COURSETITLE

Course Number and Title: (ELD 500) Introduction to School Leadership and Administration

Subject Matter Expert and Designer Contact Information

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Section I: Definition

A. Official Catalog Description

This course focuses on the study of school leadership and administrative responsibilities, with an emphasis on understanding schools as complex organizations and facilitating leadership to create a work climate supportive of excellence in teaching and learning.
(3 semester hours)
Prerequisite: completion of core courses

B. Informal Course Description

This is a foundations course for the MAT Teachers as Leaders specialization. Learners in this course explore the roles and responsibilities of school supervisors, while gaining insight into the characteristics and styles of leadership. Participants will use past and present experience, observations, interviews, research, reflection, and discussion to facilitate learning.

C. Typical Student

Students taking this course are those entering the Teachers as Leaders specialization with the Master of Education degree program.

D. Content Scope

	Working Title	Topic Areas Covered
Unit 1	The Changing Roles, Responsibilities, and Beliefs of Supervision	Models of school supervision Supervisory roles in educational settings Responsibilities associated with roles Expected job qualifications Reflection of strengths and needs Teacher and supervisor belief statements Personal definition of a supervisor Philosophy of educational leadership
Unit 2	Leadership Models and Strategies I	Supervision development models Directive approaches Developmental levels
Unit 3	Leadership Models and Strategies II	Collaborative approach Nondirective approach Developmental supervision theory Supervision viewpoints
Unit 4	Assessment and Research	Needs assessment Assessment relationship to planning Observation skills

Unit 5	Methods of Support and Guidance	Quantitative assessment Qualitative assessment Action research
Unit 5	Methods of Support and Guidance	Direct assistance Clinical supervision Encouraging teachers as leaders Peer coaching Group dynamics Communication strategies Professional development
Unit 6	Change and School Success	Community schools Family partnerships Developing community relationships Support of diversity School advocacy

E. Required Texts and Readings

Glickman, C., Gordon, S., & Ross-Gordon, J. (2008). *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson. ISBN-13: 9780205578597

Articles

Bernauer, J. (2002). Five keys to unlock continuous school improvement. *Kappa Delta Pi Record*, 38(2), 89. Retrieved October 5, 2009, from ProQuest Central. (Document ID: 98061684).

Cooper, S.M. (2002). Classroom choices for enabling peer learning. *Theory into Practice*, 41(1), 53. Retrieved October 5, 2009, from ProQuest Central. (Document ID: 112899614).

F. Outcomes

Program Outcomes

EDM-I   Student Assessment: Apply student performance levels to decision-making about curriculum, social support, and teaching strategies.

EDM-II   Curriculum Development: Create and deliver integrated curriculum experiences that fit students' learning and developmental needs.

EDM-III   Instructional Strategies and Resources: Manage instructional strategies and technical resources to meet diverse learning needs.

EDM-IV   Diverse Learning Communities: Develop strategies to involve family members and community resources as active partners in children's total development in diverse settings.

EDM-V   Improved Professional Practice: Advance knowledge and improve professional practice individually and through collaboration with other professionals.

EDM-VI   Research/Reflection: Engage in research and in critical inquiry and reflection.

EDM-VII   Environmental Literacy: Design a variety of instructional strategies and tools that enhance environmental learning based on the principles, practices, and relationships between the living environment and human social systems.

Course Outcomes

Course Outcomes	Bloom's Level
1. Examine supervision philosophies and beliefs and the corresponding skills necessary for leadership positions.	4

	Course Outcome
2. Propose appropriate leadership strategies within the developmental model for a variety of situations and case studies.	5
3. Interpret different supervision practices and the conditions necessary to make each successful.	4
4. Determine the type of assessment instruments to use to obtain information for authentic objectives.	4
5. Interpret support system models within the context of educational environments.	5
6. Propose plans of action for community support and school advocacy.	6

Unit Outcomes

Unit Outcomes	Assessed in Assignment(s)	Course Outcome	Bloom's Level
Upon completion of the unit, the student will be able to...			
Unit 1			
Compare and contrast skills needed to supervise in conventional versus collegial schools settings.	1a, 1c	1	4
Compare education philosophies and supervision beliefs.	1b, 1c	1	4
Create personal belief statements based on own philosophy of education and supervision.	1b	1	5
Unit 2			
Discriminate between the use of directive and instructional directive strategies.	2a, 2b	2, 3	4
Produce a case study journal entry that reflects on the use of directive strategies.	2a, 2b	2, 3	5
Determine when directive methods are helpful and when they hinder professional growth.	2c	2, 3	4
Unit 3			
Formulate questions and clarifying statements using a collaborative supervision approach.	3a	3	6
Appraise supervision practices used in a variety of situations.	3b	3	4
Perform interviews to gain information about supervision practices and beliefs.	3c	3	6
Unit 4			
Evaluate research for new learning and personal meaning.	4a	4	5
Design and implement an observation based assessment tool for an authentic objective.	4b	4	6
Interpret the choice, process, and implementation, and value of assessment instruments.	4b, 4c	4	5
Unit 5			
Interpret supervision assistance methods as a basis for teacher support.	5a, 5b	5	6
Investigate group organization and process in a school setting.	5a, 5b	5	3
Analyze the development level within a group.	5b	5	4

Unit Outcomes	Assessed in Assignment(s)	Course Outcome	Bloom's Level
Upon completion of the unit, the student will be able to…			
Unit 6			
Translate factors in the planning stage that either impede or encourage school change.	6a	6	3
Design a plan of action to meet one cultural norm that fosters school change.	6a	6	6
Summarize a school-community event and suggest ideas for plans to strengthen this relationship.	6b	6	5

G. Assessment Strategy

Assessments are largely based on application and real-world practice. Students reflect and summarize their own learning to model the supervision strategies presented in the course. The instructor provides guiding questions within discussions and feedback to help students who need to explore an idea or clarify an assignment further. Discussions guide learning through shared experiences and responses that require thoughtful comments, questions, and ideas that contribute to a learning dialogue.

