

University of Montana

## ScholarWorks at University of Montana

---

University of Montana Course Syllabi, 2021-2025

---

Spring 2-1-2023

### EDLD 552.50: Supervision and Evaluation of Public School Educators

William P. McCaw

*University of Montana, Missoula*, [bill.mccaw@umontana.edu](mailto:bill.mccaw@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi2021-2025>

**Let us know how access to this document benefits you.**

---

#### Recommended Citation

McCaw, William P., "EDLD 552.50: Supervision and Evaluation of Public School Educators" (2023).  
*University of Montana Course Syllabi, 2021-2025*. 950.  
<https://scholarworks.umt.edu/syllabi2021-2025/950>

This Syllabus is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi, 2021-2025 by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

---

UNIVERSITY OF MONTANA  
DEPARTMENT OF EDUCATIONAL LEADERSHIP  
EDLD 552: SUPERVISION AND EVALUATION OF PUBLIC SCHOOL EDUCATORS  
SPRING 2023  
ONLINE SYLLABUS

---

## Course Overview

### CLASS

February 2-April 13, 2023  
Classes opens each Thursday at 2 p.m.

### INSTRUCTOR

William P. McCaw, Ed.D.  
Professor, William C. Shreeve Chair in Educational Leadership  
Phyllis J. Washington College of Education  
University of Montana  
Missoula, MT 59812

Office: Phyllis J. Washington Education Center Room 202  
Office Hours: By Appointment  
406.243.5395  
e-mail: [bill.mccaw@umontana.edu](mailto:bill.mccaw@umontana.edu)

### REQUIRED READINGS

Andelson, S. J. (2014). *FRISK Fundamentals for evaluators in addressing below standard employee performance* (Education Edition or Higher Education Edition for those with an emphasis in higher education rather than the principalship). Gardena, CA: Sunset Printing.

To order copies:

<https://www.aalrr.com/newsroom-frisk>

Atkinson, Andelson, Loya, Ruud, & Romo  
12800 Center Court Drive, Suite 300  
Cerritos, California 90703-8597  
(562) 653-3403  
[SAndelson@aalrr.com](mailto:SAndelson@aalrr.com)  
[www.aalrr.com](http://www.aalrr.com)

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). *The basic guide to supervision and instructional leadership* (3rd ed.). Pearson. ISBN- 13: 978-0-13-261373-6  
ISBN- 10: 0-13-261373-5

[Montana Educator Performance Appraisal System \(Montana-EPAS\)](#): A State model for teacher ongoing professional growth: Teacher evaluation guide (2018). (This electronic resource will be used during the course for those students seeking principal licensure.)

For students with an emphasis in higher education rather than the principalship or superintendency

[Employee Performance Management Guide](#): *Managing employee performance: Practical information, forms and guidance for managers and supervisors*. University of Montana Human Resources Services.

Recommended Reading (for those with a PK-12 school leadership emphasis)

Danielson, C. (2013). [The framework for teaching evaluation instrument](#). Princeton, NJ: The Danielson Group. This book is accessible to educators for no cost from the Danielson Group. Access will require a free registration. (This electronic resource will be used during the course for those students seeking principal licensure.)

## COURSE DESCRIPTION

This course examines the roles of supervision and evaluation as they relate to employees and the Montana Educator Performance Appraisal System (EPAS) or in the case of a higher education emphasis, the UM Employee Management Guide. Class discussions, activities, and assignments will focus on existing research and best practices comprising a knowledge base for adult learning, professional development, effective schools, effective teaching, interpersonal skills, and technical skills as they relate to the various tasks, functions, and ethical behavior of supervising and evaluating employees.

While the contexts of the textbooks are public schools, it should not be too difficult for those students whose degree emphasis is in higher education or international leadership (rather than the principalship) to make direct connections of the content to their specific area of focus. If you are having difficulties making this connection, please contact me. Readings will be provided for those students to supplant content such as the Montana Educator Performance Appraisal System (EPAS) with more appropriate material.

## SYLLABUS TABLE OF CONTENTS

1. Course Overview	
A. Class Day and Time .....	1
B. Instructor Information.....	1
C. Required Readings.....	1
D. Course Description .....	2
E. Syllabus Table of Contents .....	2
F. Course Objectives.....	3
G. Expectations	
i. Participation.....	4
ii. Written Assignments .....	4
iii. Academic Honesty .....	4
iv. Using Your UMConnect e-mail Account.....	5
H. Online Format.....	5
I. Accommodations.....	8
J. Masters of Education Culminating Portfolio .....	8
K. Class Dates and Tentative Topics.....	8
L. Assignment Title and Due Date .....	10
M. Grading .....	10
N. Field Experience.....	10
2. Assignments	
A. Preparing Assignments to Submit	
i. Key Points.....	11

B.	Submitting Assignments .....	12
i.	Using Assignment Templates .....	12
ii.	File Naming Format .....	12
C.	Assignment Description and Assessment Rubric	
i.	Progressive Discipline: FRISK.....	13
ii.	Developmental Supervision Proposal .....	15
3.	Appendices	
A.	Professional Standards for Student Performance .....	19
B.	Accreditation Information	
i.	Conceptual Framework.....	20
ii.	Mission Alignment: University of Montana, College, Department.....	20
iii.	Standards for School Leaders.....	21
C.	References .....	24

## COURSE OBJECTIVES

This course addresses all Montana PEPP Standards (Appendix B) as well as the Professional Education Unit's Conceptual Framework. Below you will find the specific outcomes for this course and the alignment of these outcomes to the Montana PEPP Standards and the Conceptual Framework. As a result of the successful completion of the Supervision and Evaluation of Public School Educators course, students will be able to:

