



**EDSU 605 Principles of Supervision  
Online Delivery via Blackboard 9 (Bb) and Face-to-Face March 9-16, 2019**

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<https://wcu.zoom.us/j/7438724113>

**Virtual or Phone Office Hours:**

Email anytime:  
I will respond within 24 hours

**Note: ALL official university correspondence with students will occur through Catamount email and students are expected to activate and use that account. Catamount email should be checked regularly throughout each week. Emails sent through the course come to/from your Catamount email address.**

**TEXTBOOKS AND OTHER REQUIRED MATERIALS**

**Assigned Readings—Provided within each unit in Blackboard. \*Additional readings may be posted in Blackboard as the course progresses to maximize student learning.**

Government of Jamaica Ministry of Education. (n.d.). *Mission and Vision Statement*.

<https://moey.gov.jm/about>

Government of Jamaica Ministry of Education. (n.d.) *35 Principals Trained in Inclusive School Leadership*. <https://moey.gov.jm/35-principals-trained-inclusive-school-leadership>

Harris, A. and Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31-34.

Jamaica Teachers' Association (n.d.). *Code of Ethics*.

<http://www.jta.org.jm/content/code-ethics>

- Khalifa, M. (2018). *Culturally responsive school leadership*. Harvard Press.
- Kruse, S. D. and Gray, J. A. (2019). *A case study approach to educational leadership. School, Family, and Community Partnerships, Involvement, and Engagement*. Routledge.
- National Policy Board for Educational Administration (NPBEA). (2018). *National Educational Leadership Preparation (NELP) Program Standards – Building Level*. Retrieved from: [www.npbea.org](http://www.npbea.org)
- Newman, M. (2013). Conceptualizations of school leadership among high school principals in Jamaica. *Journal of International Education and Leadership*, 3(3). <https://files.eric.ed.gov/fulltext/EJ1136030.pdf>
- Prime Minister Andrew Holness. (n.d.). *Our children must not be discriminated against, or deprived of their right to an education on the basis of their hairstyle*. <https://moey.gov.jm/our-children-must-not-be-discriminated-against-or-deprived-their-right-education-basis-their>
- Sensoy, O. and DiAngelo, R. J. (2012). *Is everyone really equal?: An introduction to key concepts in social justice education: Critical thinking and critical theory*. Teachers College Press.
- Sensoy, O. and DiAngelo, R. J. (2012). *Is everyone really equal?: An introduction to key concepts in social justice education: Prejudice and discrimination*. Teachers College Press.
- Stewart, H., Davenport, E. K., Lufti, G. (2006). An analysis of the professional development needs and preferences of Jamaican school principals. *International Journal of Educational Reform*, 15(4), 436-449.
- Shapiro, J. P. and Stefkovich, J. A. (2016). *Ethical leadership and decision making in education (4<sup>th</sup> ed.): Viewing ethical paradigms through multiple paradigms*. Routledge.
- Von Dohlen, H. B., Karvonen, M. (2018). Teachers' self-reported leadership behaviors in formal and informal situations. *International Journal of Teacher Leadership*, 9(2), 69-89.

## COURSE OBJECTIVES

### **Course Description:**

This course addresses principles of supervision by examining current leadership standards including mission, vision, and improvement; ethics and professional norms; equity, inclusiveness

and cultural responsiveness; community and external leadership; and building professional capacity.

### **Student Learning Outcomes:**

Upon the completion of this course, Masters in Educational Supervision students will be able to:

1. Examine, evaluate, communicate about, and demonstrate skills related to educational leadership standards.
2. Reflect upon one's own skills and areas of needed growth as an aspiring formal school leader.
3. Analyze and discuss case studies related to educational leadership and supervision.
4. Research, discuss, and apply published, scholarly articles to develop a philosophy as an educational leader.

### **Jamaican Relevancy for EDSU 605**

This course focuses on principles and practices of effective supervision of teachers and other educational personnel. Class discussion, readings, and assignments will be relevant for the culture and context within Jamaican schools. The leadership standards we will focus on in this course are:

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, Inclusiveness, and Cultural Responsiveness
4. Community and External Leadership
5. Building Professional Capacity

### **Course Structure**

This is an online course. As such, much of the work you will do will be independent in nature. In addition, we will meet synchronously online each week. In all facets of the class, you are expected to act professionally and respectfully to your peers. **We will meet on Tuesdays (6:00-7:30) on Jan 5, 12, 19, and 26. In addition, I will hold "Zoom Office Hours" on Thursday evenings from 6:00-7:00 for any students who have questions about assignments, want further clarification about course content, etc. Simply email me so I know you want to Zoom and I can expect you. Although we cannot be in person together, I want to be sure you have access to me. Please know I am here to support you and your success in this course.**

**Participation-** In order to participate in class, you must come prepared. As with all graduate courses, you are expected to thoroughly read and be prepared to discuss assigned readings. In discussions, you will be expected to analyze, synthesize, and apply what you've read to various educational contexts so that we, as a classroom community, might learn from one another. All readings are available on Blackboard. I encourage you to download and annotate your own copies of assigned readings so that you might fully engage in class.

**Grading - Assignments below are described in Blackboard**

1. Assignment 1: Mission, Vision, Improvement	16%
2. Assignment 2: Ethics and Professional Norms	16%
3. Assignment 3: Equity, Inclusiveness, and Cultural Responsiveness	16%
4. Assignment 4: Community and External Leadership	16%
5. Assignment 5: Building Professional Capacity	16%
6. Class Participation	20%

Final course grades are assigned on the following 10-point scale:

90-100 = A, 80-89 = B, 70-79 = C, 69 and below = F

**Submitting Assignments-** All assignments should follow the guidelines below:

- All assignments should be completed in a Word document. Documents should follow the naming convention listed here: LASTNAME\_assignmentname.docx
- Assignments are due by the date listed in Blackboard and must be submitted electronically in Blackboard (email attachments will not be accepted). Late work will be accepted with penalty. If you have difficulty meeting a deadline, please communicate with me ahead of time.

