



MIDWESTERN STATE UNIVERSITY
A Member of the Texas Tech University System

Course Syllabus: Supervising Instruction and Instructor Development
EDLE 5743 Section X10
Fall 2024: Aug 26- Dec 6
Midwestern State University
West College of Education

Contact Information

Instructor: Dr. Stephanie Zamora Robles

Office: Bridwell 212

Office hours:

Tuesday: 3:30 -4:30 pm

Wednesday: 11:00 am -1:30 pm

Thursday: 12:30 – 2:00 pm

Note: By appointment for all online learners

Office phone: 940-397-8984

E-mail: stephanie.robles@msutexas.edu

Instructor Response Policy

The best way to contact me is through email. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Course Description

Students will examine how leaders can support and improve excellence in instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, an developmental supervision are some of the concepts to be examined. Course may not be used for students seeking principal certification.

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

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 Learning Objectives

1. The candidate will differentiate between traditional and dynamic schools/organizations.
2. The candidate will evaluate and articulate supervisory beliefs and personal supervisory styles.
3. The candidate will define and apply developmental and clinical supervision knowledge and skills to improve performance.
4. The candidate will develop and plan effective professional development based on the needs of staff.

Student Learning Objectives

1. Students will discuss and identify elements of traditional and dynamic schools.
2. Students will learn how their own interpersonal behaviors affect individuals as well as groups of people and identify ranges of interpersonal behaviors to enhance change-oriented relationships.
3. Students will design a professional development program to support staff based on their needs.
4. Students will develop professional development based on the needs of staff to improve work performance for a diverse body.

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 following standards and competencies.

National Educational Leadership Preparation (NELP) standards. (A list of additional standards is located in the Appendix).

NELP 1.1: Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP 1.2: Lead improvement processes that include data use, design, implementation, and evaluation

- NELP 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- NELP 4.1: Understands and can demonstrate the capacity to evaluate, develop and implement high quality, technology rich curricula, programs, and other supports for academic and non-academic student programs.
- NELP 7.2: Develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- NELP 7.3: Understands and has the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- NELP 7.4: Understands and has the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Course Attendance, Assignments, and Activities

Attendance and Participation

This course requires students' active participation. Class attendance is expected to be regular and interactive when students are taking an online course. Candidates are encouraged to contact the professor if they are unable to participate in a class discussion.

Candidates are expected to participate actively in all online discussions and to demonstrate interest and proficiency in the topics and material covered in the readings and discussions.

Students are expected to check their email at least once a day when taking a face-to-face course or an online course. It is imperative to continue open communication in an online course.

Assignments

Each candidate is required to complete all assignments designated for this course in the allotted time. Late assignments will receive 80% of the original available points. Assignments are to be completed according to the guidelines. All assignments must also be completed in substantial form meeting APA requirements to receive an 'A' in the course.

Activities

There are several activities that must be completed for each module. The activities play an important role in preparing you for the course assessments.

Evaluation and Assessments (Grading)

Assignments	Points
Introductions- Discussion Post	10
SuperVision for Successful Organizations	10

Assignments	Points
Characteristics of Schools	10
Examining School Environment	10
Educational Beliefs, Teaching, and Supervision	10
Adults as Learners- Professional Development for 1 st Year Teachers	10
Supervisory Approaches Chart	10
360 Degree Feedback	10
Developmental Supervision Decisions	10
Designing Evaluation	10
The Marginally Effective Employee- <u>Discussion Post</u>	10
Dysfunctional Group Member- <u>Discussion Post</u>	10
Documenting Instruction (Texas Teacher Evaluation and Support System (TTESS) (Discussion Post)	30
Curriculum Development Conceptual Map	10
Strengthening Relationships with Families and Communities	10
*Course Assessment: Evaluation and Feedback	40
*Course Assessment: Professional Development Map	40
*Final Project (Course Assessment): Instructional Improvement Plan including Professional Development Map	50
Total Points	300

Total points for final grade.

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

Tentative Course Outline/Calendar

The course outline can be found in the D2L material.

Other Policy Information

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

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.

AI / Chat GPT

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

You may type a question into ChatGPT, you may not copy and paste its response, and turn it in as your own. If you use ChatGPT, you must disclose this somewhere in your assignment. If you use ChatGPT or any AI, please use it in ways that are ethical, accurate, and useful.

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](#).

Students with Disabilities:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from the University's Disability Support Services (DSS) Office during the instructor's office hours. Please note that instructors

are not allowed to provide classroom accommodation(s) to a student until appropriate verification from DSS has been provided.

Late Work: All papers and assignments must be turned in the day they are due. If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Please begin planning your semester schedule accordingly.

Extra Credit

No extra credit will be given for this course.

