University of South Florida Sarasota-Manatee Course Syllabus  
EDS6050  3 Credit Hours  
Principles of Supervision  
Fall 2014

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Office Hours: Tuesdays/Thursdays 2-5 pm, Additional Days Upon Request

PREREQUISITES: EDA 6192 Educational Leadership

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. 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.

COURSE TOPICS: This course will cover the following content areas:  
1. Coaching Teachers for Higher Performance  
2. Classroom Observation Tools and Procedures  
3. Conferencing & Feedback Skills for School Leaders  
4. Interview Processes at the School Level  
5. Interpersonal Skills for Aspiring Leaders

COURSE OBJECTIVES: Based on individual readings, group activities, class discussion, guest lectures, and reflective activities, students will:  
1. Develop an understanding of the supervisory role and its impact on teacher development and student achievement  
2. Examine the interview process for staff members and strategies for effective hiring practices  
3. Identify professional development best practices  
4. Create a framework for their Supervision Platform  
5. Determine effective strategies for teacher observations, with a focus on diverse learners

COURSE STUDENT LEARNING OUTCOMES: 
Upon completion of this course, the following USFSM Domains will be met:  
USF SM DOMAINS USF SM DOMAINS  1: Visionary and Strategic Leadership; 2: Leadership for Student Performance, 3: Organizational and Resource Management; 4: Collaborative Leadership; 5: Ethical Leadership and Social Justice; 6: Legal, Political, and Socio-cultural Contexts

Upon completion of this course, the following Principal Leadership Standards will be met:  
1.2.a. Enables faculty and staff to work as a system focused on student learning.  
1.2.d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
2.3.a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction.
2.3.e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
2.4.b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.
2.4.c. Employs a faculty with the instructional proficiencies needed for the school population served.
3.6.a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
3.6.d. Empowers others and distributes leadership when appropriate.
3.7.d. Promotes teacher-leadership functions focused on instructional proficiency and student learning.
3.9.d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.
3.9.g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

4.10.a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

The following FELE Competencies and Skills, Fourth Ed. will be addressed:
1.2.1. Identify and select appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.
1.2.4. Identify and discriminate among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.
1.3.1. Identify appropriate evaluation and monitoring strategies that assure the Florida Educator Accomplished Practices are implemented through effective instruction.
1.3.4. Identify effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.
1.1.4. Identify methods of providing meaningful feedback to improve instructional planning and delivery. AND
2.1.2. Analyze and assess processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.
2.2.3. Determine appropriate processes and methods for evaluating, monitoring, and providing timely feedback to faculty regarding the effectiveness of their instruction. AND 2.2.6. Identify and select appropriate strategies for communicating and providing corrective feedback to faculty in situations where remediation, disciplinary, or personnel actions are applicable.
2.3.4. Identify and assess teacher-leadership functions focused on improving instructional effectiveness and student learning.
3.5.2. Analyze data and communicate, in writing, strategies for creating opportunities within a school that engage stakeholders. (In conjunction with other domains focused on analytical.)

TEXT AND MATERIALS:
(Paperback) ISBN #978013261373
CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class, Canvas will be used for submissions of assignments, grades, and communication with students (announcements, syllabus, etc.)

Information on how to use Canvas is available at:
http://www.usfsm.edu/infocommons/students.php

COMPUTER LAPTOP USE
USFSM requires all students to have laptops that can be brought with them to class.

Students are invited to bring their laptops to class for note taking and group assignments.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

PLEASE REMOVE YOUR NAME FROM THE BODY OF YOUR PAPER AND REPLACE IT WITH YOUR USF ID#. ALSO REMOVE YOUR NAME FROM THE FILE NAME AND REPLACE IT WITH YOUR USF ID# (e.g., “U12345678 Essay 1.docx”) BEFORE SUBMITTING IT TO TURNITIN.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

GRADING, EVALUATION AND ATTENDANCE POLICIES:
A. USFSM policy requires that all students receive a graded assignment or examination prior to November 1, 2014.

B. Assignments are evaluated on the rubric criteria on a point system. Participation is included in the overall grade for the course.

C. Resubmission of work: The intent of the course is to ensure students have processed the concepts, apply the learning to new situations, and synthesize the information at the graduate level. Work that is submitted and graded below 80% of the possible points may resubmit the work for reevaluation.

Course Assignments

ASSIGNMENT 1
Self Assessment and Platform Paper
(Critical Course Task and Possible Portfolio Artifact - 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 to guide you in the process of writing the 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 may be an artifact in your portfolio.

**Assignment 2. Observations and Reflection**

(Critical Course Task and Possible Portfolio Artifact - 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. **At least one of the teachers must instruct a classroom with diverse students (race, socio-economic needs, ESE, etc).**

- 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 Leadership Assessment
(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 – Group Presentation Supervisory Practices
(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.

EVALUATION

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1: Self-Assessment &amp; Platform Paper</td>
<td>20</td>
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<tr>
<td>Assignment 2: Classroom Observations and Paper</td>
<td>20</td>
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<td>Assignment 3: School Leadership Assessment</td>
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<td>Assignment 4: Group Presentation</td>
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<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
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C. Grade Assignment

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<tr>
<td>A+</td>
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<td>4.00</td>
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<tr>
<td>A-</td>
<td>93 3.67</td>
<td>4.00</td>
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<tr>
<td>B+</td>
<td>90 – 92</td>
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<td>B</td>
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D. Regular attendance is required as the learning is interactive. Students missing more than one class session will need complete a make-up assignment to process learning activities from the session. Participation grades may be impacted by regular absences or missing partial time of sessions. This is out of respect for the learning environment and impacting the learning of others.

USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to
suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

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

GENERAL INSTRUCTION FOR STUDENTS

A. Students must read the assigned material prior to class and be prepared to analyze and apply the content.

B. Students who are absent must take the responsibility of getting the material from another student within the class.

COURSE SCHEDULE

| Seminar 1 | Orientation  
|-----------|---------------|
| 8/28      | Syllabus, Questions, KWL & Covenant  
|           | Small Group Assignments  

Self Assessment and Platform Paper
| Seminar 2  | Knowledge: Glickman Ch 1-5  | Self Assessment and Platform Paper |
| 9/4       | Review Classroom Observation Instruments Work on Presentations | Review Classroom Observation Instruments on Canvas Observations |
| Seminar 3 | Interpersonal Skills: Glickman Ch 6-12 | Self Assessment and Platform Paper Observations |
| 9/11      | Interpersonal Skills | Observations and Reflections School Leadership Survey Supervisory Strategies |
| Seminar 4 | Technical Skills: Glickman Ch 13-15 | School Leadership Survey Observations and Reflections |
| 9/18      | Mentoring/Peer Coaching/ Professional Development Observations and Reflections Due-Assignment #2 |
| Seminar 5 | Technical Skills | School Leadership Survey |
| 9/25      | | |
| Seminar 6 | Technical Skills | |
| 10/2      | | |
| Seminar 7 | Tasks of Supervision: Glickman Ch 16-20 | School Leadership Assessment Field Activity |
| 10/9      | Finalize Symposium | |
| Seminar 8 | Tasks of Supervision School Leadership Assessment Due-Assignment #3 |
| 10/16     | | |
| Seminar 9 | Functions of Supervision: Glickman Ch 21-22 | |
| 10/23     | Professional Development & Field Activity Presentations Assignment #4 Due |
|           | | |
| Seminar 10  
|---|---|---|
| 10/30 | Functions of Supervision  
Team evaluations and discussions  
**Self Assessment and Platform Paper Due-**  
**Assignment #1** | Review learning |