WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7200
COURSE TITLE: Supervisory Behavior
COURSE CREDIT: 3 Credits
MINIMUM TIME REQUIREMENTS (in clock hours):

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<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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COURSE DESCRIPTION:
The purpose of this course is to help students gain the knowledge and skills necessary to promote and sustain an organization’s culture that is conducive to teaching and learning. This course will also help leaders to identify their own supervisory behaviors so that they may adjust and control those behaviors that best serve the organization. The course explores directive, collaborative, and non-directive approaches to supervision.

Doctor of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration: (5) facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

I. COURSE DESCRIPTION:
This course proposes a concept of supervision designed to help educational leaders build a repertoire of approaches and strategies that will enhance professional growth while showing the importance of sensitivity to individual needs. Supervisory Behavior as it is used in this course refers to the improving instruction through direct assistance, curriculum development, professional growth, and action research. Educators will identify their own supervisory behaviors so that they may adjust and control those behaviors in a manner that best serves their clients. While contrasting adult development with professional development, this course explores
directive, collaborative, and non-directive approaches to supervision. Students will examine and expand both their technical and interpersonal skills and be asked to test them on the job. Students will have the opportunity to apply supervisory leadership principles and techniques in both simulated and authentic settings;

NOTE: Links to journals research reports, and other sources will be posted on the class Blackboard website, and additional materials may be presented in class. All posted and distributed materials form part of the knowledge base for the course.

II. PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted as Wilmington University MED School Leadership Program Competencies during the Spring Semester 2003 and as EDD Educational Leadership Standards in May 2005. The standards can be accessed at http://www.ncate.org/LinkClick.aspx?fileticket=WfRsXgUvOCI%3d&tabid=676

ELCC Standard 3; Program Element 3.1 - Candidates understand and can monitor and evaluate district/organizational management and operational systems.

ELCC Standard 3: A district/organizational leader applies knowledge that promotes the success of the organization and every student/member and customer/client service/satisfaction by ensuring the management of the district’s/organization’s structure, operation, and resources through monitoring and evaluating district/organizational management and operational systems; efficiently using human, fiscal, and technological resources within the district/organization; promoting district/organizational level policies and procedures that protect the welfare and safety of students/members across the district/organization and customers/clients served by the district/organization; developing district/organizational capacity for distributed leadership; and ensuring that district/organizational time focuses on high-quality instruction/performance and student learning/professional development.

Learning Outcomes:
Candidates demonstrate knowledge of district management of organizational, operational, and legal resources and procedures. Demonstrate evidence of analysis of organizational processes and operations, demonstrate the ability to identify and prioritize strategic and tactical challenges for the organization and the understanding of creating strategic alignment throughout the organization.

Learning Activities:
- Activity related to designing goals (strategic and tactical).
- Group dynamics activities.
- Activity and discussions related to organizational management.
- Simulations and discussion of situations
- Reading of texts and research articles.
- Sharing of article summaries aligned with organizational management.

ELCC Standard 3; Program Element 3.4 - Candidates understand and can develop district/organizational capacity for distributed leadership.
Learning Outcomes:
Candidate will understand the meaning and how to model distributed leadership and demonstrate evidence of involving personnel in the process of decision making.

Learning Activities:
- Activity and discussions related to the model of distributed leadership.
- Simulations and discussion of situations
- Reading of texts and research articles
- Jigsaw activity using research articles focused on distributed leadership.
- Activity using a case study presentation written by a pair of student’s, with a proposed solution, and followed by class discussion.

ELCC Standard 3; Program Element 3.5 - Candidates understand and can ensure that district/organizational time focuses on supporting high-quality performance and professional development.

Learning Outcomes:
Candidates will demonstrate evidence that they understand and can develop supervisory strategies that maximize time spent on quality professional development.

Learning Activities:
- Simulations related to the supervisory continuum; follow-up discussions.
- Review of appraisal systems from various school systems, Universities, and businesses.
- Examination of and development of staff development models.
- Activities /discussions related to appraisal, follow-up, and mentoring.
- Jigsaw activity using research articles focused on professional development programs and the evaluation and impact of professional development.
- Discussion and reading of evaluation models of professional development programs.
- Activity using a case study presentation written by a pair of student’s, with a proposed solution, and followed by class discussion.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional higher district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the institution

ELCC Standard; Program Element 2.2 - Candidates understand and can create and evaluate comprehensive, rigorous, and coherent curricular and instructional district program.