Real world learning includes a Case Study Journal, interviews, design and implementation of assessment instruments, and observations within a school setting.

Rubrics are included to guide learners in discussion responses and project expectations.

H. Grade Weights

Task	Grade Weight (%)
1a	5
1b	5
1c	5
2a	5
2b	5
2c	5
3a	10
3b	5
3c	10
4a	5
4b	15
4c	5
5a	5
5b	5
6a	5
6b	5
Total	100

I. Learning Challenges

Unit 1:

Students come to this course with diverse experiences and background that influence their beliefs about educational leadership. These differences will be explored in the course to help students construct a deeper meaning of the complexities and situational responses necessary for effective leadership.

Unit 2:

Students have divergent impressions on the practices of directive and directive informational methods of supervision. When seen within the context of the developmental model, they will gain a better understanding for the use and abuse of this method.

Unit 3:

Some course participants may have limited experience with collaborative and nondirective leadership. It may be difficult to envision these processes in action.

Unit 4:

It is challenging to be objective when conducting observational assessments. Students will design and put into action an authentic assessment that requires them to also examine their own beliefs and possible biases that can lead to inaccurate impressions.

Unit 5:

There is a fine balance between providing too much support and not enough. This unit explores the intricacies in the supervisory role in helping each school member develop and take on ownership for their own professional and school growth.

Unit 6:

Schools are being pressured to change from all sides. Some students may have a negative view of what it means to change. This unit helps communicate the idea that schools are not in this alone, and that it takes involvement from families and community to make lasting change happen.

Section II: Design

Unit 1: The Changing Roles, Responsibilities, and Beliefs of Supervision

READING [X]

Element Name	Description
Reading Introduction	When educators are asked to define supervision, there are bound to be a range of responses. Limited experience with supervisory methods and leadership positions creates a narrow perspective of how supervision can work to benefit of the school community. Historically, school supervision has been based largely on a conventional model with top down management styles. The teachers report to the principal who reports to the superintendent. As we examine the need for school reform and 21st Century education, models, methods, and styles of supervision are changing to create environments of learning where teachers, principals, and community members work together to support schools and education. In this first unit, we will explore different supervision practices and develop our own belief statements and philosophies of education and leadership.
Required Reading Assignment	Glickman, C., Gordon, S., & Ross-Gordon, J. *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson, 2008. Chapters 1, 5, 6 Note: This text is written in short chapters, where several chapters per unit are well within the range for students to assimilate.
Optional Readings	Kurtz, S. (2009, September). Teacher LEADERSHIP. *Leadership*, 39(1), 12-14,38. Retrieved September 30, 2009, from ProQuest Central. (Document ID: 1863784201). Umphrey, J.. (2009, September). Toward 21st Century Supports An Interview With Linda Darling-Hammond. *Principal Leadership*, 10(1), 18-21. Retrieved October 2, 2009, from ProQuest Central. (Document ID: 1864724911). WestEd: Peer Assisted Leadership http://www.ed.gov/pubs/triedandtrue/peer.html ASCD 21st Century Learning http://www.ascd.org/research_a_topic/21stcenturylearning.aspx

Element Name	Description
Guiding Questions	Chapter 1 Which of the three supervision approaches, conventional, congenial, collegial, have you experienced? Which approach do you think is practiced most commonly? How do interpersonal skills influence leadership abilities? What are some of the big questions education communities are grappling with as they form a vision of purpose? How do these questions relate to supervision? Chapter 5 What is your definition of an effective school? How is the view of effectiveness changing? In what ways are belief statements helpful? How might belief statements of teachers compare to supervision belief statements? Chapter 6 What categories of supervisory behaviors do you currently demonstrate? Which categories are you most comfortable operating within? In what areas do you want to develop skills? How can you determine how others view you as a leader? Why is this important to know?
Online resources	The following job search sites are used in Activity 1C: http://www.simplyhired.com http://www.monsterjobs.com http://www.topschooljobs.org

ASSIGNMENT [1A]

Element Name	Description
Title	Comparison of Supervision Skills Needed in Conventional and Collegial Models
Grade Weight	5%
Learning Outcomes	Examine supervision philosophies and beliefs and the corresponding skills necessary for leadership positions.
Type	Analysis and Discussion
Description	For this assignment, you will generate two lists of qualifications (skills) necessary for a supervisor in conventional and in a collegial school setting. These lists will be compared and analyzed for similarities and differences. Summaries of the analysis will be shared in a class discussion.
Rationale	Constructing lists of supervision skills needed in two types of school learning environments helps us to realize the changing roles of leadership and what is needed in schools that foster reform.
Steps	1. Review the material in chapter one on the three different school descriptions that reflect diverse supervisory models. 2. Form an 8 to 10 item list to describe the skills/traits a supervisor would need in order to perform in a conventional school setting. 3. Generate a second list of 8 to 10 skills/traits that a supervisor would need to be successful in a collegial school environment. 4. Compare the two lists for similarities and differences. 5. Based on your comparison, write a 150-250 word summary explaining the main differences in requirements necessary to supervise in the two learning environments. 6. Read classmates' assignments posted in the discussion. Using the discussion rubric as a guide, respond to two participants' postings. Be sure to look back at your own post to answer any questions that may have been added. Due dates for responses should be 2 days after due date for assignment.
Materials	Discussion Rubric

