UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE
COLLEGE OF EDUCATION
Learn, Lead, Inspire, Transform

EDS 6050 - Supervision (3 credits)
Spring 2014

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Course Description: This course examines the role definition for building capacity and supervision, analysis of role conflict, needs assessments, supervising the planning of instruction, and observing the delivery of instruction.

Course Objectives: Supervision and building capacity is a vital aspect of leadership and management in education contexts, with specific attention to the relationship of supervision, professional development, individual, and organizational change. During the course, participants will examine the history of supervision, changing supervisory roles, models, tasks, contexts, knowledge base, organizational structures, and other related aspects of supervision.

Content Outline:

The Histories of Supervision and Professional Development - Could They Be More Different?
Supervision for Successful Schools
The Norm: Why Schools Are as They Are
The Exception: What Schools Can Be
Reflections on Schools, Teaching, and Supervision

Adult and Teacher Development
Supervisory Behavior Continuum
Interpersonal Skills and Communication
Instructional Expectations

Research and Evaluation Skills
Observations Strategies
Multiple Data Sources

Development versus evaluation
Developmental Supervision: Theory and Practice
Directive Control Behaviors
Directive Informational Behaviors
Collaborative Behaviors
Nondirective Behaviors
Aligning Supervision, Professional Development and Curriculum Development
Teacher Mentoring and Induction
Self Assessment Revisited: Professional Plans
School Centered Research
Direct Assistance to Teachers
Group Development
Professional Development
Action Research

The Big Picture: Implications of Effective Supervision for Schools
SuperVision, Change and School Success
SuperVision for What?

Canvas
This course makes use of the Canvas learning system. The syllabus, announcements, documents, and grades are posted on Canvas. One or more session(s) of the course may be conducted online, and students may be expected to participate in online class discussions between class meetings.

Students must have a USF NetID account in order to access myUSF: https://my.usf.edu (note the placement of a period following “my”). Information on NetID is available at https://una.acomp.usf.edu/

Many questions about Canvas can be answered through tutorials located on the USF website.

Additional Canvas assistance is available at (813) 974-1222; toll free at (866) 974-1222; or by Email: help@usf.edu Online support is available at: http://it.usf.edu/help
## Course Overview
*(Topics and deadlines are tentative and subject to change)*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar 1 1/9</td>
<td>Orientation&lt;br&gt;Syllabus, Questions, KWL &amp; Covenant Small Group Assignments</td>
<td>Read Glickman Ch 1-5&lt;br&gt;Self Assessment and Platform Paper</td>
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<tr>
<td>Seminar 2 1/16</td>
<td>Knowledge: Glickman Ch 1-5&lt;br&gt;Review Classroom Observation Instruments Work on Presentations</td>
<td>Read Glickman Ch 6-12&lt;br&gt;Self Assessment and Platform Paper&lt;br&gt;Review Classroom Observation Instruments on Canvas Observations</td>
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<tr>
<td>Seminar 3 1/23</td>
<td>Interpersonal Skills: Glickman Ch 6-12&lt;br&gt;Introduce William C. Golden Website and Resources—Self Evaluation/Professional Development Plan</td>
<td>Self Assessment and Platform Paper&lt;br&gt;Observations</td>
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<tr>
<td>Seminar 4 1/30</td>
<td>Interpersonal Skills&lt;br&gt;<em>Self Assessment and Platform Paper Due-Assignment #1</em></td>
<td>Read Glickman Ch 13-15&lt;br&gt;Observations and Reflections&lt;br&gt;School Leadership Survey&lt;br&gt;Supervisory Strategies</td>
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<tr>
<td>Seminar 5 2/06</td>
<td>Technical Skills: Glickman Ch 13-15&lt;br&gt;Mentoring/Peer Coaching/ Professional Development</td>
<td>School Leadership Survey&lt;br&gt;Observations and Reflections</td>
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<tr>
<td>Seminar 6 2/13</td>
<td>Technical Skills&lt;br&gt;<em>Observations and Reflections Due-Assignment #2</em></td>
<td>Read Glickman 16-20&lt;br&gt;School Leadership Survey</td>
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<tr>
<td>Seminar 7 2/20</td>
<td>Tasks of Supervision: Glickman Ch 16-20&lt;br&gt;Finalize Symposium</td>
<td>School Leadership Assessment Field Activity</td>
</tr>
<tr>
<td>Seminar 8 2/27</td>
<td>Tasks of Supervision&lt;br&gt;<em>School Leadership Assessment Due-Assignment #3</em></td>
<td>Read Glickman Ch 21-22</td>
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</table>
Assignment 1 - Self Assessment and Platform Paper  
(Critical Course Task and Possible Portfolio Artifact)

