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EDLD 552.01: Supervision of Instruction

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EDLD 552: Supervision of Instruction
Spring 2004

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Text: Glickman, C.D., Gordon, S.P., and Ross-Gordon, J.M. 2001.
  Supervision and instructional leadership: A developmental approach (5th ed.).
  Boston: Allyn and Bacon.
Additional Readings and Instruments: These will be provided by the
  instructor and distributed periodically throughout the course.

Course Objectives: This class is designed to foster an understanding of the role of teachers and supervisors/principals in instructional improvement. Cast in the context of organizational behavior, specific leadership models will be studied in light of how they approach the school improvement process, professional development programming, teacher evaluation, and conflict resolution.

Learner Outcomes: Through successful completion of this course, students will demonstrate:
1. A working knowledge for building professional development programs in schools [10.58.704dii,diii,e,ei,eiii,eiv,ev];
2. A grounded-theory approach to supervision and organizational behavior [10.58.704cii,ciii];
3. Mastery of a clinical supervision model of teacher evaluation [10.58.704eii];
4. An awareness of supervisory issues associated with conflict resolution [10.58.704bvi]; and
5. An ability to analyze one's talents as a school administrator committed to fostering a culture of innovation in schools [10.58.704ai,aii].

Grading: Assessment of student performance will be based upon the Professional Development Project (counts 25% of grade), Leadership Paper (25%), Fieldwork Project (25%), and Final Exam (25%).

ISLLC Standards: The knowledge, dispositions and performances articulated in the standards are included in this course in the following areas (detailed matrices of which are available from the department office):
Standard 1
A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
[1K2,1K4,1K5,1D1,1D2,1D3,1D6,1D7,1P1,1P2,1P8,1P9,1P10,1P1]
*Standard 2*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

[2K2,2K3,2K5,2K6,2K8,2K9,2D1,2D4,2D6,2D7,2P1,2P2,2P3,2P5,2P8,2P10,2P12, 2P19,2P20]

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

[3K2,3K4,3D2,3D5,3P1,3P2,3P3,3P8,3P14,3P15,3P18,3P22]

Standard 4

A school administrator 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.

[4K2,4P8,4P13]

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

[5K1,5D4,5D5,5D6,5D8,5P1,5P3,5P8,5P9,5P15,5P16]

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

[6K3,6K5,6K7,6K8,6D2,6P3,6P4]

Standard 7

The internship (fieldwork project0 provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. [7.1a,7.3a,7.4a]

Students anticipating the M.Ed. culminating portfolio for Educational Leadership will be required to reference specific ISLLC standards in their presentations..

Course Context: The study of education law is consistent with the following mission statements guiding this graduate program:

School of Education Mission Statement

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity and ethical behavior. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

Educational Leadership Mission Statement

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

Professional Standards for Student Performance: Graduate students in the Department of Educational Leadership at The University of Montana are expected to:

- Υ Demonstrate professional vision in the practice of educational administration
- Υ Accept responsibility and accountability for class assignments in their role as members of the class
- Υ Demonstrate growth during the period of their graduate career
- Υ Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives
- Υ Demonstrate imagination and originality in the discussion of educational leadership issues
- Υ Understand the relationship between theory and practice and the value of reflective leadership
- Υ Demonstrate a moral, humanistic, ethical and caring attitude toward others
- Υ Demonstrate an ability to build trust and positive relationships with others
- Υ Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions
- Υ Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor
- Υ Demonstrate an ability to express himself/herself well in speech and writing, and
- Υ Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

It is the belief of the faculty that those entering educational administration should represent the most capable in our profession and that those who do not demonstrate the ability to perform the above list of qualities, should not be educational leaders. These standards have been adopted by the Educational Leadership faculty and are used both for admission to the program and to judge student progress. Failure to demonstrate the aforementioned qualities, on a consistent basis, may result in removal from classes and/or the educational leadership program.

Course Outline

DATE	TOPIC	ASSIGNMENT
January 28	Course Overview The Supervisory Triad • Supervision • Evaluation (Clinical Supervision Model) • Professional Development (Instructional Leadership)	
February 4	Context for Supervision • School Vision and Expectations	Chapters 1 & 2; Ch. 3
February 11	Supervisory Philosophies Self-Assessment • *MBTI* • *Michigan Assessments* • *Conflict Style Inventory*	Chapter 5
February 18	Professional Development Models • Adult Learning Theory	Chapters 4 & 18

