Western Carolina University  
College of Education and Human Development  
Department of Educational Leadership and Foundations

EDSU 605  
Principles of Supervision

Spring, 2010  
Monday-Friday  
Dec. 30-Jan. 8; March 1-9  
10:00 A.M.-1:00 P.M.

INSTRUCTOR  
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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 the 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 apply various models to the practice of supervision
- To develop interpersonal communications skills essential for effective supervision
- To develop a personal philosophy of supervisory practice

REQUIRED TEXTS

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

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>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Dec. 30</td>
<td>Overview of Course</td>
</tr>
<tr>
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<td>Establishing norms for a learning community</td>
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<td></td>
<td>What is supervision?</td>
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<td>What is the role of a supervisor?</td>
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<td>Dec. 31, Jan. 4, 5</td>
<td>Review of Best Practices in Instruction</td>
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<td>Instructional Practices that Work</td>
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<td>Formative Assessment</td>
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<td>Classroom Management</td>
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<td>Jan. 6</td>
<td>Gathering Data on Teaching and Learning</td>
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<td>Documents</td>
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<td>Observing classes</td>
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<td>Supervisory Walkthroughs</td>
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<td>Jan. 7, 8</td>
<td>Leading Collaborative Learning</td>
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<td>Cognitive Coaching and other supervisory skills for facilitating</td>
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<td>collaborative learning</td>
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<td>Strategies for Professional Learning Communities</td>
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<td>Teacher Learning Walks</td>
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<td>Jan. 9-Feb. 26</td>
<td>Break</td>
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<td>Complete supervisory walkthroughs and teacher</td>
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<td>learning walks</td>
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<td>Work on group presentations on PLC strategies</td>
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<td>March 1, 2</td>
<td>Application</td>
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<td>Reports on supervisory walkthroughs</td>
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<td>Complete presentations on PLC strategies</td>
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<td>March 3, 4</td>
<td>Leading Individual Learning</td>
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<td>Formative Teacher Observation, Coaching,</td>
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<td>Evaluation</td>
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<td>March 5, 8</td>
<td>Synthesis, reflection, goal setting, evaluation</td>
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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 STRICTEST 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