25% (Objective 6.2, 6.5) (DELPS Portfolio Artifact – Domains 2.4 & 3.2)

Each student will complete a formal self-assessment using the assigned “Supervisory Beliefs Inventory.” You may want to consider using this document as an artifact for your end-of-program portfolio.

a. Identify your primary educational philosophy
b. Please include data from your SBI as a premise to support your writing
c. Organize your paper to reflect answers to the following questions:

You will use the following questions in writing your paper:

- What is your definition of instructional supervision and capacity-building?
- What should be the goals and processes of supervision and capacity-building?
- Who should be responsible? Who should be the object or focus of supervision and capacity-building?
- What knowledge, skills, attitudes, and values do people who are successful in building capacity and supervision possess?
- What supports positive relationships between supervisors and teachers?
- What current practice of supervision and human resource management should change? How would you change them?

The assignment will be evaluated using the rubric provided.

Please remember that this could be an artifact in your portfolio.
Assignment 2. Observations and Reflection – 25%  
(Critical Course Task and Possible Portfolio Artifact)

(Objective 6.1, 6.2, 6.3, 6.4) (DELPS Portfolio Artifact – Domains 4.2 & 6.3)

- After an initial training session on observation techniques, students will choose three out of five techniques for actual observations of another teacher in their school.

- Secure voluntary participation of three teachers who vary in terms of experience, career development, level of concerns, needs, abstraction, and/or commitment.

- Arrange a 20 minute pre-conference, 35-45 minute observation, and 20 minute Post-conference for each clinical cycle with each of the teachers.

- Please secure prior approval with appropriate school officials and ensure that participants know that the project is voluntary. Do not use any real names of teachers in any written reports.

Submit a final report to include:

a) An explanation of how and why you selected these teachers

b) Summary of each pre-conference: What you agreed on in terms of purpose of observation and time of observation and post-conference.

c) Actual observation records, analyses, and interpretations. In your reflection consider and answer the following: (a) describe the difficulty or ease in using the instrument (b) describe the quality of the data gathered with the instrument and how it might be useful for coaching teachers (c) tell how you might change the instrument to collect quality data in further classroom observations.

e) Summaries of actual post-conferences.

g) Critique value from both participants’ points of view.

h) Your thoughts about working with these teachers in the future, more specifically an assessment of each teacher’s skill-set, readiness, and maturity with supporting evidence (reasons why) while being mindful of potential noise in the data

i) Reflection: What did you learn? (about observing, talking, growth and reflection)

j) What would you do to improve your own clinical supervision skills? (ie. Listening, interpersonal communication, observation techniques, or your emotional intelligence)

The rubric provided for evaluation of this assignment will be used.
Assignment 3 School Assessment – 25%
(Critical Course Task and Possible Portfolio Artifact)

Students will assess supervisory practices at their schools and summarize those findings in a chart. The summary will have two parts. Students will administer the survey “Assessing School-Based Supervisory Practices for Promoting Instructional Improvement.” Survey at least 10 teachers in your school and display the results listed in a chart to be distributed in class. Please keep this data confidential and only for distribution in class for further data analysis and critique. Include NO names or school affiliations as you report the data. Write a 2-3 page summary describing the steps you believe school leaders could take to improve the instructional climate at the school. Be sure to support your recommendations with appropriate references to the professional literature.

Assignment 4 - Small Group – 15%
(Critical Course Task and Possible Portfolio Artifact)

A- Class members will work in small groups to research and present information on the following specific supervisory practices: Certification and Hiring; Mentoring Beginning Teachers; Peer Coaching; Professional Development Plans to include best practices; Schools as Centers of Inquiry; Formal Teacher Support and Remediation Plans; Observation and Evaluation processes.