Notes:
I have excellent results when students place short reflective assignments into a discussion forum and then discuss their results by making helpful comments, asking clarifying questions, sharing experiences, and offering resources. This makes for lively engaged discussions based on a shared experience.

Notes:
I like to include a discussion rubric to give learners an understanding of what is expected in discussion and response. I attached one I created that can be adapted or used for this course. This could be included in the syllabus.

ASSIGNMENT [1B]

Element Name	Description
Title	Writing Education Philosophy and Supervision Belief Statements
Grade Weight	5%
Learning Outcomes	Examine supervision philosophies and beliefs and the corresponding skills necessary for leadership positions.
Type	Core reflection
Description	For this assignment, you will review sample belief statements and guiding questions to reflect on your own beliefs. You will write two belief statements: one describing your philosophy of education, the other your beliefs about supervision.
Rationale	Reflecting on our core values of education and beliefs about the purposes of school supervision, help us to gain deeper insight into the skills and traits we want to foster in our career paths.
Steps	1. Review the material in chapter 5 and 6. 2. Read the teacher belief statement examples on page 78. 3. Using the questions on page 78-79, write your own education belief statement. (100-175 words) 4. Read the supervisor belief statement examples on page 79. 5. Using the guiding questions on page 80, write a second statement about your beliefs of the role of educational leadership. (100-175 words) 6. Check your supervisory belief statements out by completing the scenario questionnaires provided on pages 84-86. Edit your belief statements, as necessary, based on input from these exercises. 7. Add a conclusion about the process of this assignment and how your statements relate to the skills you feel are important to develop in a leadership position. (75-125 words)
Materials	N/A

Note: Assignment word counts are to give students a range of expectations, not to limit them from writing more if they choose. Perhaps this should be stated in the syllabus.

ASSIGNMENT [1C]

Element Name	Description
Title	Synthesizing Job Descriptions for School Supervision Positions
Grade Weight	5%
Learning Outcomes	Examine supervision philosophies and beliefs and the corresponding skills necessary for leadership positions.
Type	Analysis and Discussion

Element Name	Description
Description	For this assignment, you will search for five job postings and analyze each for necessary skills and qualifications. You will interpret these skills for the type of supervisory philosophy and beliefs that the organization is reflecting from their job postings.
Rationale	Examining actual job postings puts learning content into real-world context.
Steps	1. Use job search engines to locate three positions that include a set of required skills and qualifications. Choose to search one of the following: "education supervisor", "education director", "school supervisor", "school principal". 2. Examine each position for the required skills and qualifications. You can either print these out and highlight them, or create a list of each position. 3. Compare each job with the education philosophy and supervisory belief chart located on page 87. Determine which philosophy and belief more closely matches each position, based on the skills and qualifications listed or highlighted. 4. Write a summary of your findings to share in the discussion. (150-225 words) 6. Read classmates' assignments posted in the discussion. Using the discussion rubric as a guide, respond to two participants' postings. Be sure to look back at your own post to answer any questions that may have been added. Due dates for responses should be 2 days after due date for assignment.
Materials	Discussion Response Rubric

Unit 2: Leadership Models and Strategies I

READING [X]

Element Name	Description
Reading Introduction	In this unit we will explore different methods of leadership. As in teaching, supervisors need to have a variety of strategies in order to be effective. For instance the approach we might take with a child who runs after a ball toward a busy street is much different than with a student who is attempting to understand how to solve a math problem. The main difference in the supervision styles is in the degree of choice and self-monitoring. Current models of supervision are moving toward teachers taking on the role of greater responsibility for leadership. Collaborative and peer mentoring are replacing conventional directive leadership when possible. Still there are instances when directive supervision or directive instructional supervision is necessary. In this unit we will read an introduction to developmental supervision model that includes practices based of the situation, as well as specific personnel characteristics. Through the use of case studies, we will be examining when directive and directive informational supervision are appropriate strategies to use within a developmental model.
Required Reading Assignment	Glickman, C., Gordon, S., & Ross-Gordon, J. *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson, 2008. Chapters 7, 8, 9
Optional Readings	Michael King. (2001). Leadership by principle, not the principal: A different model for leadership in education. The Journal for Quality and Participation, 24(4), 32. Retrieved October 2, 2009, from ProQuest Central. (Document ID: 102226189). Barbara O Taylor. (2002). The effective schools process: Alive and well. Phi Delta Kappan, 83(5), 375-378. Retrieved October 3, 2009, from ProQuest Central. (Document ID: 99542099).

