Notice: All information pertaining to this course, including course policies, is subject to being changed until the first day of the semester.

WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
EDAD 686 – PRINCIPLES OF SUPERVISION
Three Semester Graduate Hours
Syllabus
On-Demand Web-based Course
(to be completed in a nine-month period)
See course assignment calendar at the end of this syllabus for additional information.

Instructor:
Dr. Gary Houchens, Professor
Department of Educational Administration, Leadership, and Research
GRH 3087
Western Kentucky University
1906 College Heights Blvd. #41031
Bowling Green, KY 42101-1031
Office Phone: (270) 745-4999   Cell: (270) 799-9081
Email: gary.houchens@wku.edu

COURSE INFORMATION

Course Description
This course investigates the instructional aspect of school administration; organization, problems, principles, and techniques of improving in-service training for teachers. The focus will be upon the role of the instructional leader in advocating, nurturing, and sustaining a school/school district culture and instructional program conducive to student learning and staff professional growth.

Rationale
It is essential that instructional leaders at both the district and local school level understand supervision as a proactive process and be able to apply the concept to supervisory practice. System leaders have the responsibility for instructional leadership in their schools. This may entail turning around a school or creating a higher performing school – often in challenging circumstances. The task of instructional leadership requires administrators to maintain a knowledge base that allows them to work with many constituencies in creating a school and school community that supports their mission.

Purpose
The purpose of this course is to examine the implications of effective supervision related to the daily operations of schools and school districts.

Learning Targets (Course Objectives)
1. I can use the Internet and applicable electronic/online resources to access relevant instructional leadership and supervision information.
2. I can demonstrate and articulate knowledge of effective supervisory skills and models.

3. I can demonstrate and articulate knowledge of the teacher assessment and evaluation process (formal and informal) as performed in my home school district.
4. I can articulate and apply concepts of more effective professional development and professional learning models/experiences.
5. I can apply current principles of instructional supervision/leadership.
6. I can demonstrate an understanding of the supervisor's role in the educational change process.
7. I can demonstrate effective communication skills.
8. I can demonstrate basic skills in the use of the American Psychological Association (APA) **6th edition** writing and formatting guidelines.

CCSSO Professional Standards for Educational Leaders (formerly *ISLLC Standards*)
Students will understand and exhibit knowledge of:
1. effective communication (Standard 2e, 8c)
2. effective consensus-building and negotiation skills (Standard 6f, 7c, 7d, 7e)
3. principles of effective instruction (Standard 4c, 4d)
4. adult learning and professional development models (Standard 6c, 7a, 7f)
5. the change process for systems, organizations, and individuals (Standard 10)
6. human resources management and development (Standard 2a, 6a, 7e, 7h, 9b, 9c, 9e)
7. the conditions and dynamics of the diverse school community (Standard 1c, 2d, 2e, 3, 5f, 8f)
8. the purpose of education and the role of leadership in modern society (Standard 1)

Required Text:
Pajak, E. (2003). *Honoring diverse teaching styles: A guide for supervisors*. Alexandria, VA: ASCD.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: APA.

Hattie, J. (2009). *Visible learning*. Thousand Oaks, CA: Corwin.

Hattie, J. (2012). *Visible learning for teachers*. Thousand Oaks, CA: Corwin.

Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers.*

Lapid-Bogda, G. (2010). *Bringing out the best in everyone you coach: Use the Enneagram system for exceptional results.* New York, NY: McGraw-Hill.

Lapid-Bogda, G. (2004). *Bringing out the best in yourself at work: How to use the Enneagram system for success.* New York, NY: McGraw-Hill.

Marzano, R.J., Frontier, T., Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.*

Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.

McCann, T.M., Jones, A.C., & Aronoff, G.A. (2012). *Teaching matters most*. Thousand Oaks, CA: Corwin.

Palmer, P.J. (1998). *The Courage to teach.* San Francisco, CA: Jossey-Bass.

Schmoker, M. (2016). *Leading with focus.* Alexandria, VA: ASCD.

Recommended Online Resources (not an exhaustive list):

American Psychological Association (APA): http://www.apastyle.org

Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/owl/

Sample APA paper on the OWL website:
https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Son of Citation Machine: http://www.citationmachine.net/apa/cite-a-book

Course Topics
Topics to be addressed include, but are not limited to, the process of supervision: leadership, effective instruction, group dynamics, supervisory practices, professional development, the relationship between teachers and supervisors, and the distinct functions of supervision and evaluation.

Course Organization and Expectations
This course is designed on the assumption that learning is something in which we, as adult learners, actively engage by choice, have a commitment to, and for which we accept responsibility. The format of the class will be that of a community of scholars, each with her/his rights and responsibilities of membership.

Instructional Methods and Activities
The course relies heavily on discussion, group work, written work, and papers/projects presented and evaluated in the Blackboard environment. A primary focus will be upon active engagement as adult learners; therefore, regular attendance and participation are expected. If an absence is unavoidable, it should be cleared prior to class, or immediately after the absence, with the instructor.

Primary Course Assignments (Rubrics for all applicable assignments are forthcoming via the Blackboard course site.)