Important Dates

Last day for term schedule changes: Aug 29, 2024

Deadline to file for graduation: December graduation Sept 23, 2024

Last Day to drop with a grade of "W": Nov 25, 2024

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 [Graduate Catalog](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Notice

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

Weather closure practices Fall 2024

Delay/closure times are as follows:

- MWF class day: Delay to either 10 AM or 11 AM; all classes prior to opening do not meet.
- TuTh class day: Delay to 11 AM; all classes prior to opening do not meet.
- Saturday or Sunday: Delay to either 10 AM or 11 AM; classes may start after campus is open.
- Please pay close attention to local news, MSU Alert, MSU Safety App, Postmaster, and the MSU website for delay and cancellation decisions.

References/Scientifically Based Research/Additional Readings

- Glickman, C., Gordon, S. & Ross-Gordon, J. (2018). *Supervision and instructional leadership: A developmental approach (10th ed.)*. New York: Pearson. ISBN: 9780134449890
- Hord, S. M., Stiegelbauer, S.M., Hall, G.E., and George, A. A. (2013). *Measuring implementation in schools: Innovation configurations*. Austin, TX: SEDL
- International Society for Technology in Education (ISTE). (2022). *ISTE Standards for education leaders*. Retrieved from <https://www.iste.org/standards/iste-standards-for-education-leaders>
- Kemerer, F., & Crain, J. (2016). *Texas documentation handbook: Appraisal, nonrenewal, termination. (6th ed.)*. Texas School Administrators' Legal Digest. ISBN: 978-0-9852527-5-5
- National Policy Board for Education Administration. (2015). *Professional standards for education leaders*. Reston, VA: Author.
- NPBEA. (2018). *National Educational Leadership Preparation (NELP) Program Standards - Building Level*. Retrieved from: www.npbea.org.
- Texas Education Agency. (2018, Dec). *Chapter 241. Certifications as principal*. Retrieved from <https://tea.texas.gov/sites/default/files/ch241a.pdf>

Appendix A

National Educational Leadership Preparation (NELP) Program Standards – Building Level

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2: Ethics and Professional Norms

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5: Community and External Leadership

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6: Operations and Management

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-

level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8: Internship Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Component 8.1 Candidates are provided a variety of coherent, authentic field and/or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1–7.

Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per

week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

Appendix B
Course Objectives, Student Objectives, and Activities and Assessments Chart

Course Learning Objectives:	Student Learning Objectives:	Activities and Assessments:
The candidate will differentiate between traditional and dynamic schools.	Students will discuss and identify elements of traditional and dynamic schools.	<ul style="list-style-type: none"> • Examining School Environment • Characteristics of Schools • Strengthening Relationships with Families and Communities
The candidate will evaluate and articulate supervisory beliefs and personal supervisory styles.	Students will learn how their own interpersonal behaviors affect individuals as well as groups of people and identify ranges of interpersonal behaviors to enhance change-oriented relationships.	<ul style="list-style-type: none"> • 360 Degree Feedback • Supervisory Approaches Chart • Developmental Supervision Decisions • The Marginally Effective Employee
The candidate will define and apply developmental and clinical supervision knowledge and skills to improve instruction.	Students will design a professional development program to support teachers based on their instructional needs.	Assessment: Walkthrough Observation <ul style="list-style-type: none"> • Educational Beliefs, Teaching, and Supervision • Designing Evaluation • Dysfunctional Group Member • Curriculum Development Conceptual Map • Documenting Instruction • PD for 1st year teachers
The candidate will develop, and plan effective professional development based on the instructional needs of teachers.	Students will develop professional development based on the needs of teachers to improve instruction for a diverse student body.	Assessments: Innovation Configuration Map Instructional Imp and PD Plan <ul style="list-style-type: none"> • Adults as Learners-1st Year Teachers

Appendix C
Activities, Assignments, and Standards Chart

Activities/Assignment	Standards:
Examining School Environment	<i>NELP 1.2, 2.1, 4.1, 7.2</i>
Characteristics of Schools	
Strengthening Relationships with Families and Communities	<i>NELP 1.2, 2.1, 4.1, 7.2</i>
360 Degree Feedback	
Supervisory Approaches Chart	
Developmental Supervision Decisions	<i>NELP 2.1</i>
The Marginally Effective Employee	
Key Assessment: Walkthrough Observation	<i>NELP 4.1, 7.4</i>
Designing Evaluation	
Dysfunctional Group Member	
Curriculum Development Conceptual Map	
Documenting Instruction	
PD for 1 st year teachers	<i>NELP 4.1, 7.4</i>
Innovation Configuration Map	<i>NELP 2.1, 7.3, 7.4</i>
Professional Dev Plan	<i>NELP 1.1, 1.2, 2.1, 7.2, 7.3</i>
Adults as Learners-1 st Year Employee	<i>NELP 7.3, 7.4</i>