COURSE TITLE: Supervisory Leadership

COURSE NUMBER: MED 7701

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
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I. COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstruct inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

COURSE DESCRIPTION: This course explores intellectual, moral, and practical dimensions of supervisory leadership, and links theory and practice related to staff selection, performance appraisal, and teacher renewal. The course examines how supervisory policies and practices define the working and learning environment in the school, how they reflect the values and culture of the school, how they relate to the broader community, and how they relate to school restructuring and change. The impact of supervisory leadership on student learning is a major focus. The course will include an introduction to the Framework for Teaching and a careful review of DPAS II. Students will have the opportunity to apply supervisory leadership principles and techniques in both simulated and authentic settings.
II. ELCC 2011 STANDARDS/ELEMENTS

Program competencies for the M.Ed. in School Leadership are derived from current national standards for building-level educational leadership as adopted by the ELCC and the National Policy Board for Educational Administration. These specific standards can be accessed via this link
http://www.ncate.org/LinkClick.aspx?fileticket=3WwHI1vDLvs%3D&tabid=676

ELCC 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>ELCC</th>
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<td>Develop a plan for high-quality professional development for school staff and leaders</td>
<td>2.3</td>
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<td>Demonstrate instructional leadership practices;</td>
<td>2.3</td>
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<tr>
<td>Understand leadership theory, change processes, and evaluation</td>
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<tr>
<td>Work collaboratively with school staff to improve teaching and learning</td>
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<tr>
<td>Design the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction</td>
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<tr>
<td>Design professional growth plans to increase the capacity of school staff and leaders that reflect national professional development standards</td>
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**Learning Activities: Students will:**

1. Reflect on your own beliefs about supervision.
2. Describe in detail the behaviors you feel would be an asset to you as a supervisor.
3. Discuss those behaviors which you need to improve upon and the process you would use for improvement.
4. Prepare a written composite profile of:
   A. A teacher who would benefit most from Non directive supervision.
   B. A teacher who would benefit most from Directive Informational supervision.
   C. A teacher who would benefit most from Collaborative supervision.
   D. A teacher who would benefit most from Directive Control supervision.
5. Interview a principal/supervisor and a fellow teacher as to “What Makes an Effective School.”
6. Write a response discussing the respondents' perceptions of effective schools.
7. Compare and contrast their responses to course learning.

**DISPOSITION SURVEY:**
During the course, candidates and instructors will complete a disposition survey. Course grade is dependent on submission to TaskStream of both surveys.
III. Structured External Assignment

Produce a paper that reveals a thorough understanding of leadership theory, the change process and evaluation methods for determining vital school change. Demonstrate an understanding of instructional leadership practices through acquiring the skills necessary in conducting the principles of teacher observation through the use of simulated videos and perform subsequent pre and post conferencing skills for improved teacher instructional capacity. Develop a personalized professional growth plan. Be sure to include technology that would maximize high quality instruction. Finally, collaboratively develop with a team of teachers a yearlong comprehensive instructional improvement plan to extend and improve teacher instructional capacity that reflects differentiated strategies and a sensitivity to a stratified school staff.

The SEA will include …
1. A written paper on leadership theory and the change process
2. A completed observation form
3. A growth plan
4. A conference script or video
5. A collaborative comprehensive instructional capacity building plan that would be & explained in a ppt team presentation to the “simulated school” (the class) or something like that
   i) Yearlong with monthly or bi-monthly timeline
   ii) Emphasis the professional development scaffolder plan
   iii) Describe who would be involved steps of the plan (when, who, what, how you know its working)
   (1) The what would be “best practices” now called high quality instruction in the literature – substantiated with current readings
   (2) The what would include what technology would be used/taught to enhance high quality instruction

A possible Comprehensive Instructional Capacity Plan matrix might be…

<table>
<thead>
<tr>
<th>Comprehensive Instructional Capacity Plan</th>
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<tbody>
<tr>
<td>School Name:</td>
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<tr>
<td>Instructional Theme/Need:</td>
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<tr>
<td>When</td>
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College of Education
Professional Partners
Creating Environments for Learning
ATTENDANCE POLICY: College of Education Policy

In the College of Education, faculty *must* approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. 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 grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

IDEA Course and Instructor Evaluations: Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.

The course measures your learning on specific items on the IDEA. Your syllabus denotes them as Essential and Important. These are listed as items 21-32 on the course evaluations that are submitted to you. It is important that you evaluate your progress on these as you move through each course. They correspond to the following items:

1. Gaining factual knowledge. (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories.
3. Learning to *apply* course material. (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.
6. Developing creative capacities. (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity. (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing.
9. Learning how to find and use resources for answering questions or solving problems.
10. Developing a clearer understanding of, and commitment to, personal values.
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view.
12. Acquiring an interest in learning more by asking my own questions and seeking answers.
## Rubric

<table>
<thead>
<tr>
<th>ELCC Standard</th>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tr>
<td>2.3 Content</td>
<td>Very limited or no evidence is presented to demonstrate understanding of concepts.</td>
<td>Candidate partially demonstrates understanding of the need for high-quality professional development.</td>
<td>Candidate demonstrates clear understanding of the need for high-quality professional development for school staff and leaders and instructional leadership practices. Demonstrates understanding of leadership theory, change processes and methods of evaluation. Candidate understands standards for high-quality teacher, and principal practice.</td>
<td>Candidate demonstrates a comprehensive understanding of the need for high-quality professional development for school staff and leaders and instructional leadership practices. Demonstrates understanding of leadership theory, change processes and a variety of methods of evaluation. Candidate understands standards for high-quality teacher, principal, and district practice.</td>
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<tr>
<td>2.3 Professional Leadership</td>
<td>Limited or inaccurate plan is provided.</td>
<td>Partial plan is included to improve teaching and learning designed to reflect the use of differentiated instructional strategies, curriculum materials, and/or technologies. Plan may include professional growth plans.</td>
<td>Activities reflect a plan to improve teaching and/ or learning developed by working collaboratively with school staff. Plan is designed to reflect the use of differentiated instructional strategies, curriculum materials, and technologies. A professional growth plan is included to increase the capacity of school staff that reflects national professional development standards.</td>
<td>Activities reflect a clear plan to improve teaching and learning developed by working collaboratively with school staff. Plan is designed to reflect the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction. Plan includes professional growth plans to increase the capacity of school staff and leaders that reflect a thorough understanding of national professional development standards.</td>
<td>Activities reflect a comprehensive plan to improve teaching and learning developed by working collaboratively with a variety of school staff. Plan is designed to reflect the use of differentiated instructional strategies, curriculum materials, and technologies to maximize high-quality instruction. Plan includes professional growth plans to increase the capacity of school staff and leaders that reflect a thorough understanding of national professional development standards.</td>
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