TheConnectingLink

Educational Leadership:
Supervision

Course Description
This course addresses the components of effective school and teaching theories that lead to school improvement. Participants will develop leadership and supervisory platforms and professional development plans for individuals and schools. Various supervisory styles studied will include clinical supervision, the Charlotte Danielson model, and differentiated supervision. Special issues include hiring, mentoring, tenure, dismissal, and remediation plans. By the end of this course, participants should be able to distinguish between supervision, evaluation and professional development.

Course Prerequisites
No prerequisites for this course are required.

System Requirements
- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading
Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course
Upon completion of the course, the learner will be able to:
1. Recommend supervisory and evaluation practices based on standards, theories, critical success factors, and district and state policies
2. Create a school improvement plan that uses local and state demographic data and other needs assessment results in order to meet community needs
3. Propose effective teaching strategies and a professional development plan to fellow teachers in your school
4. Develop a supervisory plan that implements a Professional Learning Community, Clinical Supervision, the Danielson Framework, and options in differentiated supervision
5. Create a team leadership Supervisory Platform that implements your vision for education leadership and supports teacher needs
6. Evaluate methodologies to determine teaching effectiveness and appropriate approaches to developmental supervision

Instructional Objectives
The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Leadership: Standards and Theories
    1.1   Explain the purpose of standards for leadership
    1.2   Distinguish between the six standards of the ELCC and ISLLC, the 13 SREB Critical Success Factors and the four theories of leadership
    1.3   Compare and contrast Servant, Distributed, Transformational and Moral Leadership theories
    1.4   Determine which theories of leadership apply to a given situation
    1.5   Create a personal leadership platform based in specific leadership theories, the standards and the 13 Critical Success Factors

Lesson 2: Creating Effective Schools
    2.1   Outline the components that define an effective school
    2.2   Differentiate between effective and ineffective schools
    2.3   Implement standards, critical success factors and theories to contribute to a school's effectiveness
    2.4   Identify methods and strategies for increasing a school's effectiveness
    2.5   Identify the characteristics of strategies for improving schools
    2.6   Identify characteristics of effective schools and opportunities and strategies for improving schools

Lesson 3: Effective Teaching
3.1   Outline the factors and elements that constitute effective teaching
3.2   Identify the stakeholders who benefit from effective teaching
3.3   Identify the standards by which teaching effectiveness is determined
3.4   Outline the qualities of a research-based effective teaching strategy
3.5   Explain the purpose of research-based effective teaching strategies to meet specific learning needs
3.6   Identify appropriate research-based effective teaching strategies for a given instructional need

Lesson 4: Adult Learning and Professional Development
4.1   Distinguish ways in which adults learn
4.2   Explain the reasons for differences in adult learning needs
4.3   Describe key elements of adult learning theory
4.4   Explain the purpose and goals of professional development
4.5   Describe the purpose and elements of a professional development plan
4.6   Describe the barriers to and motivators for effective professional development
4.7   Identify factors for the success and effectiveness of a professional development plan
4.8   Apply the appropriate tenets of adult learning to meet a SMART goal from your school improvement plan
4.9   Create a professional development plan that draws both from elements of adult learning and known factors for success and effectiveness

Lesson 5: Professional Learning Communities
5.1   Describe the purpose of a professional learning community and its role in education supervision
5.2   Explain the elements that comprise a professional learning community
5.3   Identify factors that help to create a successful professional learning community
5.4   Explain the role of culture, climate, and communication in a professional learning community
5.5   Describe ways in which to foster a positive culture, climate, and communication in a professional learning community
5.6   Determine when culture, climate, and communication may require mediation
5.7   Apply appropriate strategies for mediating issues pertaining to culture, climate, and communication

Lesson 6: Supervisory Platforms
6.1   Explain the purpose of a supervisory platform and its role in a school's organizational dynamic
6.2   Distinguish between supervision and evaluation
6.3   Describe the elements of a supervisory platform
6.4   Create a personal supervisory platform that supports your own strengths and weaknesses

6.5   Create a supervisory platform implementation plan

Lesson 7: Developmental Supervision: Directive Control and Directive Informational
- 7.1   Describe the role of an education leader in the professional development and growth of teachers
- 7.2   Determine teaching styles and opportunities
- 7.3   Differentiate between directive control and directive informational approaches to developmental supervision
- 7.4   Outline the processes involved in developing teachers
- 7.5   Determine a teacher's level of growth as a novice, experienced, and veteran teacher, and related developmental needs
- 7.6   Determine strategies for communicating and supporting a teacher's growth, providing motivation and surmounting barriers
- 7.7   Respond to specific teaching styles and opportunities for growth with the appropriate developmental strategy

Lesson 8: Developmental Supervision: Collaborative and Non-directive
- 8.1   Compare the purpose, goals and related issues of collaborative and non-directive developmental supervision
- 8.2   Identify the stakeholders who benefit from collaborative and non-directive developmental supervision
- 8.3   Distinguish between collaborative and non-directive developmental supervision
- 8.4   Create a differentiated action research plan for teachers to address a school problem
- 8.5   Create a differentiated individual growth plan for teachers