Standards Alignment	PEPPS
1. Relate supervision and instruction to a shared vision focusing on enhanced employee performance.	a
2. Apply adult learning theories to professional development activities.	biii
3. Frame, analyze, and resolve employee problems through developmental supervision and progressive discipline procedures.	bii
4. Implement best practices and relevant research through supervision and professional development activities to improve employee performance.	bii, biii
5. Recognize the relationship between a positive school culture and student learning.	b, f
6. Articulate the change process as it relates to supervision, evaluation, and professional development.	biii
7. Recognize the components of a learning organization that supports instructional improvement and incorporates best practices.	bii
8. Identify the unique supervisory challenges associated with online teaching and learning.	bi, bii
9. Understand performance guides such as <i>Montana-EPAS</i> or <i>UM Employee Performance Management Guide</i> and its role in assessing effective employee performance.	bi, bii
10. Understand <i>The Framework for Teaching Evaluation Instrument</i> and its use in the development and assessment of effective teachers.	bi, bii
11. Utilize a variety of supervisory approaches to improve employee performance.	bii
12. Become familiar with conflict styles and effective strategies for addressing conflict.	biii
13. Apply effective job analysis procedures, supervisory techniques, and performance appraisal for employees.	bii, biii
14. Identify appropriate interpersonal skills in the supervision and evaluation process.	b, e
15. Use appropriate written, verbal, and nonverbal communication in the supervision and evaluation process.	c
16. Understand the instructional supervision process as it relates to diversity and the	

- achievement gap. d
17. Make decisions based on the moral and ethical implications of policy options and political strategies. e, f
- 
- [Conceptual Framework](#)
18. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various supervisory and evaluation considerations, leadership theories, and organizational components.* CF1
19. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.* CF2
20. *Students are required to adhere to the Department of Educational Leadership Professional Standards for Student Performance.* CF3
21. *Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.* CF3

## EXPECTATIONS

### Participation

Students enrolled in this course are expected to regularly and consistently participate in all tasks and discussions in a manner that promotes a scholarly environment, where diverse ideas are tolerated and discussion is supported by informed opinion (refer to Professional Standards for Student Performance Appendix A). Two points will be deducted each time a student fails to participate in the assigned group discussion per posting deadlines noted on page 6 of this syllabus. Students are required to be current in the assigned reading for each class and to submit and/or present required assignments in a timely manner. Late assignments will be accepted only by prior consent.

### Written Assignments

Written assignments will reflect the individual's original work, and follow the style articulated in the Publication Manual of the American Psychological Association (APA) 7th edition. Unacceptable projects/papers are those that do not meet the requirements of the class assignment. Papers that are plagiarized, both by direct copying or a lack of adequate citation, are unacceptable and will be graded accordingly. Papers that are poorly written, containing numerous grammatical and/or mechanical errors, will not be accepted. When noted, adhere to the page number restrictions.

### Academic Honesty

All students must practice academic honesty. Academic misconduct is subject to academic penalty by the course instructor and/or disciplinary sanction by the University. You are required to be familiar with the Student Conduct Code. The [Student Conduct Code](#) is available for review online.

#### **Article IV: Proscribed Academic Conduct**

Students at the University of Montana are expected to practice academic honesty at all times. Academic misconduct is subject to Academic Penalty (or penalties) by the course instructor and/or University Sanction(s) by the University through the Provost and Vice Provost for Academic Affairs.

Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

1. **Plagiarism:** Representing another person's words, ideas, data, or materials as one's own.

2. **Misconduct during an examination or academic exercise:** Copying from another student's paper, consulting unauthorized material, giving information to another student, collaborating with one or more students without authorization, or otherwise failing to abide by the University or instructor's rules governing the examination or academic exercise without the instructor's permission.
3. **Unauthorized possession of examination or other course materials:** Acquiring or possessing an examination or other course materials without authorization by the instructor.
4. **Tampering with course materials:** Destroying, hiding, or otherwise tampering with source materials, library materials, laboratory materials, computer equipment or programs, or other course materials.
5. **Submitting false information:** Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.
6. **Submitting work previously presented in another course:** Knowingly making such submission in violation of stated course requirements.
7. **Improperly influencing conduct:** Acting calculatedly to influence an instructor to assign a grade other than the grade actually earned.
8. **Substituting, or arranging substitution, for another student during an examination or other academic exercise:** Knowingly allowing others to offer one's work as their own.
9. **Facilitating academic dishonesty:** Knowingly helping or attempting to help another person commit an act of academic dishonesty, including assistance in an arrangement whereby any work, classroom performance, examination activity, or other academic exercise is submitted or performed by a person other than the student under whose name the work is submitted or performed.
10. **Altering transcripts, grades, examinations, or other academically related documents:** Falsifying, tampering with, or misrepresenting a transcript, other academic records, or any material relevant to academic performance, enrollment, or admission, or causing falsification or misrepresentation of any of the above.

#### Using Your UMConnect e-mail Account

Correspondence to you regarding this course will utilize only your UMConnect mail account. **You should check your UMConnect mail account regularly.**

## ONLINE FORMAT

Moodle is an open-source learning management system used by the University of Montana to deliver online learning. Within the Moodle system, the introductory course Moodle 101 for Students can be accessed from your [Moodle home page](#) (at the bottom under "Tools for Success – Student Resources" or within the "Welcome" page of the course shell). Even though we will not be using all components within Moodle for this course, I encourage everyone to take the time to work through this orientation course which should take approximately 30 minutes to complete.