Element Name	Description
Guiding Questions	Chapter 7 How do levels of teacher development, expertise, and commitment affect the supervision approach taken? What examples from your own experience relate to the four case studies? Chapter 8 Why should directive control be a last resort supervision strategy? In what situations is it necessary to use directive control? At what point can directive control move to directive informational supervision? Chapter 9 What are the main differences between directive control and directive informational? How do you know when a directive informational strategy is a better choice than directive control? How doe developmental factors, described in chapter 7, influence our decision for implementing directives?
Online resources	Center for Comprehensive School Reform and Improvement http://www.centerforcsri.org/ E-Lead http://www.e-lead.org/principles/ School Leadership for the 21st Century Initiative Publications http://www.iel.org/pubs/sl21ci.html

ASSIGNMENT [2A]

Element Name	Description
Title	Case Study Analysis
Grade Weight	5%
Learning Outcomes	Propose appropriate leadership strategies within the developmental model for a variety of situations and case studies.
Type	Analysis and application
Description	Using a fictitious case study, you will determine which of the two directive methods might be used to best help the staff member succeed in her job. After explaining why you chose the strategy, you will generate four questions and/or directive statements to illustrate how to put this strategy into action.
Rationale	Using a fictitious event helps guide decision-making and creates a method for applying the process necessary in the field of supervision.
Steps	1. Review chapters 8 and 9. 2. Read the case study provided. 3. Decide if you feel a directive or directive informational strategy would be most appropriate in this situation. Explain the reason for your choice in a 125-175 word paragraph. There is no right or wrong answer, however your explanation should clearly state why you made your choice. 4. Use the chart (fig. 9.2) on page 128 to review the differences in language used when discussing the problem with a D and DI approach. Add a list of four questions and/or statements you would use with Jessi within the approach you chose.
Materials	Case Study: In the role of an elementary principal, you discover that Jessi Smith, a third grade teacher, is consistently late for work. This becomes apparent as students are often waiting outside her door 5 to 10 minutes after the bell rings to start the school day. When asked about her tardiness to work, she has many excuses about car trouble and family issues. After a month has passed, instead of the situation improving, Jessi is becoming more frequently late to work. Students are left waiting to enter the school two to three days a week. At least once a week another teacher covers her class until she arrives.

ASSIGNMENT [2B]

Element Name	Description
Title	Case Study Journal: Entry #1
Grade Weight	5% (25% for entire journal)

Element Name	Description
Learning Outcomes	Propose appropriate leadership strategies within the developmental model for a variety of situations and case studies.
Type	Field observations, analysis, and decision making
Description	This assignment is the first of five case studies you will prepare for a final project. Each case study will involve making an observation or describing a situation from real-life experiences. Within each study, you will study the techniques and applications of leadership skills.
Rationale	Real-world examples facilitate the application of principles and practices explored throughout the course.
Steps	1. Look over the Case Study Journal Project Description 2. Describe a real situation where either directive or directive informational supervision was used. This might involve you directly or be a situation you observed. (Please so not use real names.) 3. Provide enough details so the situation that led up to the supervision intervention is clear. 4. Explain how the strategy was put into action. 5. Review the information about the developmental supervision model in chapter 6. Reflect on whether or not you feel this was the best course of action considering the developmental conditions. Would you have chosen a different strategy? Why or why not? 7. Refer to the Case Study Journal Rubric to self assess the quality of your response. 8. Submit the assignment. Is there a wiki or journal tool available, where each student can have a page that they add to for the duration of this project?
Materials	Case Study Journal Project Description Case Study Journal Entry Rubric

ASSIGNMENT [2C]

Element Name	Description
Title	Unit 2 Discussion
Grade Weight	5%
Learning Outcomes	Propose appropriate leadership strategies within the developmental model for a variety of situations and case studies.
Type	Discussion
Description	Contribute to the discussion question: Why is it important to move supervision toward greater shared leadership and less direct supervision? Share examples that illustrate how teachers, schools, or students might benefit.
Rationale	Sharing responses to this question guides students to a apply the concept of shared leadership to their own situations.

Element Name	Description
Steps	1. Review the reading in chapters 7-9. 2. Contribute to the discussion question: Why is it important to move supervision toward greater shared leadership and less direct supervision? Share examples that illustrate how teachers, schools, or students might benefit. 3. Respond to a minimum of two others' using the discussion rubric as a guide.
Materials	Discussion Rubric

Unit 3: Leadership Models and Strategies II

READING [X]

Element Name	Description
Reading Introduction	In this unit we will explore the need for collaboration and nondirective leadership approaches and how to successfully implement these forms of supervision. It takes dedication and commitment to create a school climate where all participants feel safe and respected enough to openly present challenges and gain the support needed to solve problems together. It takes special skills and abilities for a supervisor to foster such an environment, while taking responsibility for those who need direct guidance. In this week's unit we will explore the conditions and processes used in the developmental supervision model with an emphasis on aspects of collaborative and nondirective leadership.
Required Reading Assignment	Glickman, C., Gordon, S., & Ross-Gordon, J. *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson, 2008. Chapters 10, 11, 12
Optional Readings	Ioannis, E., Fokion, G., & Apostolos, Z.. (2009). Engagement in Collaborative Learning in a Second Chance School: An Inter-actionist Approach. International Forum of Teaching and Studies, 5(1), 23-30,72. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 1793406251). Tony Wagner. (1998). Change as collaborative inquiry: A 'constructivist' methodology for reinventing schools. Phi Delta Kappan, 79(7), 512-517. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 27008373) Lyle Yorks. (2005). Adult Learning and the Generation of New Knowledge and Meaning: Creating Liberating Spaces for Fostering Adult Learning Through Practitioner-Based Collaborative Action Inquiry. Teachers College Record, 107(6), 1217-1244. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 856697321).