Learning Outcomes:
Candidates will demonstrate evidence of understanding of evaluation systems at the teacher level and program level. Demonstrate evidence of the knowledge regarding the collaborative process as it relates to curriculum alignment. Demonstrate evidence of providing the necessary resources to support an aligned quality curriculum and instructional delivery with formative and summative assessments.
Learning Activities:

- Review of appraisal systems from various school systems, Universities, and/or businesses.
- Discussions about legal implications resulting from supervisory decisions.
- In-basket activities.
- Review of and sharing of articles related to evaluation and the alignment of curriculum.
- Activity using a case study presentation written by a pair of student’s, with a proposed solution, and followed by class discussion.

ELCC Standard; Program Element 2.3 - Candidates understand and can develop and supervise the instructional/managerial and leadership capacity across the district/organization.

Learning Outcomes:
The candidate will demonstrate a knowledge and understanding of organizational systems that are used for effective and efficient management of people, policies, procedures, resources, and practices.

Learning Activities:

- Review of appraisal systems from various school systems, Universities, and businesses
- Activity using a case study presentation written by a pair of student’s, with a proposed solution, and followed by class discussion.
- In-basket activities

CECRAM Structured External Assignment - ELLC Standards 3.1, 3.4, 3.5, 2.2, 2.3
The student will conduct an analysis of their current organization using three elements of Standard 3 and two elements of Standard 2. This will be a research paper and the student will use the guidelines provided and it will be graded using an assessment rubric. The content of the paper should be realistic and based on examples that are supported with research. The final document must address the above elements of ELLC Standards 3 and 2.

III. METHODOLOGY - Application of Adult Learning Theory

The perspective of this course is that adults learn best when they can …

- direct their own learning.
- influence/participate in meaningful decision making.
- focus on problems relevant to practice.
- use their own, rich experiential backgrounds.
- build strong relationships with peers.
- exercise some control over both the content and the processes of learning.
- influence activities and topic/format of discussions.
- develop goals, design and implement activities, and evaluate outcomes.
- feel a sense of ownership.

Course requirements, the classroom environment, learning activities, and assessment strategies will reflect the above principles.
IV. SEA

Your paper should address all of the questions below. They will guide you in fulfilling the requirements of ELCC Standard 3.0 (Elements 3.1, 3.4, 3.5) and 2.0 (Elements 2.2, 2.3). The expectation is that your SEA will incorporate course readings, class discussion, and individual research. Please note that this is a research paper; it is not a reflection paper.

You will need to evaluate the organization to the elements of the standards and synthesize your ideas with the concepts, theories, and research that you have learned in the course.

Please refer to the assignment rubric and guidelines for details and project expectations.

Standard 3.0: A district/organizational leader applies knowledge that promotes the success of the organization and every student/member and customer/client service/satisfaction by ensuring the management of the district’s/organization’s structure, operation, and resources through monitoring and evaluating district/organizational management and operational systems; efficiently using human, fiscal, and technological resources within the district/organization; promoting district/organizational level policies and procedures that protect the welfare and safety of students/members across the district/organization and customers/clients served by the district/organization; developing district/organizational capacity for distributed leadership; and ensuring that district/organizational time focuses on high-quality instruction/performance and student learning/professional development.

Element 3.1: Candidates understand and can monitor and evaluate district/organizational management and operational systems.

1) Describe and analyze the organizational processes and operations to identify and prioritize strategic and tactical challenges for the organization. (Important to define the difference between strategic and tactical).
2) Demonstrate your understanding of the organization’s operational policies and procedures.
3) How does your organization develop plans to implement and manage long-range goals for the organization? Does it align with research and explain?
4) What does the leadership of your organization do to develop plans to create and sustain strategic alignment throughout the organization? Explain and compare to research based practices.

Element 3.4: Candidates understand and can develop district/organizational capacity for distributed leadership.

1) Does your organization have a process in place to identify leadership capabilities of staff at various levels within the organization? Is there evidence of succession planning if not, create a simple model built on research. If a succession plan or talent management plan exists does it follow a research model?
2) What is the meaning of distributed leadership in an organizational environment and how do you create and sustain it?
3) Do you or the organization’s leadership, model distributed leadership skills? Please explain and describe.
4) How does the leadership of your organization involve the personnel (staff/employees/teachers) in decision making processes?
Element 3.5: Candidates understand and can ensure that district/organizational time focuses on supporting high-quality performance and professional development.