#### Course Shell

The course shell consists of six major areas that you will need to access. These six areas are:

1. Welcome, Announcements, and Introductions
2. Class Content (for each class)
3. Assignments
4. Optional Discussions and Questions
5. Course Resources
6. Course Syllabus

1. Welcome, Announcements, and Introductions

This general area will contain a welcome message, University Land Acknowledgement, course announcements, and class introductions.

a. Class Introductions

This area will contain individual introductions for each student in the class. You will be required to post your introduction in this area by the start of the second class.

2. Class Content (for each class)

The Class Content area contains all of the necessary information you need to access for each of the ten classes (Class 1, Class 2, etc.). Classes will open at 2:00 p.m. on Thursday. For each class, there are three areas that you will need to access.

- a. Overview provides a video discussing the content for the class. Over time, additional content has been added. Therefore, the overview may not address all content contained in the PPTs.
- b. PowerPoints will highlight important content from the reading as well as additional content pertinent to specific class topics. Successful completion of the assignments will require students to fully read and learn content in the assigned readings and PowerPoints.
- c. Assigned Discussions will be required for each class. You will find the class discussion prompt in the content area for each class.

It is important that you find your group's discussion area for each class (by clicking on the discussion prompt forum) and participate in that assigned group as class participation points will be awarded each class from these discussions. **You will need to post your initial discussion for the Thursday prompt by Monday and then respond to your group's discussions by Wednesday. All discussion deadlines are at 2 p.m. Postings that occur after the 2 p.m. deadlines will result in reduced points.**

	Initial Response by 2:00 p.m.	Response to Group Members by 2:00 p.m.
Thursday's Class	Monday	Wednesday

For each class, students will receive one of the following scores for their participation:

- a) 2 points for thorough contributions that stimulate discussion including interacting with other students in your assigned group and meeting both posting deadlines (initial and response)
- b) 1 point for contributing only in a cursory manner or not responding to at least one posting from a student in the assigned group or missing either posting deadline (initial and response)
- c) 0 points for not participating

\* Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling.

### 3. Assignments

This area contains four important areas pertaining to the course assignments.

#### A. Assignments and Due Dates

This area provides a listing of all assignments and their corresponding due date.

#### B. Assignment Exemplars

You will find assignment exemplars in this area. These are not perfect papers but provide you with a sense of the assignment's expectations for an "A" paper.

#### C. Preparing Assignments to Submit

Specific instructions regarding the preparation of assignments as well as writing requirements, directions for submitting assignments, and assignment templates are in this area. Pay particular attention to the naming format as explained in the course syllabus (p. 12). **All assignments will be submitted as a MSWord file.**

##### 1. Assignment Templates

This area contains templates for each assignment. These templates contain the specific cover page (**remember to add your name and student 790 number**), assessment rubric, content headings, and references heading. Leave the assessment rubric as part of your paper for completion during the grading process and use the content headings to address the assignment's requirements.

#### D. Assignment Submittal Areas

Each assignment has its own submittal area. To access the submittal area, click on the assignment name or file icon. Submit assignments (with the correct file name) by clicking the "Add submission" button in the lower right-hand corner of the assignment box.

### 4. Optional Discussions and Questions

There are two areas set aside for optional discussions. These areas are:

A. Continued Class Discussion is a discussion area where students can post questions or prompts to further the discussion and interaction among classmates. Anyone posting in this area needs to send an email to the entire class so everyone has the opportunity to participate in the continued discussion.

B. Optional Questions for Dr. McCaw is a discussion area where students can pose questions (specific to the topics for that class) to me. To ensure a timely response, please e-mail me at [bill.mccaw@umontana.edu](mailto:bill.mccaw@umontana.edu) noting that you have posted a discussion question for my response; otherwise, these questions are answered each Thursday.

### 5. Course Resources

Provided resources address (a) the course content supplemental information, (b) university specific resources (bookstore, library etc.), (c) educational resources (professional organizations), and (d) educational journals.



## 6. Course Syllabus

This area contains the course syllabus, table of contents, and tentative schedule of class topics and reading assignments.

### Class Readings

Complete the assigned reading prior to viewing the Class PowerPoint Lecture and participating in the assigned group discussions. Electronic readings will be available within the specific class content area. Students may wish to read those chapters not assigned on their own to get a sense of the author's complete work.

### Needing Help

If you encounter problems regarding the online portion of this course, please contact [UMOnline](#). There is also a Technical Support area within the menu of the course shell (406-243-4999 or 866-225-1641 (toll free)).

## ACCOMMODATIONS

I want to be sensitive to any needs you may have. If you require some accommodation or you are uncomfortable with some aspect of this course, I invite you to discuss these matters with me. Students with disabilities may request reasonable modifications. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equity](#). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications.

## MASTERS OF EDUCATION CULMINATING PORTFOLIO

The Masters of Education degree in Educational Leadership (principal emphasis) requires a culminating portfolio. As part of this portfolio, students will submit a benchmark assignment from each of the required M.Ed. courses. **The benchmark assignment for this course is the scholarly paper proposing to implement a developmental supervision process in your organization** (Developmental Supervision Proposal). Acceptance for inclusion into your culminating portfolio requires this assignment meeting the grading criteria of A or B.