**Course Schedule**

<b>Weeks of:</b>	<b>Topics Covered</b>	<b>TO DO:</b>
<b>Jan 4-10</b>	Intro to course  Mission, Vision, Improvement	Class Tuesday, Jan 5 (6:00-7:30) Assigned readings in Blackboard Complete Assignment 1  Optional: email Dr. Von Dohlen to Zoom on Thursday, Jan 7 (6:00-7:00) with any questions about assignments
<b>Jan 11-17</b>	Ethics and Professional Norms	Class Tuesday, Jan 12 (6:00-7:30) Assigned readings in Blackboard Complete Assignment 2  Optional: email Dr. Von Dohlen to Zoom on Thursday, Jan 14 (6:00-7:00) with any questions about assignments
<b>Jan 18-24</b>	Equity, Inclusiveness and Cultural Responsiveness	Class Tuesday, Jan 19 (6:00-7:30) Assigned readings in Blackboard Complete Assignment 3  Optional: email Dr. Von Dohlen to Zoom on Thursday, Jan 21 (6:00-7:00) with any questions about assignments

<b>Jan 25-31</b>	Community and External Leadership	Class Tuesday, Jan 26 (6:00-7:30) Assigned readings in Blackboard Complete Assignment 4  Optional: email Dr. Von Dohlen to Zoom on Thursday, Jan 28 (6:00-7:00) with any questions about assignments
<b>Feb 1-5</b>	Building Professional Capacity	Assignment 5 due THURSDAY, Feb 4.

**Civil Discourse at Western Carolina University-** Consistent with WCU's core values and our campus creed, the WCU community accepts the freedoms and responsibilities of our shared community. WCU encourages all to clearly express their own views while at the same time seeking to understand the varieties of style, identity, and opinion that are held in any diverse community. In order for us to sustain a learning environment that promotes and values freedom of expression, we have a shared charge to accept personal responsibility for our actions, reactions, and speech, while seeking to learn from the actions, reactions, and speech of others.

### Student Resources

#### Tutoring for Distance Students:

For distance students who cannot attend tutoring sessions in the Writing and Learning Commons (WaLC) or the WCU Math Tutoring Center, tutoring support is available through Brainfuse HelpNow: <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

#### Hunter Library:

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://www.wcu.edu/hunter-library>) or library staff and subject specialists skilled in their specific disciplines can be contacted via the library's research guides (<http://researchguides.wcu.edu/>).

#### Blackboard Support:

The learning management system for this class is Blackboard and can be found at <http://wcu.blackboard.com>. Additional help with Blackboard can be found at [help.wcu.edu](http://help.wcu.edu), (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

#### Academic Toolbox:

The Academic Toolbox is available in all WCU courses via the course Blackboard site. It can be found in the left-hand side column. The Academic Toolbox contains information and contact information for nearly all of the resources needed by WCU students, including but not limited to: technology assistance, academic services, student support, co-curricular programs and university policies.

**Academic Calendar**

This includes dates for all breaks, university closures, final exams, etc. The academic calendar can be found at <http://www.wcu.edu/learn/academic-calendar.aspx>

**Institutional Policies**

*Course Recording and Broadcasting:* Students may make visual or audio recordings (Recording) of any class related content, using any approved recording device (e.g., smart phone, computer, digital recorder, etc.) upon the prior permission of the instructor and subject to the following restriction(s). The Recording, along with the video capture of visible course materials (e.g., visible PowerPoint slides and/or visible lecture notes), shall be limited to the student's personal, course related, educational use and shall be subject to all applicable copyright laws and institutional policies. The student may not transfer, transmit, or otherwise disseminate the Recording to any third party, including classmates, without the permission of the instructor. Any violation of these restrictions, or any other restriction verbally communicated by the instructor, may subject the student to the provisions of the WCU Academic Integrity Policy, the WCU Code of Student Conduct or both.

*Meetings of this course may be broadcast and/or recorded.* Broadcasting and recording are intended to complement the classroom experience. Instructors may broadcast and/or record courses for pedagogical use, student reference, to meet the accommodation needs of students with a documented disability, or any other reason deemed appropriate by WCU and/or the instructor. Course recordings will be available to students registered for the course pursuant to applicable university policy. All broadcasts and recordings are limited to personal, course related, educational use and may not be transmitted, transferred, distributed, sold, or posted on social media outlets without the written permission of the instructor. Unauthorized transmission, transfer, distribution, sale or posting of the broadcast and/or recording for any purpose other than the student's personal, course related, educational use is not permitted. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded materials.

In the event that broadcasting and/or recording is not a course requirement (such as recording a class meeting for research purposes), prior to any appearance on a recording, the instructor shall receive formal, written permission of any and all identifiable students who may appear in the recording, pursuant to applicable university policy. If requested the instructor shall provide a classroom area where students who do not wish to be recorded may be located.

*Accommodations for Students with Disabilities:* Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Accessibility Resources. Please contact the Office of Accessibility Resources, 135 Killian Annex (next to the One Stop), (828) 227-3886 or by email at [disabilityservices@wcu.edu](mailto:disabilityservices@wcu.edu). Website: <https://www.wcu.edu/learn/academic-services/disability-services/>

**Academic Integrity Policy and Reporting Process**

This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct (Code) and will be addressed as outlined in that document. If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the appropriate academic Dean.

General:

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course in which the violation occurs.

Definitions:

- Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
- Fabrication – Creating and/or falsifying information or citation in any academic exercise.
- Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
- Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).