Pre-requisites
None

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. (ISLLC Standard II)

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 Objectives

1. Demonstrate the ability to use the internet to access relevant information regarding instructional leadership concepts.
2. Demonstrate knowledge of effective supervisory skills and models.
3. Demonstrate expertise in developing and carrying out an action research project involving other educators.
4. Demonstrate knowledge of the teacher assessment and evaluation process as performed in their home school district.
5. Demonstrate a knowledge base regarding professional development.
6. Demonstrate ability to apply up-to-date knowledge on instructional supervision/leadership in hypothetical case studies.
7. Demonstrate the ability to share knowledge in an articulate, understanding and convincing manner.
8. Demonstrate knowledge of the supervisor’s role in the educational change process

ISLLC Objectives
Students will understand and exhibit knowledge of:

1. effective communication (Indicator ISLLC 1.5)
2. effective consensus-building and negotiation skills (Indicator ISLLC 1.6)
3. principles of effective instruction (Indicator ISLLC 2.5)
4. adult learning and professional development models (Indicator ISLLC 2.8)
5. the change process for systems, organizations, and individuals (Indicator ISLLC 2.9)
6. human resources management and development (Indicator ISLLC 3.4)
7. the conditions and dynamics of the diverse school community (Indicator ISLLC 4.2)
8. the purpose of education and the role of leadership in modern society (Indicator ISLLC 5.1)

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 that we, as adult learners, actively engage in by choice, have a commitment to, and accept responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibilities of membership. The experiences and wisdom of members as educational leaders and aspiring leaders will be actively sought.

Instructional Methods and Activities
The course relies heavily on in-class discussion, group work, written work, and papers/projects presented and evaluated in class. 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.

**Assignments** – The majority of reading for this course will take place within the confines of our meetings. There will be minimal outside reading.

1. **Pre-Meeting Work**
   a. Prepare a flowchart illustrating the chain of command in your school district. This should begin with the superintendent and show the personnel who report directly to him/her and continue through all levels. Include central office personnel, other district-wide personnel, principals, teachers, etc. The purpose of this exercise is to begin to get a feel for the role of the supervisor and how it varies from district to district.
   b. Read *The 17th Annual Bracey Report* at [http://www.america tomorrow.com/bracey/EDDRA/k0710bra.pdf](http://www.america tomorrow.com/bracey/EDDRA/k0710bra.pdf) and be prepared to discuss it.
   c. You might like to find out who Gerald W. Bracey is and why he should feel qualified to write such a report each year.

2. **Class Presentation (52 points)**
   Each class member will choose from a list of topics to prepare an informative (15 minute) presentation for the class. The small groups will have considerable leeway in the form of the presentation: lecture, multimedia presentation, role-play, podcast, interactive activity, etc. Keep in mind the object of the assignment is to inform. Points will be assigned on pertinence of the topic, organization of the presentation, subject knowledge, and clarity and interest of the presentation.

3. **Class participation, assigned readings, and other assignments (48 points – 8 per class meeting)**

   There will be no final exam. This makes attendance, quality of participation during class, quality of homework assignments, and the final presentation extremely important.

**Grading**

A = 90 – 100, B = 79 – 89, C = 75 – 78
Class Schedule

Weekend #1

- Begin review and discussion of text and other articles of interest

Weekend #2

- Continue review and discussion of text and other articles of interest

Weekend #3

- Discuss outside reading assignment
- Complete review and discussion of text and other articles
- Presentations

Plagiarism Policy

Plagiarism is a serious offense. The academic work of students must be their own. 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. Plagiarism is an act of academic dishonesty. 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.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in the 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, which may result in permanent disqualification from the program.

Participation Policy

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit. Behaviors which are unprofessional and/or show a lack of sensitivity and courtesy to others, as determined by the instructor, will be grounds for a reduction in grade. Minimum classroom expectations include listening while others are speaking and not engaging in off-task behaviors.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and
information beyond what is assigned will be identified, obtained, and read by the student. There may be personal and professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these 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. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments. More than one absence from class, lack of participation in class activities, or failure to complete non-graded assignments will adversely affect the student’s final grade for the course. **Absences which are determined by the instructor to be excessive may result in reduction of grade.**

Cell phones and pagers must be silenced during class meetings, please.

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.

As a graduate student and as an instructional leader your are/will be expected to express your ideas logically and convincingly, both orally and in writing. Written materials should be typed or word processed carefully and proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentation should be clear, logical, and grammatically correct.

The student is responsible for requesting clarification on any assignment(s) about which there may be questions. Assessment will be based on the evaluation of student’s attainment of course objectives through their attendance and participation in class discussion and activities, and completion of written assignments and projects.

Students will be given an opportunity to revise and resubmit work that does not meet acceptable standards for a “C”. (Exception: Exams) No grade higher than a “C” may be earned on a resubmitted paper. An incomplete will result in a final grade no higher than a “B” upon completion of all requirements.

Students are expected to have read text assignments prior to class and be prepared to discuss/use in class as specified in the class schedule.

**Technology Requirements**

As mentioned earlier under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s school home computer; a contingency plan may be to access from the student’s school computer. **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major importance 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**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 101, Garrett Conference Center. The OFSDS telephone number is (270) 746-5004 V/TDD. 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, however, unless proper, timely, and prior notice is given to students.

**Textbook**


**Suggested Reading**