## CLASS DATES AND TENTATIVE TOPICS

The assigned readings should be read by the noted date

SV= SuperVision and Instructional Leadership (Glickman, Gordon, & Ross-Gordon)

FRISK= [FRISK Documentation Model \(Andelson\)](#)

EPAS = [Montana Educator Performance Appraisal System \(Montana OPI – web\)](#)

Class	Date	Topics	Readings
1	Feb	2 Introductions Course Overview and Syllabus Discussion	
2	Feb	9 Supervision for Successful Schools The Norm: Why Schools Are as They Are The Exception: What Schools Can Be For students with a higher education emphasis: instead of SV pp. 30-36. <a href="#">Let First-Level Supervisors do Their Job</a> Supervision and Evaluation	SV 3-12 SV 15-26 SV 30-36  Electronic SV 193-198

3	Feb	16	Adult and Teacher Development within the Context of School: Clues for Supervisory Practice Benefit to the Organization and Supervision Structure Critique Worksheet Due	SV	39-64
4	Feb	23	Montana Educator Performance Appraisal System For students with a higher education emphasis: Employee Performance Management Guide <a href="#">Managing Employee Performance: Practical Information, Forms and Guidance for Managers and Supervisors</a> Differences Between Supervision and Evaluation Paper Due	EPAS	5-70 (web)
				UMHRS	1-33 (web)
5	Mar	2	Progressive Discipline: FRISK Due Process	FRISK	1-122
6	Mar	9	Professional Development Reflections on Schools, Teaching, and Supervision For students with a higher education emphasis: <a href="#">The Supervisory Relationship and the Process of Evaluation: Recommendations for Supervisors</a> (Karpenko & Gidycz, 2012) Supervisory Behavior Continuum: Know Thyself Addressing Diversity Progressive Discipline Documentation: FRISK Due	SV SV  Electronic SV SV	233-247 71-86  89-99 303-326
7	Mar	16	Supervisory Approaches Directive Control Directive Informational Collaborative Nondirective Developmental SuperVision: Theory and Practice Adult Learning Theories, Professional Development, And Diversity Worksheet Due	SV SV SV SV SV	101-107 109-116 117-124 125-134 135-143
	Mar	23	No Class: UM Spring Break		
8	Mar	30	Direct Assistance to Teachers/Employees Assistant Models Barriers Associated with Moving to a Developmental Supervision Process Worksheet Due	SV	203-214
9	Apr	6	Assessing and Planning Skills Observing Skills Developmental Supervision Approaches and Direct Assistance Models Worksheet Due	SV SV	147-164 165-182
10	Apr	13	Group Development Conflict	SV	217-231

Facilitating Change  
*Supervisor's Interactive Model of Organizational Relationships* (O'Reilly, Matt, & McCaw, 2014)

SV 287-301  
 Electronic

Apr 20 Developmental Supervision Proposal Due by 11:59 p.m.

## ASSIGNMENT TITLE AND DUE DATE

1. Individual Developmental Supervision Paper and Worksheets:
  - a. Benefit to the Organization and Supervision Structure Critique (Worksheet: Feb 16)
  - b. Differences between Supervision and Evaluation (Paper: Feb 23)
  - c. Adult Learning Theories, Professional Development, and Diversity (Worksheet: Mar 16)
  - d. Barriers Associated to Moving to a Developmental Supervision Process (Worksheet: Mar 30)
  - e. Developmental Supervision Approaches and Direct Assistance Models (Worksheet: Apr 6)
2. Progressive Discipline Documentation: FRISK (Mar 9)
3. Developmental Supervision Proposal (Apr 20)

## GRADING

Grading for this course is explained below. Specific assignment assessment rubrics can be found with the assignment description on page 12. Unacceptable projects/papers are those that do not meet the requirements of the class assignment.

Grades will be determined by the following weighted formula:		Points
Discussion Participation		15
Progressive Discipline Documentation: FRISK		25
1. Documentation of a Conference	(5)	
2. Written Warning	(5)	
3. Letter of Reprimand	(5)	
4. Suspension	(5)	
5. Dismissal	(5)	
Developmental Supervision Proposal		60

Course grades will be based upon a percentage of the total possible course points:  
 90 – 100 = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D; below 60 = F

## FIELD EXPERIENCE

[Field experience](#) is not a specific requirement of this course but rather a program requirement for principal and superintendent licensure (field experience is not a requirement for those students seeking an emphasis in higher education or international educational leadership). Please refer to the Department's website for additional information.

Applied learning with best practices for educational leadership is an expectation of the field experience. The field experience provides each student with the opportunity to bring together leadership theory and practice in actual educational environments. Each student is required to secure support from a K-12 administrator who will act as a mentor to the student through the student's field experience in leadership activities.

10.58.705(g) of the Montana Professional Educator Preparation Program Standards (PEPPS) notes that successful candidates:

complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

To address this standard, the Department of Educational Leadership redesigned field experience expectations for students in either the M.Ed. or Licensure/Endorsement program. These field experience expectations are described on the Department's Website which can be accessed from the link at the beginning of this section.

Examples of appropriate field experiences associated with this course are, but not limited to:

- Conducting a clinical supervision cycle with a colleague (required).
- Interviewing an administrator or administrators regarding the realities of progressive discipline with employees.
- Interviewing an administrator or administrators regarding their impressions of Montana's Educator Performance Appraisal System (EPAS). That is, what are the strengths, weaknesses, and challenges of EPAS?
- Interview a representative from the classified and/or certified union regarding their perceptions of employee discipline and the role of the union.
- Interview a teacher formally disciplined by an administrator to gain an understanding of the experience from their perception.