Each group will plan a 20-minute presentation on the assigned topic and will submit (1) an outline of the presentation to the instructor and (2) a checklist of action steps with ten (10) or more resources (text, Internet, models, etc…) to all class members.

B- Class members will work in teams to research and present information regarding authors and school improvement theories and practices. Teams will provide a digital file including a summary of their findings and a brief description of each topic or author. This information will be compiled in a glossary of important supervisory issues and topics. The topics and rubrics will be provided.

C- Each member of the team will submit a one-two page summary of the critical findings or important points as it relates to their understandings.

D- Students will work in groups during class time performing simulations, role-play, analyzing case studies, in an effort to assess the skill set, maturity and readiness level of teacher candidates on display during the semesters. Each student will evaluate the skill-set, readiness, and maturity of each group member citing supporting evidence. (Template & Rubric to be provided by instructor)
Assessment

**Individual activities:** Rubric Provided  
Self Assessment and Platform Paper 20 pts  
3 Observations and reflection 20 pts  
School Leadership Assessment 20 pts

**Group Activities:**  
Group presentations & Paper 30 pts

**Attendance/Participation** 10 pts

**Course Attendance Policy:** Regular attendance and active participation is expected. This course is designed as a guided discussion group of which the expected outcome is for all participants to have an increased understanding of the roles, responsibilities, and leadership skills to be successful School Administrators. The best learning experiences are those of mutual participation and involvement in all class members. *Students who are unable to attend two or more classes should consider dropping the course and reenrolling during a subsequent semester. On the second absence 5 points of the available 10 points will be deducted from your attendance/participation grade in the course.* In case of an emergency that affects your attendance, please contact me directly prior to class at the telephone number provided.

**Course requirements and evaluation procedures**

You are expected to have read all assigned readings before class and to contribute consistently to discussions and activities in class. Your evaluation, in part, will depend on the degree and thoughtfulness of participation and engagement with the assigned readings in class discussions and Blackboard reflections. Cell phones and pagers are disruptive and should be turned off during class meetings. Laptops should be used only for class work and are not to be used to check/send emails or to search the web for unrelated information during class. Food and beverages are allowed as long as they do not disrupt the class.

Completed work is not necessarily “A” work. If work does not meet expectations, you may resubmit your work once within one week of the date it was returned to you. An “A” grade is reserved for the students who consistently demonstrate exceptional performance over all activities and assignments. A “B” grade is awarded to students for substantive high quality work in all aspects of the course. A “C” grade may be assigned to the student whose work and/or class performance is not distinguished as graduate level quality. Rarely, lower grades may be assigned for serious failures in student responsibilities for class behavior, written work, or other problems as designated by the instructor.

Incompletes are highly discouraged. An “I” grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade. Students are advised to initiate a written contract for incomplete grades. The contract should include a description of the work to be completed, the date by which the work is to be submitted and should be approved and signed by the course instructor. Until removed, the “I” is not computed in the grade point average. If not removed after two terms (including summer), “I” grades will be converted to “IF” or “IU” (Incomplete-Fail/Unsatisfactory).” (USF Graduate Catalog)
Expectations For Written and Oral Work

a. Submit written assignments on CANVAS by the due date in order to receive full credit. Be prepared for oral assignments on the scheduled day in order to receive credit. I may permit exceptions if adjustments are requested in advance of the due date.

b. The *Publication Manual of the American Psychological Association* (APA) (2009) (6th ed.) is the style adopted by the Department of Educational Leadership and Policy Studies and the College of Education. Apply it appropriately and consistently throughout written work. This manual can be checked out from the library. However, having it as a reference is strongly recommended.