Lesson 9: Assessing, Planning, Observing, Evaluating Skills
- 9.1   Distinguish between the roles and purposes of assessing the use of time and strategic planning
- 9.2   Distinguish between quantitative and qualitative observations
- 9.3   Distinguish between formative and summative evaluation
- 9.4   Facilitate the process of strategic planning
- 9.5   Apply the appropriate assessing, planning, observing, and evaluating methodologies to determine teaching effectiveness in a classroom setting

Lesson 10: Clinical Supervision and *Enhancing Professional Practice: A Framework for Teaching*
- 10.1   Describe the five steps and goals of clinical supervision
- 10.2   Indicate when clinical supervision is warranted
- 10.3   Explain the four domains and the four teacher competencies of *Enhancing Professional Practice: A Framework for Teaching*
- 10.4   Provide rationale for implementing clinical supervision for *Enhancing Professional Practice: A Framework for Teaching*
- 10.5   Describe strategies for implementing clinical supervision for *Enhancing Professional Practice: A Framework for Teaching*

Lesson 11: Differentiated Supervision
- 11.1 Explain the purpose and goals of differentiated supervision
- 11.2 Compare the options for differentiated supervision
- 11.3 Indicate when a given option for differentiated supervision would be warranted
- 11.4 Describe strategies and processes to support implementing options in differentiated supervision
- 11.5 Describe the purpose and elements of an induction and mentoring program
- 11.6 Create an induction and mentoring program for new teachers

Lesson 12: Special Issues in Supervision and Evaluation
- 12.1 Provide an appropriate list of questions and scenarios to ask of a potential teacher for your school
- 12.2 Create a list of desired qualities in a potential teacher that would support the goals and needs of your school
- 12.3 For a given district or state, determine the policies for the awarding of tenure
- 12.4 Determine the district and state policies and laws regarding dismissal of teachers
- 12.5 Determine the district and state policies and laws regarding due process and a remediation plan
- 12.6 Create a remediation plan to address the needs of a problem teacher

Teaching Methodology and Delivery Model
Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Leadership: Standards and Theories

This milestone focuses on supervision as a form of leadership, national leadership standards, critical success factors, and major leadership theories. After completion of this milestone, participants will be able to recommend supervisory practices based on leadership standards, leadership theories and critical success factors.

Milestone Two: Creating Effective Schools

This milestone focuses on effectiveness, evaluation, and improvement. After completion of this milestone, participants will be able to create a school improvement plan that uses local and state demographic data and other needs assessment results in order to meet community needs.

Milestone Three: Effective Teaching

This milestone focuses on identifying and measuring effective teaching, Marzaon's nine strategies of effective teaching, and the national board for professional teaching standards. After completion of this milestone, participants will be able to propose a program on teaching effective teaching strategies to fellow teachers in a given school.

Milestone Four: Adult Learning and Professional Development

This milestone focuses on adult learning, professional development, professional development plans, and implementation. After completion of this milestone, participants will be able to apply tenets of adult learning theory to professional development programs.

Milestone Five: Professional Learning Communities

This milestone focuses on the professional learning community; culture, climate, and communication; and implementation. After completion of this milestone, participants will be able to develop a plan to implement a professional learning community via a focused culture, climate and communication strategies in an established school.

Milestone Six: Supervisory Platforms

This milestone focuses on supervisory platforms, including their elements and implementation. After completion of this milestone, participants will be able to create a team leadership supervisory platform that implements their vision for education leadership.

Milestone Seven: Developmental Supervision: Directive Control and Directive Informational

This milestone focuses on developmental supervision, processes and strategies, identifying and meeting needs, implementation, and approaches. After completion of this milestone, participants will be able to construct a supervisory plan to assist teachers in their areas in need of growth.

Milestone Eight: Developmental Supervision: Collaborative and Non-Directive
This milestone focuses on the purpose, goals and related issues of collaborative and non-directive developmental supervision. After completion of this milestone, participants will be able to determine appropriate approaches to developmental supervision.

Milestone Nine: Assessing, Planning, Observing, Evaluating Skills
This milestone focuses on assessing and strategic planning, quantitative and qualitative observations, formative and summative evaluation, and implementation. After completion of this milestone, participants will be able to evaluate methodologies to determine teaching effectiveness.

Milestone Ten: Clinical Supervision and Enhancing Professional Practice: A Framework for Teaching
This milestone focuses on clinical supervision goals, strategies, rationale and implementation. After completion of this milestone, participants will be able to create a supervisory plan that implements both clinical supervision and the Danielson framework.

Milestone Eleven: Differentiated Supervision
This milestone focuses on the goals, options, strategies of differentiated supervision, and mentoring programs. After completion of this milestone, participants will be able to create a differentiated supervision program for teachers.

Milestone Twelve: Special Issues in Supervision and Evaluation
This milestone focuses on hiring new teachers, teacher tenure, causes for teacher dismissal, and remediation plans. After completion of this milestone, participants will be able to propose solutions to supervision and evaluation issues based on the appropriate district and state policies.

Assessments and Grading
In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity
All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance
In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary,

which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance
Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy
Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance
Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards
Upon successful completion of the course, the participant will demonstrate competence in the standards developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA) and The Interstate School Leaders Licensure Consortium (ISLLC) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE).

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers
InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.