## PREPARING ASSIGNMENTS TO SUBMIT

### Key Points

1. Refer to each assignment's description and assessment rubric
2. Follow APA 7<sup>th</sup> Edition Format ([The Owl at Purdue](#))
  - a. **Double line spacing throughout**
  - b. Provide citation information when paraphrasing (author's last name, publication date)
    - i. Direct quotations require author, publication date, and page identifier
  - c. APA uses past tense for published works
  - d. APA uses the Oxford comma (comma before the word "and")
  - e. Page number noted in the heading (top right-hand corner: format provided in the assignment template)
  - f. Academic works use indented paragraphs and left justification rather than the block format and full justification used by business.
  - g. When citing works with three or more authors:
    - i. List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.
      - (Kernis et al., 1993)
      - Kernis et al. (1993) suggested ...
    - ii. In et al., et should not be followed by a period. Only "al" should be followed by a period.
  - h. References: Follow the format used for the course syllabus references (p. 24).
    - i. References title centered with bold upper and lower case
      - Reference format is hanging indent, double spaced, no extra space between references

- ii. When citing class PPT content, use:  
*In References:*  
 McCaw, W. P. (2023, Spring). Supervision and evaluation of public school educators [PowerPoint slides]. University of Montana.  
<https://moodle.umat.edu/course/view.php?id=59336>  
  
*In Text:*  
 (McCaw, 2023, Class #, Slide #)
- i. APA Deviations
  - i. Font = Calibri (Body), 10.5 point (Word Default) or Times New Roman 10 or 12 point font
  - ii. No Running Head
  - iii. No Abstract
- 3. Utilize the provided assignment templates on all assignments including the assessment rubric (these are provided in the “Assignments” area of the Moodle Shell).

## SUBMITTING ASSIGNMENTS

### Using Assignment Templates

Assignments must use the assignment templates which are located in the Moodle course shell within “Assignments” and can be downloaded as a MSWord file. These templates contain the important elements of each assignment. Leave the assessment rubric and headings as part of the assignment as feedback will be provided using the rubric and headings. **You need to add your name and student number to the cover page, and then rename the file using the format and names noted below.**

### File Naming Format

**Save your documents using the format, assignment names, and spacing listed below.** Please follow the provided format and spell each assignment as it is in the example. Color has been provided only to clarify the three components of **course and semester**, **assignment**, and **student name**; it is understood that your saved assignment will not be in color. Your saved assignment should contain the following information in the order provided in the example for the student Jerri Smith.

**EDLD 552 Sp23 Assignment [Your Last Name] [Your First Initial]**

Example for Jerri Smith:

EDLD 552 Sp23 SupStruct Smith J  
 EDLD 552 Sp23 SupEval Smith J  
 EDLD 552 Sp23 Adult Smith J  
 EDLD 552 Sp23 Barriers Smith J  
 EDLD 552 Sp23 DevSup Smith J  
 EDLD 552 Sp23 FRISK Smith J  
 EDLD 552 Sp23 Sup Prop Smith J

## ASSIGNMENT DESCRIPTION AND ASSESSMENT RUBRIC

**Students, whose program emphasis is higher education or international educational leadership, rather than school principal or superintendent, are encouraged to modify assignments to better align with their area of focus.**

In addition to the assigned readings, expectations of class participation, and adherence to the *Professional Standards for Student Performance*, each student will be required to complete the following:

### **Progressive Discipline Documentation: FRISK**

This assignment requires you to use a scenario (a fictitious scenario may be easier) that begins with documenting a conference pertaining to a specific employee behavior. Subsequent to the conference repeated behaviors of the same, or similar behavior, progress to an eventual recommendation for termination. At a certain point, the continued behavior escalates into insubordination.

These five correspondences (use either block or indented format), demonstrating the progressive discipline elements of FRISK and evidence in each piece of correspondence that the employee was afforded due process, will be submitted as one assignment with five separate letters/memos.

Correspondence documenting:

1. Documentation of a Conference
2. Written Warning
3. Letter of Reprimand
4. Suspension
5. Recommendation for Termination

## Assessment Rubric: Progressive Discipline Documentation (FRISK)

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Points</b>
<b>Memo documenting a conference</b>	<b>5 POINTS</b> All 5 components of FRISK are articulated without the use of vague or confusing language and provides evidence of due process	<b>4 POINTS</b> FRISK components are addressed although the language is vague, confusing, or missing evidence of due process	<b>3-0 POINTS</b> There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	<b>5 PTS</b>
<b>Memo documenting an official "Written Warning"</b>	<b>5 POINTS</b> All 5 components of FRISK are articulated without the use of vague or confusing language and provides evidence of due process	<b>4 POINTS</b> FRISK components are addressed although the language is vague, confusing, or missing evidence of due process	<b>3-0 POINTS</b> There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	<b>5 PTS</b>
<b>Memo documenting a "Letter of Reprimand"</b>	<b>5 POINTS</b> All 5 components of FRISK are articulated without the use of vague or confusing language and provides evidence of due process	<b>4 POINTS</b> FRISK components are addressed although the language is vague, confusing, or missing evidence of due process	<b>3-0 POINTS</b> There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	<b>5 PTS</b>
<b>Memo documenting a "Suspension"</b>	<b>5 POINTS</b> All 5 components of FRISK are articulated without the use of vague or confusing language and provides evidence of due process	<b>4 POINTS</b> FRISK components are addressed although the language is vague, confusing, or missing evidence of due process	<b>3-0 POINTS</b> There is some evidence of FRISK being attempted but the articulation is incomplete and confusing	<b>5 PTS</b>
<b>Notification of a recommendation for "Termination"</b>	<b>5 POINTS</b> All 5 components of FRISK are articulated without the use of vague or confusing language and provides evidence of due process	<b>4 POINTS</b> FRISK components are addressed although the language is vague, confusing, or missing evidence of due process	<b>3-0 POINTS</b> There is some evidence of FRISK being attempted but the articulation is incomplete and confusing (Note: no points will be given if the letter notes termination (or dismissal) instead of a notification that you will be recommending termination to the superintendent)	<b>5 PTS</b>