- Prepare papers with word processing software – MSWord; Written activities are to be using 11 or 12-point Times New Roman font, double-spaced on 8 ½ x 11 paper. Top, left and bottom margins should be one inch. Use your spell checker and grammar checker;
- Observe the minimum and maximum number of pages where noted. Longer is not necessarily better.
- Include a cover page that has the title of the paper, your name and e-mail, the course number and name, and the date of submission. (Neither the title page nor attachments are counted in the total pages.)
- Include the title on the first page and page numbers on each page thereafter;
- Do not send the cover page as a separate file. Do not send the file in zip format.
- Make your LAST NAME the first part of the file name (e.g., EDS6050_Lord_Self Assessment);

c. Written and oral assignments are evaluated, on the degree to which it reflects integration of required readings and additional sources.

d. Work is also evaluated on: thoroughness and brevity, clarity, readability and/or presentation, logic and consistency, organization of major ideas, quality of thinking, sentence structure, correct use of English, and correct and adequate documentation. This means points will be deducted for the assignment if the assignment does not meet these standards. (See Rubric)
**Assessment Rubric**

Below is the rubric for assessing written and oral assignments:

<table>
<thead>
<tr>
<th>Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Content/Course Knowledge</strong></td>
<td>There is a disconnect of the information in the project and information from readings &amp; class discussions.</td>
<td>Content is clear, but lacking depth. Some ties to previous concepts/principles from class readings &amp; discussions is included in the project.</td>
<td>There is some tie to readings and discussions. Content is clear, and depth of understanding evident.</td>
<td>Concepts and principles from class presentations, readings and discussions are clearly reflected in oral and written work. Project completely explains related concepts/new knowledge.</td>
</tr>
<tr>
<td><strong>Support &amp; Critical Reflection</strong></td>
<td>Resources are not cited. No supporting evidence or reflection is found in the work.</td>
<td>There are one or two resources cited as supporting evidence. Reflection/connection to learning/course content is minimal.</td>
<td>There is some evidence of support, but resources are limited. Resources are cited according to APA style. Reflection or connection to learning/course content is evident.</td>
<td>Reasons for opinions, implications and conclusions are stated. The “why” is explained. Multiple perspectives are considered, and choices are defined. Varied resources are cited according to APA style and demonstrate clear understanding.</td>
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<tr>
<td><strong>Effective Communication</strong></td>
<td>Information is communicated in a disjointed manner. Assignment contains errors and lacks a command of the language. Limited vocabulary is used.</td>
<td>Strong vocabulary is evident, and work is generally correct in grammar, vocabulary and mechanics of the language. However, the work contains some errors and limited use of vocabulary is noted.</td>
<td>In both written and oral work, assignments demonstrate effective command of the language. Written work will be assessed on the degree to which it represents effective writing required for every educator. Oral presentations demonstrate a powerful (leadership) presence, awareness, confidence, and enthusiasm.</td>
<td></td>
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<tr>
<td><strong>Completeness</strong></td>
<td>Portions of the requirements are missing. The goal of the assignment has not been met.</td>
<td>All portions of the assignment are included, but limited in the scope of information included in the project. Some errors with APA Style or limited</td>
<td>All portions of assignments are included in response/discussion. Written work complies with APA Style. Assignments may be returned without grades if</td>
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references within the assignment. incomplete. Students may resubmit within one week.

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<tr>
<th>Organization &amp; Structure</th>
<th>The project lacks structure and is poorly organized. Little evidence of a goal within the assignment.</th>
<th>The project has a general flow but some disjointed information. Extraneous or missing information is evident.</th>
<th>Ideas are presented logically, and the meaning is clear. Presentations and Written Communications have a flow.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement of Audience</td>
<td>The presenter/author does little to engage the audience.</td>
<td>There is some engagement of the audience or reader, but little involvement during the presentation or within the paper.</td>
<td>Written work is designed with the audience in mind. Oral presentations encourage audience participation.</td>
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</table>

**Grading**

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>94 – 97</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>93 3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>90 – 92</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>87-89 3.00</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>86 2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>84-85 2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>79- 83</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>70-77 1.00</td>
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<tr>
<td>F</td>
<td>Below 70</td>
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“No grade below “C” will be accepted toward a graduate degree. This includes C- grades.”

**Supplemental Readings:**


FELE Leadership Standards addressed in the class:

The following Florida Leadership Standards from the William Cecil Golden School Leadership Development Program (https://www.floridaschoolleaders.org/fpls.aspx) are addressed in this course. The USFSM Course Alignment Matrix on the College of Education website provides additional detail on the alignment among Standards, USFSM Domains, and Course Assignments.

