



Course Syllabus: Supervising Instruction and Staff Development  
West College of Education  
EDLE 5743 Section DX1/X10  
Fall 2021 Aug 22-Dec 11

**Contact Information**

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**Course Description**

Students will study how principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

**Mission**

Our mission, as a community of learners, is to prepare successful, reflective professionals through the use of best practice.

**Beliefs**

The West College of Education believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self, contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

**Course Catalog Description**

Students will gain basic knowledge of ways in which principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development,

individual decision-making, and developmental supervision are some of the concepts to be examined.

### **Required Textbook & Instructional Materials**

Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership: A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890

Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.)*. Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5 (Purchasing through the Bookstore seems to provide the best price)

### **Student Support Office Hours**

M 10am-12pm, T 11am-12pm, W 4pm-5:30pm, Th 1pm-2pm

### **Course Objectives**

By the end of the course, Leadership Candidates will be able to:

- Differentiate between traditional and dynamic schools.
- Evaluate and articulate supervisory beliefs and personal supervisory styles.
- Define and apply developmental and clinical supervision knowledge and skills to improve instruction.
- Develop and plan effective professional development based upon the instructional needs of teachers.

### **Course Expectations**

The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in the National Educational Leadership Preparation (NELP) standards.

See Appendix A for a complete list of standards/competencies

**Online Etiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, follow the code of ethics and standard practices for Texas educators, and treat all members of the class with respect.

**Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

**Confidentiality:** Upholding confidentiality is a major responsibility of the student. Anything discussed during class, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

**Services for Students with Disabilities:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

**Attendance:** You will be required to post in each week's discussion board. You are also required to reply **to at least one** other student's discussion board post. This is seen as your weekly attendance in class. Failure to post, reply, or both will result in loss of points and would be the same as if you did not attend class.

**Late Work:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered **10%**. Please observe that your assignments are worth a considerable amount of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

## Grading

Assignments	Points
Introductions- <b>Discussion Post</b>	10
Characteristics of Schools <ul style="list-style-type: none"> <li>• Part 1 Characteristics of Schools-</li> <li>• Part 2- <b>Discussion Post</b></li> </ul>	5
Reflective Exercises- Educational Beliefs, Teaching, and Supervision	5
Adults as Learners	10
Supervisory Approaches Chart- <b>Discussion Post</b>	10
Developmental Supervision Decisions	10
360 Degree Feedback	10
Designing Evaluation	10
Clinical Supervision Vignette- <b>Discussion Post</b>	10
The Marginally Effective Teacher- <b>Discussion Post</b>	10
Documenting Instruction (Texas Teacher Evaluation and Support System (TTESS) <b>Discussion Post</b>	20
<b>*Key Assessment 3A: Walkthrough Observation and Feedback</b>	<b>40</b>
Dysfunctional Group Member <b>Discussion Post</b>	10
School-wide Action Research Project Plan	20
<b>*Key Assessment 4D: Professional Development Map</b>	<b>40</b>
Chapters 20-22 Reflections	30
<b>*Final Project (Key Assessment): Instructional Improvement Plan including Professional Development Map</b>	<b>50</b>
<b>Total Points</b>	<b>300</b>

Total points for final grade.

Grade	Points
A	270-300
B	240-269
C	210-239
D	108-209
F	0-179

### Additional Course and University Information

#### Disclaimer

EDLE 5743 is a course assigned to the Master of Education in Educational Leadership without principal certification.

#### Extra Credit

No extra credit will be given for this course.

### Important Dates

Last day for term schedule changes: Aug 23-26  
Deadline to file for graduation: Oct 4 for May graduates  
Last Day to drop with a grade of "W": Oct 25  
Refer to: [Drops, Withdrawals & Void](#)

### Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### College Policies

#### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are

informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

### Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

<b>Week</b>	<b>Activities/Assignments</b>	<b>Due Date</b>	<b>Reading</b>
Week 1 Aug 23-29	Getting to Know Each Other Introductions - Flipgrid	Aug 29	Syllabus
Week 2 Aug 30-Sept 5	Part 1: Characteristics of Schools Assignment Part 2: Examining School Environment Discussion Post (p.38)	Part 1 and 2 due by Sept 5 Responses due Sept 8	Ch. 1-5 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 3 Sept 6-12	Educational Beliefs, Teaching, and Supervision-Flipgrid	Sept 12	Ch. 1-5 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 4 Sept 13-19	Adults as Learners (p.74)	Sept 19	Ch. 1-5 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 5 Sept 20-26	Supervisory Approaches Chart	Sept 26	Ch. 6-11 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 6 Sept 27-Oct 3	Developmental Supervision Decisions	Oct 3	Ch. 6-11 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>

<b>Week</b>	<b>Activities/Assignments</b>	<b>Due Date</b>	<b>Reading</b>
Week 7 Oct 4-10	The Marginally Effective Teacher	Oct 10	Ch. 3 <i>Kemerer, F., &amp; Crain, J (2016). Ch. 3</i>
Week 8 Oct 11-17	360 Degree Feedback	Oct 17	Ch. 6-11 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 9 Oct 18-24	Designing Evaluation	Oct 24	Ch. 12-14 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 10 Oct 25-31	Documenting Instruction	Oct 31	Ch. 4 <i>Kemerer, F., &amp; Crain, J (2016)</i>
Week 11 Nov 1-7	Clinical Supervision Vignette	Nov 7	Ch. 15-20 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 12 Nov 8-14	<b>*Key Assessment: Walkthrough Observation and Feedback</b>	Nov 14	
Week 13 Nov 15-21	Dysfunctional Group Member Discussion	Nov 21	Ch. 15-20 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 14 Nov 22-28	School-wide Action Research Project Plan	Nov 28	Ch. 15-20 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
	<b>*Key Assessment: Professional Dev Map</b>	Nov 28	
Week 15 Nov 29-Dec 5	Chapter Reflections (Chapters 21-23)	Dec 1	Ch. 21-23 <i>Glickman, C., Gordon, S. &amp; Ross-Gordon, J. (2018)</i>
Week 16 Dec 6-11	<b>*Final Project (Key Assessment): Inst Imp Plan including Professional Dev Map</b>	Dec 6	All Chapters



## References

National Policy Board for Education Administration. (2015). Professional standards for education leaders 2015. Reston, VA: Author.

## Appendix A

### **WCOE Standards (InTASC):**

#### The Learner and Learning

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### Content

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Instructional Practice

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Professional Responsibility

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.