Element Name	Description
Guiding Questions	Chapter 10 How can disagreements be productive? Which elements of the Supervisory Behavior Continuum become increasingly important in the collaborative process? Why might some teachers be mistrustful of collaborative practices? Chapter 11 What kinds of questions help guide someone to identify a problem? Why is this an important supervisory technique? What types of questions help turn a complaint into a method for problem solving? How does the Supervisory Behavior Continuum compare between collaboration and nondirective behaviors? Chapter 12 What are the benefits of the developmental approach to supervision? How do you determine which supervisory approach to take in any given situation?
Online resources	Center for Comprehensive School Reform and Improvement http://www.centerforcsri.org/ E-Lead http://www.e-lead.org/principles/ School Leadership for the 21st Century Initiative Publications http://www.iel.org/pubs/sl21ci.html

ASSIGNMENT [3A]

Element Name	Description
Title	Collaborative Method Role Play
Grade Weight	10%
Learning Outcomes	Propose leadership strategies within the developmental model in a variety of situations and case studies.
Type	Role-play
Description	With a class partner, you will agree on a situation and practice using questions and statements to guide the conversation from complaint to problems solving. This activity will be done either through a chat session or by phone to simulate an actual conversation in real time.
Rationale	Role-playing helps put context into practice. Skills of listening, questioning, guiding, and "thinking on ones' feet" are put into practice.
Steps	1. Review the conversation on pages 139-140. You will use this as a guide for your own role-play conversations. 2. What is the best way in this course platform for matching students into partners? I would like them to be able to choose their own, but make it visible so that a student isn't matched twice. Is there a chat tool in the course? Is there an instructional video that explains how to use it that can be included under resources? 3. Exchange contact information with your partner. If you will be using the chat format, practice chatting to make sure it is working for both of you. 4. With your partner, choose a topic from the following list, or use a topic from your own experience. You will be taking turns as the teacher with a complaint, and as the supervisor who uses questions and clarifying statements to help the teacher turn the complaint into problem solving. Possible topics include: • My students aren't listening! I might as well be talking to the wall. • The playground is a disaster at recess; all the kids are fighting! • My class does not know how to be quiet. It is so noisy that *I* can't even think straight. • My students are not turning in homework. I'm ready to give up! 5. Plan your strategy as a supervisor. What questions will you ask to help the teacher identify the problem? When frustrated, we tend to make sweeping generalizations. The right types of questions can help the speaker zero in on the causes for the problem. 6. Set up a time for your chat or phone call role-play. Allow for approximately five minutes for each role. 7. Discuss your experiences after the conversations. What did you discover about collaborative approaches in this activity? 8. On your own, write a summary of your role-play experiences. Include your partner's name, the scenario you chose, and what you experienced during the role-play from both points of view. Submit this as a 150-200 word reflection.

Element Name	Description
Materials	Chat room accessibility

ASSIGNMENT [3B]

Element Name	Description
Title	Case Study Journal: Entry #2
Grade Weight	5% (25% for entire journal)
Learning Outcomes	Propose leadership strategies within the developmental model in a variety of situations and case studies.
Type	Case Study, observation, journal reflection
Description	You will describe a real-world situation that uses or could benefit from either a collaborative or nondirective approach as a second entry in your case study journal.
Rationale	Putting theory into practice starts by analyzing conditions and situations within our own experience base.
Steps	1. Review the Case Study Journal Project Description. 2. Choose a situation similar to one of the topics described in the role play scenarios or described in chapter 9 or 10, where collaborative or nondirective supervision was used, or could have been used, to help define and solve a problem. This can be a current situation you observe or one you clearly remember from recent experience. 3. Provide enough detail so the situation is clearly described. 4. Describe the supervision practice that was implemented. What types of questions were used to help clarify the problem? If collaboration or nondirective practices were not implemented, and you think they should have been, move on to the next question. 5. Was the supervision strategy used effective? Why or why not? 6. What could you suggest, if anything, to improve this case scenario? 7. Refer to the Case Study Journal Rubric to self assess the quality of your response. 8. Submit your assignment. Is there a wiki or journal tool available, where each student can have a page that they add to for the duration of this project?
Materials	Case Study Journal Project Description Case Study Journal Entry Rubric

ASSIGNMENT [3C]

Element Name	Description
Title	Interviews
Grade Weight	10%
Learning Outcomes	Propose leadership strategies within the developmental model in a variety of situations and case studies.
Type	Interviews, viewpoint comparison
Description	You will interview a supervisor and teacher at the same school to explore the topic of how supervision is perceived from different viewpoints.
Rationale	Interviews provide a opportunities to gain information about supervision practices and perceptions.
Steps	1. Read over the Interview Guidelines. 2. Contribute three questions to the question bank that you feel will help you gain an understanding of the models and practices used by the supervisor. 3. Contribute three questions to the question bank that will help you gain an understanding about how the teacher views supervision. 4. Choose five questions for each interview from the question bank. You can use your own or those of others. 5. Set up an interview with a site supervisor and teacher at a school or other educational setting. 6. Conduct the interviews using the Interview Guideline pointers. 7. Write a 400-500 word summary of what you discovered. Do not use actual names of people or of the school. Include the list of questions for each interview and a summary of the responses. Reflect on the answers and how the information relates to supervision beliefs and practices. 8. Submit the assignment.
Materials	Interview Guidelines