1. Blackboard Modules – Written Responses
Respond to readings (either from the textbook or supplemental readings provided by instructor) in responses to a variety of prompts.

Written responses will require *individual* analysis, discussion and application.

2. Professional Learning Activity

Use Learning Forward's *Seven Standards for Professional Learning* (the basis for Kentucky's Professional Learning Standards) as a foundation for crafting a professional learning experience based on data from your school/district.

3. Literature review summary

Reflect on three of the topics covered in, or connected to, the course. Adhere to APA 6th edition conventions.

Grading Scale
This course utilizes a standards-based approach to student assessment. Assignments are not worth point values as in a traditional class. Rather, feedback is provided to students relative to their progress toward mastery of the learning targets that define the content and skills students should know and be able to do at the conclusion of the course. All assignments are designed to introduce students to these concepts and skills and allow them to use new knowledge and practice new skills until mastery of each learning target is demonstrated.

The final letter grade for the course will be assigned based on the following scale (also refer to previous learning target section):

A = All learning targets mastered

B = Targets 1-2 and 4-6 mastered, and at least two other targets partially mastered
C = Targets 1-2 and 4-6 mastered, and at least one other target partially mastered
D = Targets 1-2 and 4-6 mastered, but no other targets mastered
F = Any targets 1-2 or 4-6 not mastered, and no other targets mastered

See the forthcoming learning target-assignment crosswalk, provided by the instructor, for additional information (available via the Blackboard course site.)

Assignment Format
As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing. Those expectations apply to this course (see learning targets). Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, and 1.0" margins (left/right and top/bottom). All materials should be proofread for accuracy. In accordance with the policies of the Department of Educational Administration, Leadership, and Research, APA **6th edition** style will be used for all papers and written assignments unless otherwise indicated by the instructor. Oral presentations should be clear and grammatically correct. **All documents are to be submitted electronically as <u>Microsoft Word</u> (*not* PDF) documents; assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Plagiarism Policy
Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Before receiving a grade in this course, students will be required to verify in writing that they have completed the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules -
http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing.

or Indiana University's Plagiarism and Academic Integrity -
http://edtech.wku.edu/~counsel/policies/plagiarism-and-academic-integrity.htm.

Academic Dishonesty
Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action that may result in permanent disqualification from the program.

Attendance, Participation, and Communication
Effective learners demonstrate classroom behaviors that enhance (a) the professor's ability to conduct the class and (b) the ability of students to benefit from the instructional process. Regular attendance and participation in class are essential for success in this course. Learners are expected to complete all assigned readings and be prepared to participate in class activities and discussions.

A student's final grade for the course will be adversely affected by lack of attendance (including coming in late and/or leaving early), lack of participation in class activities and/or failure to complete graded/non-graded assignments. Additionally, any behavior which is disruptive or interferes with other students' learning is not acceptable and will result in loss of points for class participation. Cellular phones need to be silenced and stored during class sessions. If there is a situation where a candidate legitimately needs access to a beeper/cellular telephone during class, please notify the professor. The instructor may allow electronic devices (such as iPads, laptops, and tablets) to be utilized for instructional purposes related to the course.

The instructor will utilize the WKU e-mail as the primary means to contact students outside of class. Students are expected to check their University e-mail on regular business days (Monday-Friday) to receive information or notices from the instructor.

Students may have personal and professional conflicts with scheduled class meetings. Students must prioritize and make decisions related to scheduling conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. It is the student's responsibility to secure materials, notes, and assignments for all classes missed.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Requirements
Students should have access to the Internet and e-mail and should check WKU e-mail and the course Blackboard site daily between class sessions. Please contact the IT Helpdesk for technical problems related to Blackboard at (270) 745-7000.

Statement of Diversity
The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is (270) 745-5004. TTY is (270) 745-3030.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Safety and Evacuation
Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Course Adjustments
The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, though, unless proper, timely, and prior notice is given to the students.

EDAD 686 Course Assignment Schedule
On-Demand Calendar (all modules due at once)
Date last modified 11/18/20

Module Number	Activities or Discussion Topics
1	Read *Honoring Diverse Teaching Styles,* chapters 1-4. Respond to written prompt: Personalizing the clinical cycle
2	Read *Honoring Diverse Teaching Styles,* chapter 5-6 Respond to written prompt: Communicating effectively as a supervisor
3	Read *Honoring Diverse Teaching Styles,* chapter 7 Respond to written prompt: Perspective as a supervisor
4	Supplemental readings/videos (provided) Professional Learning Activity
5	Supplemental reading (provided) Respond to written prompt: Teacher induction and mentoring
6	Supplemental reading (provided) Respond to written prompt: Instructional coaching and feedback
7	Supplemental reading (provided) Respond to written prompt: Supervising teaching or supervising learning? *Visible Learning* implications.
8	Supplemental reading (provided) Respond to written prompt: Synthesis – A "Focused" suggested implementation
9	Literature summary *See Blackboard course site for guidelines.*

All modules must be completed within nine months of registering for the course to receive a grade. See grading scale and learning target/assignment crosswalk for further details.