Standard 2: **Student Learning as a Priority** – Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Standard 3: **Instructional Plan Implementation** – Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Standard 4: **Faculty Development** – Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

Standard 5: **Learning Environment** – Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

Standard 7: **Leadership Development** – Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Standard 8: **School Management** – Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Standard 9: **Communication** – Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

FELE subtest standards addressed in the class:

Questions on the three F.E.L.E. Subtests are based on 40 Competencies and 91 Skills associated with Florida Principal Leadership Standards (http://www.fldoe.org/asp/fele/pdf/3rd-Ed-FELE-C&S.pdf). The course readings, activities, and assignments of this course address the following Competencies and Skills. The numbers reference the Subtest, Competence and Skill as outlined in the USFSM Course Crosswalk and on the next page:

- Subtest 1 - Instructional Leadership: Instructional Leadership; Managing the Learning Environment; Learning, Accountability, and Assessment
  1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.4.2, 1.6.2, 1.15.1

- Subtest 2 - Operational Leadership: Technology; Human Resource Development; Ethical Leadership; Decision-Making Strategies
  2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.6.1, 2.6.2, 2.7.1, 2.8.1, 2.13.1, 2.13.2

- Subtest 3 - School Leadership: Community and Stakeholder Partnerships; Diversity; Vision
In the Professional Portfolio of the USFSM Educational Leadership programs, students demonstrate understandings and skills for 7 Domains that align with the above Standards and Competencies. Satisfactorily demonstrating knowledge and skills through the Portfolio is a requirement for the M.Ed. degree program and recommendation for FL Principal Certification. Students are advised to retain papers, projects and presentations from each course as they may be selected for inclusion as artifacts for each of the Domains. The Portfolio Guidelines with descriptions of learner outcomes for each Domain are posted on the COE Website:
<table>
<thead>
<tr>
<th>Standards</th>
<th>Standards to be Addressed</th>
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| FELE COMPETENCIES AND SKILLS | **Instructional Leadership:**  
Instructional Leadership; Managing the Learning Environment; Learning, Accountability, and Assessment  
1.1.1 Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program.  
1.1.2 Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan.  
1.1.3 Given a school data set, determine an appropriate instructional improvement strategy.  
1.2.1 Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.  
1.2.3 Given a scenario, which may include data, identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.  
1.2.4 Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices.  
1.2.5 Identify scientifically based research applications to effective teaching and learning methods.  
1.2.6 Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.  
1.2.7 Identify instructional delivery methods that enhance student learning and achievement.  
1.4.2 Identify age-appropriate learning strategies based on principles of human growth and development.  
1.6.2 Given a scenario, identify employee and student rights and responsibilities under federal statutes.  
1.15.1 Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement. |  
| | **Operational Leadership:**  
Technology; Human Resource Development; Ethical Leadership; Decision-Making Strategies  
2.3.1 Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation.  
2.3.2 Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs).  
2.3.3 Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act).  
2.4.1 Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement).  
2.4.2 Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record).  
2.4.3 Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher). |
| 2.6.1 | Given a recommendation to terminate an employee’s contract, identify the school site administrator’s responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract). |
| 2.6.2 | Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement). |
| 2.7.1 | Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel). |
| 2.8.1 | Given school or classroom data, analyze teacher performance over time. |
| 2.13.1 | Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations). |
| 2.13.2 | Select examples of organizational conditions or leadership actions that create positive attitudes toward change. |

**School Leadership:**
Community and Stakeholder Partnerships; Diversity; Vision

| 3.8.1 | Given school data, develop and organize a school action plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community. |