Unit 4: Assessment and Research

READING [X]

Element Name	Description
Reading Introduction	There are a wide variety of types of assessment instruments and methods available that match different purposes and objectives. One of roles as a educational professional is to interpret what needs to be assessed, what types and methods of assessments are appropriate, and how the results can interpreted to improved instruction and strengthened school communities. Research, takes assessment to a deeper level. Action research provides a way for teachers as leaders to take charge of research projects within the school. Focusing on authentic studies for school improvement, research results in plans of action and instruments for change.
Required Reading Assignment	Glickman, C., Gordon, S., & Ross-Gordon, J. *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson, 2008. Chapters 13, 14, 15, and 20 (In addition, choose one article from the optional readings or from your own search is also required. See assignment 4a.)
Optional Readings	Coladarci, T. (2002). Is it a house...or a pile of bricks? Phi Delta Kappan, 83(10), 772-774. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 123590171). Lieberman, Ann. (1995). Practices that support teacher development. Phi Delta Kappan, 76(8), 591. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 1761428). Noffke, S.. (2008). Research Relevancy or Research for Change? Educational Researcher, 37(7), 429-431. Retrieved October 3, 2009, from ProQuest Psychology Journals. (Document ID: 1579507511). Rallis, S. & MacMullen, M. (2000). Inquiry-minded schools: Opening doors for accountability. Phi Delta Kappan, 81(10), 766-773. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 54884952). Rothstein, R., & Jacobsen, R.. (2009, September). BROAD & Balanced Accountability. Principal Leadership, 10(1), 22-25. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 1864724891). Stiggins, R. (2002). Assessment crisis: The absence of assessment for learning. Phi Delta Kappan, 83(10), 758-765. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 123590151).

Element Name	Description
Guiding Questions	Chapter 13 Which needs assessment methods have you experienced? How well did they work? What methods do you want to learn more about in greater detail? (See assignment 4a for this opportunity.) Chapter 14 In what ways can we differentiate observation description from interpretation? Why is this important? What is the difference between summative and formative evaluation? In what situations is each used? Chapter 15 How can observational assessments be misleading? What can we do to minimize these misinterpretations? How might we determine if a quantitative or qualitative assessment would be best? Chapter 20 How does research relate to school improvement? What is the role of school leaders in conducting research? What is the role of teachers in conducting research? Who should make decisions about the purposes and kinds of research conducted in a school? How can the developmental approach be applied to research?
Online resources	AA of School Administrators http://www.aasa.org/radio.aspx DNA of 21st Century Superintendent http://www.jackstreet.com/jackStreet/WAASA.Krueger.cfm National Board for Professional Teaching Standards

ASSIGNMENT [4A]

Element Name	Description
Title	Research Article Personal Summary
Grade Weight	5%
Learning Outcomes	Determine the type of assessment instruments to use to obtain information for authentic objectives.
Type	Research Review and Reflection
Description	Choose an article to read from a scholarly journal that adds to your understanding of assessment or of a research method. Write a summary of the most meaningful information and reflect on how this information relates to your role in leadership.
Rationale	Accessing journals provides students exposure to professional literature available to extended research and learning for personal academic goals.
Steps	1. Create a list of topics you would like to learn more about in the area of assessment and research. (For your own use) 2. Choose one of the articles listed in the Unit 4 Optional Readings, or search ProQuest for another article related to your learning goals. 3. Read the article and take notes about ideas and concepts new to you and/or most relevant. 4. Openly reflect about how this information relates to leadership. How does this information relate to your experiences? How might you use this information as a supervisor? 5. Integrate the information and your impressions into a personal summary of the article. (300-400 words) 6. Submit the summary to the discussion. 7. Respond to two others' summaries.
Materials	ProQuest access

ASSIGNMENT [4B]

Element Name	Description
Title	Design and Implement an Assessment Instrument for an Authentic Objective
Grade Weight	15%
Learning Outcomes	Determine the type of assessment instruments to use to obtain information for authentic objectives.
Type	Field Study
Description	Using an authentic setting and assessment objective, students will choose, design, implement, and evaluate an assessment instrument.
Rationale	The process of designing and putting to use an assessment tool provides valuable practice for authentic purposes.

Element Name	Description
Steps	1. If you are teaching: Choose a learning or teaching behavior you would like to assess in yourself or students OR if you do not have a classroom, ask permission to design a tool for a classroom teacher allowing the teacher to choose the topic for assessment. Possible topics include, yet aren't limited to: Off task/on task behavior, gender equality teaching, verbal interaction during whole or small group instruction, teacher space utilization 2. Construct an objective that describes what you want to find out about the topic. 3. Using the text and/or reviewed article as a guide, choose a method of assessment that you feel will provide helpful information about the topic. 4. Design and assemble what you need for the assessment instrument. 5. If the assessment is for your own teaching behaviors, ask a third party to administrate the assessment. Provide directions as needed. 6. Carry out or arrange for the assessment. 7. Analyze the results keeping in mind possible limitations in background information and personal biases. 8. Use this information as a basis for your Case Study Journal Entry #3 described in assignment 4c. 9. Turn in a written description of the objective, the learning situation, and your assessment instrument. Also include a description of why you chose it for this particular objective. (200-300 words, depending on the length of your assessment instrument)
Materials	

ASSIGNMENT [4C]

Element Name	Description
Title	Case Study Journal Entry #3
Grade Weight	5% (25% for entire journal)
Learning Outcomes	Determine the type of assessment instruments to use to obtain information for authentic objectives.
Type	Case Study, assessment, journal reflection
Description	Using an authentic setting and assessment objective, students will choose, design, implement, and evaluate an assessment instrument to use as a basis of a case study description and reflection.

