                                        |                      |
| 06/29 (M) | **DUE:** Peer Review Return- Draft Paper (Model of Improvement Plan) via email with one other student of choice.  
**DUE:** Participation and Engagement Self-Assessment (Upload in Blackboard) |                      |
| 07/02 (W) | **DUE:** Model of Improvement Plan (Upload in Blackboard)  
**DUE:** Presentation of Model of Improvement Plan (Upload in Blackboard)  
*Required Web-Ex 07/02-7:30 p.m.* |                      |
|          | **DUE:** Model of Improvement Plan (Upload in Blackboard)  
**DUE:** Presentation of Model of Improvement Plan (Upload in Blackboard)  
*Required Web-Ex 07/02-7:30 p.m.* |                      |

Appendix A: Class Participation & Engagement Rubric (30 points)

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<tr>
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<th>8</th>
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EDAD-5376/6376: Supervision of Teaching    Summer I- 2020    D. Edwards    13
| Discussion Quality of Comments | Timely and appropriate posts and comments. Thoughtful, reflective and responds respectfully to other student’s comments/posts. Provides and provokes questions and comments to/from colleagues. | Timely comments, most are appropriate and reflect some depth and thoughtfulness. Post leads to other questions and/or comments from colleagues. Provides/provokes with some questions and comments. | Timely comments, but these lack depth and clarity; may or may not lead to other questions comments from colleagues. Adds some new insights and perspectives to the discussion. | Comments/posts lack clarity and depth. Participates, occasionally, offers a comment when directly questioned, restates questions or points previously raised. Minimally adds new insights to the discussion. | Untimely posts/comments or does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic. |
| Discussion Resource/Document Reference | Clear reference to text (s) being discussed and connects to other text(s) or reference points from previous readings and discussions. | Has completed the readings with some thoroughness, may lack some detail or critical insights and perspectives related to the text(s)/readings. | Has completed the readings, but lacks thoroughness, understanding or insight and alignment with the text(s)/readings. | Has not read the entire text and cannot sustain any reference to the course readings in the discussion. | Unable to refer to text(s) or readings for evidence or support of posts or comments in the discussion. |
| Peer Review Final Paper | Provides comprehensive and thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is specific, aligned with requirements, and provides accurate comments and questions. Evidences peer review process is used for revisions, edits, improvements or enhancements of final assignment. | Provides thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is mostly specific, aligned with requirements, and provides comments and questions. Evidences peer review process is mostly used for revisions, edits, improvements or enhancements of the final assignment. | Provides thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is somewhat specific, aligned with requirements, and provides some comments and questions. Some evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment. | Provides review of peer’s assignment based on some required paper components, guidelines and requirements. Feedback is minimally specific, aligned with requirements, and provides some comments and questions. Minimally evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment. | Provides review of peer’s assignment based on one or two required paper components, guidelines and requirements. Feedback lacks specific, aligned with requirements, and provides some comments and questions. Lacks evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment. |