- Staff Development Programs

February 25	Communication & Developmental Sup.	Chapters 6-11
March 3	Dev. Supervision & Teachers' Careers	Chapter 12
March 10	Clinical Supervision	Chapters 14 & 16
March 17	Conflict Resolution	Chapter 17
March 24	Conflict Resolution	
April 7	Groupwork on Professional Development Projects	
April 14	"SuperVision" and Planning Skills	Chapter 13
April 21	Professional Development Presentations	
April 28	Presentations (Continued)	Leadership Paper Due
May 5	Final Exam, Part I (Test)	
May 12	Final Exam, Part II (Feedback) Reflections on Leadership	Fieldwork Projects Due

Assignments:
Professional Development Project: Due April 21 & 28
We will form groups of students who will assume the roles of professional development committees for various schools. Groups must first provide a demographic description of the school (select a real one!), then plan one part of a professional development sequence (for no more than one day) focusing upon a cutting edge issue facing Montana educators. The final project will include a statement regarding how this topic fits within the district and/or building mission statement, an outline of the events planned and a companion description of how these capitalize upon adult learning theory principles, a thoughtful analysis of the group process from start to finish on this project, an evaluation form for participants, and an indication of how this day's events fit into a comprehensive professional development plan for the year. *Groups meeting these requirements will neither research the topic to provide a complete overview of the topic nor draft a paper describing the elements noted above; rather, they will submit a document of no more than four pages which chronicles their work. (The idea here is to get you to discuss and decide, focusing your attention upon **process** as opposed to **product**.) Anticipate one hour for this presentation.*

Leadership Paper: Due April 28
You will have completed a variety of assessments provided by the instructor. Examine these results to see what they tell you about yourself and how they may have supported what you already know. Now think about your role as a

supervisor and consider your strengths and weaknesses as they relate to managing people. Write a paper of 5-7 pages in length in which you chronicle your strengths and note where you need to hone additional leadership skills, telling specifically how you plan to accomplish those goals. This is an informal paper (you're free to use first person) requiring you to consider what you know about great leadership and reflect upon yourself as the kind of leader you'd like to be.

Fieldwork Project: Due May 12

Identify a teacher who would be willing to allow you to fulfill the tasks associated with clinical supervision in the teacher evaluation process. This will require you to hold a pre-observation conference, observe and assess his/her instruction, then hold a post-conference (anticipate a two hour commitment on site with him/her). You may conceal the teacher's identity, and you should make it clear that the sole purpose of this exercise is to improve your evaluative skills. Ultimately, your submitted project will consist of your field notes, formal write-up, a brief paper reflecting on the experience, and a documented list of the time devoted to this project (no less than 15 hours). Note: This project must appear as a benchmark fieldwork project in your comprehensive portfolio due at the conclusion of your M.Ed. program.

Final Exam: May 5 & 12

Two weeks prior to this exam, you will be given five essay questions comprising all the possibilities for the final. You may prepare one page of notes to bring to class for use during the exam (8-1/2"x11", one side only).

Resources:

Acheson, A.A., and Gall, M.D. 1998. *Techniques in the clinical supervision of teachers* (5th ed.). New York: Longman.

Cunningham, W.G. and Cordeiro, P.A. 2003. *Educational leadership: A problem-based approach* (2nd ed.). Boston: Allyn & Bacon.

Daniels, A.C. 2000. *Bringing out the best in people.* New York: McGraw-Hill.

Fullan, M. 2001. *Leading in a culture of change.* San Francisco: Jossey-Bass.

Goldhammer, R., Anderson, R.H., and Krajewski, R.J. 1993. *Clinical upervision: Special methods for the supervision of teachers* (3rd ed.). Fort Worth: Harcourt Brace Jovanovich.

Goleman, D. 1995. *Emotional intelligence.* New York: Bantam.

Hargrove, R. 1998. *Mastering the art of creative collaboration.* New York: McGraw-Hill.

Joyce, B. (Ed.) 1990. *Changing school culture through staff development.* Alexandria, VA: Association for Supervision and Curriculum Development.

Kaufman, R. 1995. *Mapping educational success.* Thousand Oaks, CA: Corwin.

Kaufman, R., and Zahn, D. 1993. *Quality management plus: The continuous improvement of education.* Newbury Park, CA: Corwin.

Merriam, S. (Ed.). 1993. *An update on adult learning theory. New directions for adult and continuing education.* San Francisco: Jossey-Bass.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, G., & Smith, B. 1999. *The dance of change: The challenges to sustaining momentum in learning organizations.* New York, NY: Doubleday.

Still, D.J. 2002. *High impact hiring.* Dana Point, CA: Management Development Systems.

Topchik, G.S. 2001. *Managing workplace negativity.* New York: Amacom.

Tjosvold, D. 1998. *Learning to manage conflict.* New York: Lexington.

Webb, D.L. and Norton, M.S. 2003. *Human resources administration: Personnel issues and needs in education* (4th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.