## Developmental Supervision Proposal

Write a scholarly paper proposing to implement a developmental supervision process in your organization. **Use the assignment template located in the course shell under “Assignments.”** The final Developmental Supervision Proposal paper will consist of the sections noted below (leave the section headings in as part of the proposal), follow the APA 7<sup>th</sup> Edition style guidelines, and be no longer than **16 pages without the title page, assessment rubric, and references**. Remember to add transition sentences between the sections. To complete the following sections, you may need to either expand or reduce the information contained in your worksheets.

**Note: This is the EDLD 552 Benchmark for the M.Ed. Professional Portfolio**

### Developmental Supervision Proposal Sections:

#### Introduction (1-2 paragraphs)

Describe what will be addressed in the paper.

#### Benefit to the Organization and Supervision Structure Critique (2 pages)

Briefly articulate the benefits of a Developmental Supervision Plan to your Organization’s Improvement Plan (OIP) (see [ARM 10.55.601](#)) or vision/mission/strategic plan/stated goals. That is, note a specific vision/mission/strategic plan/stated goals and describe how a developmental supervision model will assist the organization in realizing its goal. In this description, note why the connection to an organizational goal is important. You want to describe how developmental supervision supports an existing goal or goals. If you are not currently in an organization that has published vision/mission/strategic plan/stated goals, you can access the [Missoula County Public School’s 5 Year Strategic Plan](#).

And, using either your current or past experience of supervision (or evaluation), critique (noting the strengths and weaknesses) this experience by describing the process and comparing it to what you know about developmental supervision at this point in the course. This sub-section should be a general critique and not address a specific experience you had. It is possible to write this section in the third person point of view.

#### Differences between Supervision and Evaluation (2 pages)

Describe the differences between supervision and evaluation in a manner that clearly distinguishes one from the other.

#### Adult Learning Theories, Professional Development, and Diversity (4 pages)

Describe at least two adult learning theories and how these theories can be used to support a developmental supervision plan.

**(This sub-section should not exceed 2 pages)**

Include a description of the essential elements of effective professional development and how these “best practices” can be used as part of a developmental supervision plan and address the issue of diversity in schools as it pertains to teacher considerations.

**(This sub-section should not exceed 2 pages)**

#### Developmental Supervision Approaches and Direct Assistance Models (6 pages)

Articulate the four Supervisory Approaches used within the Developmental Supervision model and the considerations (levels of abstraction and commitment) associated with choosing each supervisory approach.

**(This sub-section should not exceed 3 pages)**



In addition, describe at least four Direct Assistance Models discussed in the class content (three from the Class PPTs and one additional model) and how each model can be used within the Developmental Supervision framework.

**(This sub-section should not exceed 3 pages)**

Barriers Associated with Moving to a Developmental Supervision Process (2 pages)

Discuss at least two barriers (e.g. time, money, etc.) to the acceptance of Developmental Supervision and your recommendations to address or remove these barriers. (This information is not in the text or PPTs.)

Conclusion (1-2 paragraphs)

Summarize the main points of the paper and make a final statement.

### **Developmental Supervision Worksheets**

To assist your understanding of the course content, there will be one short paper (Differences between Supervision and Evaluation) and four worksheets that you will need to complete. The worksheets will ask for information essential to the specific section and is not a formal paper response and requires only brief bulleted responses. Information from the worksheets will inform the final content for each section.

- 1 *Benefit to the Organization and Supervision Structure Critique*  
Any proposal must align with existing vision/mission/strategic goals to be considered. This section articulates the vision/mission/strategic goals that a proposed developmental supervision model will enhance/address.  
  
Since this is the first of the proposal sections, your understanding of the benefits may change by the end of the course thereby requiring revisions.
- 2 *Differences between Supervision and Evaluation*  
There will not be a worksheet for this section but rather you will submit a short paper (not to exceed 2 pages without the cover page, assessment rubric, and references). This paper will provide the opportunity for you receive my feedback regarding the content of this paper, your use of APA, and your writing.
- 3 *Adult Learning Theories, Professional Development, and Diversity*
- 4 *Developmental Supervision Approaches and Direct Assistance Models*
- 5 *Barriers Associated with Moving to a Developmental Supervision Process*

