WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7200
COURSE TITLE: Supervisory Behavior

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.

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=WfRsXgUvOCl%3d&tabid=676

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

NCATE/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.

NCATE/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.

NCATE/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/NCATE 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.
NCATE/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

NCATE/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/NCATE Standards 3 and 2.

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.

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Creating Environments for Learning
• 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.

**DOCTOR OF EDUCATION ATTENDANCE POLICY:**

The Doctor of Education attendance policy is in addition to the Wilmington University attendance policy which can be found on the University Website or through Blackboard.

**Doctoral Program Policy:**

In the Doctoral Program, faculty must approve all requests for exceptions to the University 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:**

Given the format and activities in this class, attendance is vital. Some class activities involve skill practice, role-playing, simulations, and group process debriefing that cannot reasonably be conducted outside of class. Accordingly, all students are expected to attend all class sessions, promptly on time. Students are accountable for information contained in all activities, exercises, skill demonstrations, and presentations. Students missing a class will be expected to complete a selected academic activity from text that deals with a key topic from the evening.

**Representative texts and/or supporting resources**


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

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