Western Carolina University
College of Education and Human Development
Department of Human Services

EDSU 605
Principles of Supervision

INSTRUCTOR
Office hours:
E-mail:

CATALOGUE COURSE DESCRIPTION
Purposes and philosophies of supervision; basic laws of human relationships, concepts of leadership and change; the change-agent role in instructional improvement.

GENERAL OBJECTIVES
- To develop knowledge, dispositions and performances essential for instructional leadership
- To develop an awareness of basic concepts of supervisory practice in education
- To increase knowledge of student learning, including applied learning theories, principles of effective instruction, and the implications of diversity for learning
- To increase knowledge of adult learning and professional development models that promote a positive school culture and student success
- To integrate effective supervisory practices into school improvement models, in order to lead capacity building
- To develop interpersonal communications skills essential for effective supervision
- To develop a personal philosophy of supervisory practice

SPECIFIC OUTCOMES
By the end of this course, students will be able:
- To use the PLC process to plan and implement a school improvement project, including leading a group to frame a problem, gather baseline data about the problem, design and implement an intervention, and gather formative data
- To foster the development of effective work teams using appropriate team building and conflict resolution strategies
- To use appropriate strategies for continuous improvement, related to a school improvement project, including leading study groups, looking at student work, conducting and sharing data from supervisory walkthroughs, facilitating teacher learning walks and reflective dialogue, instituting orientation and mentoring programs, and facilitating needs-responsive, job-embedded professional development
- To use teacher evaluation as a professional growth process to build capacity
- To use cognitive coaching techniques in a variety of settings to foster higher level thinking on the part of teachers, students, and the wider community

REQUIRED TEXTS
Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. (You should have this book from a previous class.)

In addition, you are responsible for using APA style in all papers prepared for this and other MSA classes. Information about purchasing *Concise Rules of APA Style* are found at: [http://books.apa.org/books.cfm?id=4210000](http://books.apa.org/books.cfm?id=4210000)

You may also access APA style on a variety of web sites.

**Additional Reading will be distributed in class or via the Blackboard course shell.**

**Schedule of Topics**
(Note: This schedule may be adjusted, depending on student needs.)

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
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| A      | Overview of Course  
Establishing norms for a learning community  
What is supervision?  
What is the role of a supervisor? |
| B      | Supervision that Promotes Collaboration:  
Building Professional Community  
Establishing norms for a PLC  
Learning through Job Embedded Professional Development  
Learning through Teamwork  
Learning through Study Groups |
| C      | Application: Study Group on Best Practices in Instruction  
Instructional Practices that Work  
Formative Assessment  
Classroom Management |
| D      | Learning through Observation and Reflection  
Looking at Student Work  
Supervisory Walkthroughs  
Teacher Learning Walks |
| E      | Cognitive Coaching and other supervisory skills for facilitating collaborative learning |
| Break  | Break  
Complete supervisory walkthroughs and teacher learning walks  
Work on group presentations on School Improvement Project and PLC strategies  
Develop orientation and mentoring plan |
| F      | Application  
Reports on supervisory walkthroughs and Teacher |
Learning Walks
Presentations on orientation and mentoring plans

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<th>G</th>
<th>Leading Individual Learning</th>
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<tr>
<td></td>
<td>Formative Teacher Observation, Coaching, Evaluation</td>
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| H | Synthesis, reflection, goal setting, evaluation |

Class Attendance and Participation
Because this class is designed to model a “community of learners” similar to the culture you will be expected to develop in a school, it is essential that you attend all classes and participate actively with your colleagues. Your attendance for the full class period is expected, and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Students with two or more absences are unlikely to earn a grade higher than B.

CRITERIA FOR EVALUATION
Your grade in this course is based on the following:

Participation 40%
Participation includes active participation in small and large group discussions and completing all assigned preparatory tasks. You will complete a self-assessment of your participation as well as an assessment of your colleagues. I will also assess your participation in online discussions.

Projects 40%
The competency “written expression” is essential in promoting strong home/school relations, building a sense of trust, promoting a positive image of the professional and the school and putting into operation the competencies of organizational oversight and implementation skills, among others. Therefore, all projects will be read for grammar, spelling, proofing and format. The content of the project must reflect management and leadership skills gained through a combination of two or more categories of sources such as reading, research, class and small group discussion and mentor collaborations. Citations must be included in the final products. Please use APA style, accessible on line.

Individual Reflections 20%
Inquiry, reflection, observation and analysis are all integral components of the University’s conceptual framework for initial licensure programs. Further, it is the reflective process that assists the students in synthesizing knowledge and practice. Most importantly, instructional leaders must possess the skills to guide reflective dialogue among the members of the professional school community. Therefore, you will not only engage in individual reflection, but also you will participate in and lead reflective discussions. Guides for reflection will be provided.

Total points possible will be included with each assignment and will be indicated in the online Gradebook.

Grading scale is:
91%-100%=A
81%-90%=B
71%-80%=C
Below 71%=F

CONCEPTUAL FRAMEWORK STATEMENT
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding
principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course promotes the development of leadership for professional learning communities. Specific decision making models and skills are a major focus and students reflect verbally and in writing on those decisions. The needs of diverse learners as related to student achievement are an important part of the curriculum. Students are invited and encouraged to think about who they are as leaders, what experiences have shaped them and what they value about education and leadership.

**DIVERSITY STATEMENT**

Students explore the role of the educational leader in providing leadership in school to create climates and instructional strategies to meet the needs of diverse learners.

**POLICY ON ACADEMIC HONESTY**

Honesty is expected. The STRICTTEST university policy shall be followed in cases of any form of academic honesty. (See The Record and the Student Handbook for specific details at http://www.wcu.edu/studenthomepage/handbook)

Academic dishonesty includes:

A. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

B. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

C. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

D. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Using a paper or project from another class or student is unacceptable.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact: (828) 227-7234 for more information.

**SELECTED BIBLIOGRAPHY**

**Instruction**


**Professional Development**
School Improvement

Supervision and Evaluation