**Assessment Rubric: Developmental Supervision Proposal**

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>60PTS</b>
<b>How a developmental supervision (DS) process will benefit the organization by connecting DS to an organization's improvement process (OIP) and a critique of the existing supervision structure.</b>	<b>6-POINTS</b> Articulated connection to DS and the SIP as well as a critique (strengths & weaknesses) of the existing supervision structure	<b>5 POINTS</b> Benefits to an organization articulated but the connection to the SIP is weak and/or weak critique of the existing supervision structure	<b>4-0 POINTS</b> Articulation of benefits and the existing supervision structure is either weak and/or not articulated	<b>6PTS</b>
<b>The distinction between supervision and evaluation</b>	<b>12 POINTS</b> The distinction between supervision and evaluation is clear	<b>11-9 POINTS</b> The distinction between supervision and evaluation is made but in a cursory manner	<b>8-0 POINTS</b> The distinction between supervision and evaluation is not clear and/or confusing	<b>12PTS</b>
<b>The relationship of developmental supervision (DS) to adult learning theories, best practices regarding professional development (PD), and the issue of diversity.</b>	<b>12 POINTS</b> Articulates the proper use of adult learning theories in relation to DS as well as a clear connection to PD best practices and issues of diversity	<b>11-9 POINTS</b> Connection is attempted but the relationship is not fully articulated and/or PD or diversity connection is not clear	<b>8-0 POINTS</b> Connection to DS and/or PD or diversity is not articulated or mentioned in a cursory manner	<b>12PTS</b>
<b>An articulation of developmental supervision (DS) including Direct Assistance Models (DAM).</b>	<b>12 POINTS</b> DS is described in a manner that demonstrates a complete understanding of DS and articulates the four Direct Assistant Models discussed in the class content.	<b>11-9 POINTS</b> The majority of the of DS components are mentioned but a complete understanding is not demonstrated and/or Direct Assistance models are weakly described	<b>8-0 POINTS</b> Components of DS and DAM are addressed (or lacking) but in a manner that does not demonstrate an understanding	<b>12PTS</b>

<p><b>Identification of barriers associated with moving to a developmental supervision (DS) process and recommendations to remove those barriers.</b></p>	<p><b>12 POINTS</b></p> <p>Barriers to implementation noted and thoroughly addressed</p>	<p><b>11-9 POINTS</b></p> <p>Barriers to implementation briefly mentioned with weak recommendations</p>	<p><b>8-0 POINTS</b></p> <p>Barriers and recommendations mentioned in a cursory manner</p>	<p><b>12PTS</b></p>
<p><b>American Psychological Association (APA) writing style and the inclusion of an introduction, transitions between sections, and a conclusion</b></p>	<p><b>6 POINTS</b></p> <p>APA is followed w/minimal errors and the writing style does not detract from the paper. Paper contains an introduction, transitions between sections, and a conclusion</p>	<p><b>5 POINTS</b></p> <p>APA and/or writing errors begin to detract from the paper. Paper is missing an introduction, and/or transitions between sections, and or a conclusion</p>	<p><b>4-0 POINTS</b></p> <p>APA is attempted (or not) and/or writing errors detract from the paper. Paper is missing an introduction, and/or transitions between sections, and or a conclusion</p>	<p><b>6PTS</b></p>

## Appendix A

### Professional Standards for Student Performance

---

---

Graduate students in the Department of Educational Leadership at the University of Montana are expected to:

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

Failure to demonstrate the aforementioned qualities on a consistent basis may result in removal from classes and/or the Educational Leadership Program.

---

---

## Appendix B

### Accreditation Information

#### CONCEPTUAL FRAMEWORK

The Professional Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

#### *CF1 Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will apply previous course content, outside reading, and personal experiences as they interact with the various leadership theories and organizational components.*

#### *CF2 Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students are expected to contribute to the learning community and successfully participate in a variety of group activities.*

#### *CF3 Respect for Diversity and Individual Worth*

By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. Students are expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated and discussion is supported by informed opinion.*

#### MISSION ALIGNMENT

The Department of Educational Leadership has aligned itself with the mission of University of Montana-Missoula and the Phyllis J. Washington College of Education. The following mission statements demonstrate this alignment. Learning activities in this course have been designed to address appropriate areas of these mission statements.

##### University of Montana-Missoula Mission

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational

experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

#### Phyllis J. Washington College of Education Mission

The Phyllis J. Washington College 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 Vision

The faculty members and the numerous graduates of the Department of Educational Leadership will be a guiding force in education throughout the second decade of the 21st century.

#### Educational Leadership Mission

We empower individuals to challenge the future.

By:

- preparing professionals for leadership based on research of best practices.
- helping individuals to see a better future.
- developing a future focused role for leaders.
- preparing leaders to invent their future and the future of others.
- influencing individuals to realize what could be.
- preparing people for an uncertain world.
- preparing leaders to realize a better future.
- applying theory to practice.

## STANDARDS FOR SCHOOL LEADERS

The Administrative Rules of Montana (ARM) 10.58.705 specify the standards for the education of supervisors, principals, and superintendents through the Professional Educator Preparation Program Standards and Procedures (PEPPS). The PEPP Standards are used to guide courses in Educational Leadership.

Montana Professional Educator Preparation Program Standards (PEPPS)

[10.58.705](#) School Principals, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision;

(ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change

theory, and use professional leadership behaviors including self-awareness and reflective practice;

(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

(iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaptation;

(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory;

(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

(iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning;

(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;

(ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and

(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and:

- (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;
  - (ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and
  - (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;
- (e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:
- (i) ensure a system of accountability for every student's academic, social, and emotional success;
  - (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;
  - (iii) safeguard the values of democracy, equity, and diversity; and
  - (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;
- (f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources.