Element Name	Description
Rationale	The process of designing and putting to use an assessment tool provides valuable practice for authentic purposes. Reflecting about this process facilitates meaningful exploration into the value of the practiced assessment tool.
Steps	1. Review the directions and pointers in the Case Study Journal Project Description 2. Describe the topic, objective, and assessment tool used in assignment 4B. 3. Reflect on the process of using the instrument as well as what you gained from the information. Use these questions to guide your reflection: Did this instrument provide you with enough information? Were you surprised at the results? How might your own beliefs and biases have influenced the observations or your interpretations? What other assessments might you try to learn more?
Materials	Case Study Journal Project Description Case Study Journal Entry Rubric

Unit 5: Methods of Support and Guidance

READING [X]

Element Name	Description
Reading Introduction	School leaders support the growth and development of everyone within the school community on a continuous basis. Through direct support, interest groups, peer coaching, and professional development all members of the school can be encouraged and supported in their development as educators. This climate of growth is essential for a school to succeed to address the challenges faced in our changing society. Creating a learning climate is a part of a collegial school environment as discussed in the first unit of this course. Developmental supervision takes into consideration the needs and level of support necessary for each individual in the school culture. Professional development becomes effective when local school needs are addressed and teachers are involved in school improvement as a basis for development plans. In this unit you will explore a variety of formative assessment, guided support and professional development models. You will have a chance to share your experiences, questions, concerns, and applications of these models through discussion and a case study.

Element Name	Description
Required Reading Assignment	Glickman, C., Gordon, S., & Ross-Gordon, J. *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson, 2008. Chapters 16, 17, 18 Cooper, S.M. (2002). Classroom choices for enabling peer learning. *Theory into Practice*, 41(1), 53. Retrieved October 5, 2009, from ProQuest Central. (Document ID: 112899614). View this video clip from the National Commission on Teaching America's Future: "Did You Know?" http://www.youtube.com/watch?v=mKAnyU4kGxQ
Optional Readings	Barbknecht, A., and Kieffer, C.W. (2001). *Peer coaching: The learning team approach*. Arlington Heights, IL: Skylight. Pajak, E. (2002). Clinical supervision and psychological functions: A new direction for theory and practice. *Journal of Curriculum and Supervision*, 17(3), 189-205. (Not available in Proquest) Sandel, L. (2002). Taking the journey. *Kappa Delta Pi Record*, 38(2), 85. Retrieved October 5, 2009, from ProQuest Central. (Document ID: 98061683).
Guiding Questions	Chapter 16 and Cooper article What experiences have you had with clinical supervision? How did you feel about the process? How can developmental supervision be applied to clinical supervision? What conditions are necessary to implement peer coaching successfully? Chapter 17 and NCTAF Video Clip: Did You Know Have you experienced peer coaching? What factors made this experience helpful or ineffective? Thinking of a group you participated in that was productive, what factors made it so? Thinking of a group experience that was nonproductive, what factors contributed to the dysfunction of the group? Why are groups so important according to the NCTAF video clip? Do you agree? Chapter 18 In what ways can supervisors support professional development? How can professional development be utilized to make the greatest impact on improved teaching and learning? How do teachers become agents of professional development?

Element Name	Description
Online resources	National Commission on Teaching America's Future: Did You Know? http://www.youtube.com/watch?v=mKAnyU4kGxQ Learning Teams http://www.learningteams.org Institute for Educational Leadership http://www.iel.org/pubs/sl21ci.html National Commission on Teaching America's Future http://www.nctaf.org/

ASSIGNMENT [5A]

Element Name	Description
Title	Support for Professional Growth Discussion
Grade Weight	5%
Learning Outcomes	Interpret support system models within the context of educational environments.
Type	Discussion
Description	Share an experience in your involvement with a method of support included in chapter 16. Describe the main elements, the objectives, outcomes, and your impressions of the effectiveness of the method. Contribute to the dialogue in the discussion to help analyze and summarize the strategies involved in the shared methods.
Rationale	Shared personal experiences provide real-world examples of direct assistance models in action. Group discussion contributes in the analysis of each approach within the given situations.
Steps	1. Review the content in chapter 16. 2. Share an experience of direct assistance you have provided in a leadership role, or that you have received as a teacher. This experience might be in the form of clinical supervision, peer coaching, or one of the forms listed on page 137. 3. Address the following in your initial discussion posting describe the following: • Circumstances for support • Support model implemented • Main elements and steps in the process • Outcomes • Your impressions of the effectiveness of the process • Suggestions for improvement in the process or choice of support model 4. Read other participants' entries. Respond to at least two others' to engage in a dialogue that supports deeper reflection and analysis of the support models.
Materials	

ASSIGNMENT [5B]

Element Name	Description
Title	Case Study Journal: Entry #4
Grade Weight	5% (25% for entire journal)
Learning Outcomes	Interpret support system models within the context of educational environments.
Type	Case Study, observation, journal reflection