**Fieldwork**
Fieldwork is accomplished through the course projects, which require district and school site access to data and personnel for the development and practice of leadership skills. Projects within the course are used to assess student performance with respect to the course objectives and are verified in the Program Portfolio. A variety of experiences introduce students to learner outcomes. Projects: Classroom Observation and Reflection and School Leadership Assessment Survey and Reflection
<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Visionary &amp; Strategic Leadership</strong></td>
<td>Education leaders demonstrate the ability to integrate theory, research, and practice to envision a desired future and facilitate setting strategic directions for change needed to develop learning- and learner-centered schools. Education leaders are grounded in a personal philosophy of education and education leadership. They are also the lead learners in the school community. They are change agents who use theory, research, and theoretically grounded practices to transform schools into collaborative, responsible learning communities.</td>
</tr>
<tr>
<td><strong>Leadership for Student Performance</strong></td>
<td>Education leaders promote a positive school culture that develops context-appropriate strategies to improve school programs and enhance student learning and performance. Education leaders assist school personnel to identify, understand, and use research-based and theoretically grounded learning strategies, curriculum, and instructional and assessment practices. Education leaders understand that well-planned, contextually appropriate professional development is essential for teacher reflective practice, professional growth, and enhanced student learning and performance. Education leaders develop a school culture that understands and is comfortable using data to assess progress toward learning goals and effectiveness of curriculum, instruction, and professional development programs.</td>
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<tr>
<td><strong>Organizational &amp; Resource Management</strong></td>
<td>Education leaders manage the school organization to optimize the learning environment for students and staff. They develop plans for effective fiscal, human, and resource management to promote student learning and performance. They involve staff in setting priorities based on needs assessment, research-based data, effective problem solving, consensus building, and conflict resolution to align resources with organizational vision and performance goals.</td>
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<tr>
<td><strong>Collaborative Leadership</strong></td>
<td>Education leaders know how to work collaboratively in leading schools. They know how to engage others in reflective practice, effective communication, and reaching consensual outcomes. Education leaders support and facilitate collaboration at all levels of the school community by providing logistical support, developing a strategic process, developing productive group dynamics, mobilizing community resources, and increasing the school community’s ability to use collaboration in change processes.</td>
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<tr>
<td><strong>Ethical Leadership &amp; Social Justice</strong></td>
<td>Education leaders work in school communities as advocates for learning-centered, student-focused schools as well as advocates for all students. They are self-aware and authentic. They develop well-reasoned beliefs based on integrity, equal educational opportunities for all learners, and respect for the rights of others. Education leaders engage in ethical practice, not only modeling professional conduct but also enabling a positive, egalitarian learning environment.</td>
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<tr>
<td><strong>Legal, Policy, Political &amp; Socio-cultural Contexts of Leadership</strong></td>
<td>Education leaders embrace diversity and know how to identify and address implications of diversity and exceptionality for teaching and learning, and for policy and practice. Education leaders make decisions based on moral, ethical, and legal principles. They advocate for equity and help school communities surface and address diversity “blind spots.”</td>
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<tr>
<td><strong>Technology</strong></td>
<td>Education leaders use and promote technology and information systems to monitor, manage, and enrich the learning environment. They know how to assess and apply current technology for time, task, and systems management; effective and timely communication; information access, management, and presentation; curriculum...</td>
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</tbody>
</table>
enrichment; and diversification of instructional strategies. Education leaders act as informed consumers of technology, selecting technology appropriate to organizational vision and performance goals, evaluating technology effectiveness, and addressing issues of technology access and equity.
USF Resources and Policies

Students with Disabilities: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation and must provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714; plakey@sar.usf.edu; www.sarasota.usf.edu/Students/Disability/

Religious Observances: Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Blackboard course information via that address.

Academic Integrity: Each student is expected to earn his/her degree on the basis of personal effort. All assignments represent the individual work of the student unless specifically designated by the instructor to be collaborative in nature. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course. Disruption of the classroom or teaching environment is also unacceptable.” (USF Graduate Catalog) Information can be found in the online Catalogs: http://www.sarasota.usf.edu/Academics/Catalogs/ or http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism

Plagiarism: Plagiarism is defined as literary theft and consists of unattributed quotation of the exact words of a published text, or unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts not generally known to the public must be attributed to its author using the appropriate citation procedure. Citations may be made in footnotes or in the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work. http://www.cte.usf.edu/plagiarism/plag.html

Detection of Plagiarism: http://www.cte.usf.edu/plagiarism/plag.html The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to SafeAssignment. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism.

Emergency Information: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, e-mail messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Blackboard site for each class for course specific communication and the main USF college websites, e-mails, and MoBull messages.