## Appendix C

### References

- Andelson, S. J. (2001). *FRISK documentation model: Practical guidelines for evaluators in documenting unsatisfactory employee performance*. Gardena, CA: Sunset Printing.
- Aronofsky, D., & Manley-Coburn, K. (2000). *Montana education law handbook: For administrators, teachers, school board members and parents*. Bulverde, TX: Omni
- Association for Supervision and Curriculum Development (Producer). (2002). *Improving instruction through observation and feedback* [video series]. (Available from Association for Supervision and Curriculum Development, 1703 North Beauregard Street, Alexandria, VA 22311-1714).
- Borich, G. D. (2003). *Observation skills for effective teaching* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Brookfield, S. (1986). *Understanding and facilitating adult learning*. San Francisco: Jossey-Bass.
- Budge, K. M. & Parrett, W. H. (2018). *Disrupting poverty: Five powerful classroom practices*. Alexandria, VA: ASCD.
- Cogan, M. (1973). *Clinical supervision*. Boston: Houghton Mifflin.
- Covey, S. R., Merrill, A. R., & Merrill, R. R. (1994). *First things first*. New York: Simon & Schuster.
- Covey, S. R. (1990). *Principle-centered leadership*. NY: Summit.
- Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. NY: Fireside.
- Danielson, C. (1996). *Enhancing Professional Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Princeton, NJ: Educational Testing Service.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group.
- (This book is accessible to educators for no cost from the Danielson Group:  
<http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/danielson-teacher-rubric.pdf>)

- Embretson, G., Ferber, E., & Langager, T. (1984). Supervision and evaluation: Helping teachers reach their maximum potential. *NASSP Bulletin*, 68: 26-30. Doi: 10.1177/019263658406846904
- Festinger, L. (1957). *A theory of cognitive dissonance*. Stanford, CA: Stanford University Press.
- Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. New York: Falmer.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2001) *SuperVision and instructional leadership: A developmental approach* (5<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2013). *The basic guide to supervision and instructional leadership*: (3rd ed.). Boston: Pearson.
- Goldhammer, R. (1969). *Clinical supervision: Special methods for the supervision of teacher* (3<sup>rd</sup> ed.). Fort Worth: Harcourt Brace Jovanovich.
- Guskey, T. R. (2002). Does it make a difference? Evaluating professional development. *Educational Leadership*, 59 (6), 45-51.
- Helgesen, S. (1996). Leading from the grass roots. In F. Hesselbein, M. Goldsmith, & R. Beckhard (Eds.), *The leader of the future* (pp. 19-24). San Francisco: Jossey-Bass.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work*. (2nd ed.). New York: John Wiley & Sons.
- Herzberg, F. (1966). *Work and the nature of man*. New York: World Publishing.
- Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning centered guide*. Boston: Allyn & Bacon.
- Hyman, R. T. (1975). *School administrator's handbook of teacher supervision and evaluation methods*. Englewood Cliffs, NJ: Prentice Hall.
- Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership* 40(1): 4-10.
- Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to Andragogy* (2<sup>nd</sup> ed.). Chicago: Association/Follett.

- Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (1993). *Credibility; How leaders gain and lose it, why people demand it*. San Francisco: Jossey-Bass.
- Learning Forward. (2012). *Standards for Staff Development*. Retrieved August 24, 20112), from <http://www.learningforward.org/>
- Marczely, B. (2001). *Supervision in education: A differentiated approach with legal perspectives*. Gaithersburg, MD: Aspen.
- McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.
- Mezirow, J. M. (1981). A critical theory of adult learning and education. *Adult Education* 32(1): 3-24.
- Mezirow, J. M., & Associates (1990). *Fostering critical reflection in adulthood. A guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass.
- Mezirow, J. M. (2000). Learning to think like an adult: Core concepts of transformation theory. In J. M. Mezirow & associations (Eds.). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.
- Murphy, J. (1992). Effective schools: Legacy and future directions. In D. Reynolds, & P. Cuttance (Eds.), *School effectiveness: Research, policy, and practice* (pp.164-170). London: Cassell.
- Oliva, P. F. (1989). *Supervision for today's schools*. (3<sup>rd</sup> ed.). New York: Longman.
- Oliva, P. F., & Pawlas, G. E. (1997). *Supervision for today's schools*. (5th ed.). New York: Longman.
- Parrett, W. H. & Budge K. M. (2012). *Turning high-poverty schools into high-performing schools*. Alexandria, VA: ASCD.
- Reddin, W. J. (1967). The 3-D management style theory: A typology based on task and relationships orientations. *Training and Development Journal*, 21(4) P. 8-17.
- Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. New York: Doubleday.
- Sergiovanni, T. J., & Starratt, R. J. (1988). *Supervision: Human perspectives*. (4<sup>th</sup> ed.). NY: McGraw-Hill.

- Sergiovanni, T. J., & Starratt, R. J. (1998). *Supervision: A redefinition*. (6<sup>th</sup> ed.). Boston: McGraw-Hill.
- Smith, D. K. (1996). The following part of leading. In F. Hesselbein, M. Goldsmith, & R. Beckhard (Eds.), *The leader of the future* (pp. 199-207). San Francisco: Jossey-Bass.
- Snow-Renner, R., & Lauer, P. A. (2005). *Professional development analysis* (Electronic Version). Denver, Co: Mid-continent Research for Education and Learning.
- Snowden, P. E., & Gorton, R. A. (2002). *School leadership and administration* (6th ed.). New York: McGraw-Hill.
- Snowden, P. E., & Gorton, R. A. (2007). *School leadership and administration* (6th ed.). New York: McGraw-Hill.
- Sousa, D. A. (2003). *The leadership brain: How to lead today's schools more effectively*. Thousand Oaks, CA: Corwin.
- Sousa, D. A. (2011). *What principals need to know about the basics of creating brain-compatible classrooms*. Bloomington, IN: Solution Tree.
- Strong, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wood, F., Killian, J., McQuarrie, F., & Thompson, S. (1993). *How to organize a school-based staff development program*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wiles, J. & Bondi, J. (2004). *Supervision: A guide to practice*. (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Wilmot, W. W., & Hocker, J. L. (2001). *Interpersonal conflict* (6<sup>th</sup> ed.). NY: McGraw-Hill.