Element Name	Description
Description	Observe a committee or group in action and summarize the elements of organization, group dynamics, procedures, leadership styles, and conflict resolution.
Rationale	Observing a group in action takes on new meaning as participants consider how to facilitate group responsibilities in school leadership and support.
Steps	1. Gain permission to observe a school committee, support group, faculty meeting, peer group, planning meeting, or other group organized for a specific purpose. 2. Take notes as an outside observer on any of the following as appropriate: procedures, structure, organization, member roles, time management, member participation, member interaction, leadership style, productivity, conflict resolution, and other factors as relevant to purposes and structure of the group. 3. Use chapter 17 as a guide to interpret the stage of development of the group and how the dynamics, organization, and management of the group contributes to the group's function. 4. Reflect on the process of group development as it relates to this experience.
Materials	

Unit 6: Change and School Success

READING [X]

Element Name	Description
Reading Introduction	School reform rings in every educator's ears from local school boards to national media. Everywhere we turn we find another fault being pointed out in how our schools are run and how children are taught. Within our individual schools we are challenged to find ways to solve immediate problems and concerns of our families and students with less money in which to accomplish our goals. Change is difficult. However, when a climate of change is fostered it can become an opportunity for optimism. Schools are not islands to themselves, but a part of a support system strengthened through increased family involvement and community connections. This is a time for change, but instead of being a negative burden, change can be a welcome opportunity when people work together for positive goals.
Required Reading Assignment	Glickman, C., Gordon, S., & Ross-Gordon, J. *The Basic Guide to Supervision and Instructional Leadership*, 2/E. New York: Pearson, 2008. Chapters 21, 22

Element Name	Description
Optional Readings	Bernauer, J. (2002). Five keys to unlock continuous school improvement. *Kappa Delta Pi Record*, 38(2), 89. Retrieved October 5, 2009, from ProQuest Central. (Document ID: 98061684). Wagner, Tony. (1995). What's school really for, anyway? And who should decide? Phi Delta Kappan, 76(5), 393. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 1761373). Steven R Bloom, Peggy A Bullion, & Stanley B Caldwell. (1998). An integrated districtwide model for school change. Phi Delta Kappan, 79(5), 411-412. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 25339609). J Eric Bishop, & Sharon Fransen. (1998). Building community. Phi Delta Kappan, 80(1), 39-40+. Retrieved October 4, 2009, from ProQuest Central. (Document ID: 34026229).
Guiding Questions	Chapter 21 What assumptions get in the way of school change? In your experience, which guidelines for school change are the most challenging? Why is a culture of change necessary? How do you define school success? Chapter 22 What responsibility do schools have to include moral principles? How are priorities chosen in a society of complex needs?
Online resources	Intro, short video, challenges, ASCD position statement-21Century Learning http://www.ascd.org/research_a_topic/21stcenturylearning.aspx Institute for Educational Leadership http://www.iel.org/pubs/sl21ci.html PBS The Principal Story http://www.pbs.org/pov/principalstory/ video clip http://www.wallacefoundation.org/PRINCIPAL-STORY/Pages/default.aspx National Commission on Teaching America's Future http://www.nctaf.org/

ASSIGNMENT [6A]

Element Name	Description
Title	School Improvement in Action
Grade Weight	5%
Learning Outcomes	Propose plans of action for community support and school advocacy.
Type	Plan, Discussion
Description	You will choose one of the cultural norms for school improvement listed on page 333. Using your own ideas, or those found from your own search or the optional sources, you will construct a goal based on the chosen norm and create a plan of action for strengthening this behavior.
Rationale	Action plans apply learning to real goals and activities that can be implemented in the student's educational setting.
Steps	1. Review the "norms that foster school improvement" found on page 333 of the text. 2. Thinking of your own school environment, or one you are familiar with, choose a norm you feel has potential for development. 3. Write a goal based on this norm. If the goal seems to broad, you may want to break it down into smaller objectives and choose one of these for the next step. 4. Create a plan of action to address this goal/objective. You plan needs to include three actions that can be implemented in the identified school site. Actions can include, but not limited to, policy changes, activities, formation of groups, new programs, or school procedures. Access optional readings and website resources for ideas, come up with your own, or find ideas from your own search. Be sure to cite any references you use in your plan. 5. Include a rationale for choosing the activities you did, and what you hope this plan of action will accomplish. 6. Read the shared plans and respond with comments, questions, and shared experiences.
Materials	

ASSIGNMENT [6B]

Element Name	Description
Title	Case Study Journal: Entry #5
Grade Weight	5% (25% for entire journal)
Learning Outcomes	Propose plans of action for community support and school advocacy.
Type	Case Study, observation, journal reflection
Description	Participate in school-community event and summarize the value of this activity. Include ideas for strengthening the connection.

Element Name	Description
Rationale	Being involved in community is essential for gaining the support needed for positive school change.
Steps	1. Choose a school-community event to attend. Ideas include: PTO meeting, school board meeting, classroom field trip to community site, school-community planning meeting, family after school program 2. As much as possible, be an active participant. 3. Afterwards, record the event as your final case study. Include details to describe the event, as well as your impressions of the value of the activity. Include thoughts about how this interaction might be strengthened, and how might additional school support be accomplished through extended activities.
Materials	Case Study Journal Project Description Case Study Journal Rubric