1) Discuss the supervision strategies that ensure that members across the organization maximize the time spent on high-quality performance and professional development. Are these based on proven research? How do you know the professional development is effective? If there are no professional development standards or guidelines discuss a model that is effective and that could be implemented at your organization.

Standard 2.0: A district-level education/organizational leader applies knowledge that promotes the success of every student by sustaining a district/organizational culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students/organizational members; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program (professional development and managerial and leadership succession); developing and supervising the instructional (management) and leadership capacity across the district/organization; and promoting the most effective and appropriate technologies to support teaching (knowledge management), learning and (innovation) within the district/organization.

Element 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program/ or organizational professional development for all members.

Describe your organization’s performance management system.
1) What are the measures used to determine successful achievement of the goals?
2) Are the goals aligned with the vision and or mission? Explain. If not analyze why they are not and how alignment can move forward.
3) What is the significance of this alignment? If not aligned what challenges are created and how are they managed?
4) How and when is feedback delivered and it is effective?
5) What can you cite as models to determine if the feedback is effective or ineffective?

Remember to support your claims through research,

Element 2.3: Candidates understand and can develop and supervise the instructional/managerial and leadership capacity across the district/organization.

1) Please describe the organizational systems that are used for effective and efficient management of policies, procedures, and practices.
2) Select an area of policy, procedure, and practice and that you see as an area for improvement for your organization. What would be some of the obstacles you would anticipate and how using change theory and motivational theory might you get past the obstacles?
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<td>Candidates understand and can monitor and evaluate district/organizational management and operational systems. (ELCC 3.1.)</td>
<td>There is little or no evidence that the candidate understands and can monitor and evaluate district/organizational management and operational systems through the analysis of district/organizational processes and operations, identification and prioritization of strategic and tactical challenges, implementation and management plans for long range planning, and the development of plans for strategic alignment. (ELCC 3.1.)</td>
<td>There is some evidence that the candidate understands and can monitor and evaluate district/organizational management and operational systems through the analysis of district/organizational processes and operations, identification and prioritization of strategic and tactical challenges, implementation and management plans for long range planning, and the development of plans for strategic alignment. (ELCC 3.1.)</td>
<td>There is clear evidence that the candidate understands and can monitor and evaluate district/organizational management and operational systems through the analysis of district/organizational processes and operations, identification and prioritization of strategic and tactical challenges, implementation and management plans for long range planning, and the development of plans for strategic alignment. (ELCC 3.1.)</td>
<td>There is clear, consistent, and convincing evidence that the candidate understands and can monitor and evaluate district/organizational management and operational systems through the analysis of district/organizational processes and operations, identification and prioritization of strategic and tactical challenges, implementation and management plans for long range planning, and the development of plans for strategic alignment. (ELCC 3.1.)</td>
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*College of Education*
*Professional Partners*
*Creating Environments for Learning*
*Syllabus is sole property of Wilmington University*
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<td>Candidates understand and can develop district/organizational capacity for distributed leadership. (ELCC 3.4)</td>
<td>There is little or no evidence that the candidate understands and can develop district/organizational capacity for distributed leadership through the identification of the leadership capabilities of staff, by modeling distributed leadership practices, and by involving different level of personnel in decision making processes. (ELCC 3.4)</td>
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<td>Candidates understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program/ or organizational professional development for all members. (ELCC 2.2.)</td>
<td>There is little or no evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Alignment of goals and evaluation system c. Feedback mechanisms (ELCC 2.2.)</td>
<td>There is limited or inconsistent evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Alignment of goals and evaluation system c. Feedback mechanisms (ELCC 2.2.)</td>
<td>There is some evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Alignment of goals and evaluation system c. Feedback mechanisms (ELCC 2.2.)</td>
<td>There is clear evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Alignment of goals and evaluation system c. Feedback mechanisms (ELCC 2.2.)</td>
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<td>instructional/managerial and leadership capacity across the district/organization (ELCC 2.3.)</td>
<td>research to develop and supervise staff development programs, understands the theories on organizational change, and understands systems that lead to efficient management of people, processes and resources. (ELCC 2.3.)</td>
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V. COLLEGE OF EDUCATION ATTENDANCE POLICY:

The College of Education attendance policy is in addition to the Wilmington University attendance policy.

College of Education:
In the Doctor of Education program, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Course Policy:
Unexcused absences, other than for bona fide emergencies, will result in a one-letter final grade reduction for each such absence.

Representative texts and/or supporting resources


Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.