CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 533: Supervision of Instruction

3 Credits
Effective: Summer 2014/2015

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this course, candidates develop leadership skills in instructional supervision processes central to school improvement and positive impact on student learning. Candidates examine what exemplary school leaders do to create: a vision for success; a focus on teaching and learning; a continuous shared decision making process that involves all stakeholders; and a code of ethics that develops and sustains a climate of trust and the protection of the rights of all students, families, and staff. Candidates evaluate a school and/or school system improvement process and become familiar with research-based strategies for increasing student achievement, data-driven backward-design curriculum processes, shared site-based decision-making, and pathways for promoting the achievement of all members of the learning community.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Diverse and global perspectives

COURSE OUTCOMES

In this course, learners:
- Apply best practices in supervision of instruction
- Account for positive impact on student learning

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Cognitive coaching/clinical supervision/teacher evaluation;

- Cultural competence;
- Data-driven decision-making;
- Effective use of academic learning time;
- Ethnic, cultural, and economic diversity.
- Leadership and vision in an age of standards;
- Nine characteristics of high performing schools;
- Professional learning community;
- Teaching for understanding;

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
National Educational Leadership Preparation (NELP) Standards Common Performance Task 2: Fostering a Culture of Learning	40%
National Educational Leadership Preparation (NELP) Standards Common Performance Task 3: Teacher Observation, Analysis, and Feedback	40%
Instructor Determined Assignments (Also Including Participation)	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

NELP Common Performance Task 2: Fostering Culture of Learning

The candidate will demonstrate their capacity to foster a professional learning culture to improve student learning, particularly for historically and currently marginalized student groups (e.g. students of color, emergent bilingual students, students living in poverty, immigrant/refugee students, students with disabilities, LGBTQ students, Native American students, and others). A candidate will work with a small group of teachers using structured learning activities to improve the teachers' collective knowledge and skills. The candidate will support collaborative groups in improving an existing curriculum, instruction, or assessment strategy, while documenting the process, teachers' teamwork and improved practices, with attention to equity and addressing the learning needs of historically marginalized or underserved students. (NOTE: This task can be embedded and aligned to Task 1 above).

- Identify an academic area to review and explain why you chose that focus, connected to equity, inclusion, and/or culturally responsive or culturally sustaining education.
- Select a small group of teachers (grade level or content specific) that would benefit from working as a team to improve practice.
- Collaboratively determine what instructional skill or practice will be the focus for group learning.
- Consider culturally responsive or culturally sustaining practices and behavioral support practices.
- Explain how you will facilitate the group learning process to achieve professional growth, and any other planned positive outcomes among the group members.
- Explain what changes in practice are expected and how group practice outcomes will result in a positive impact on students and how will that be measured?
- Identify the assistance needed (building or district level) to support learning among each of the group members.
- Summarize your process and gather feedback from the group members that will help you improve your practice in working with small groups to adopt culturally responsive or culturally sustaining practices that will lead to improved student performance.
- Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.

Aligned standards:

Primary: 1.2, 2.1, 4.4, 7.2, 7.3
Secondary: 3.1, 3.2, 3.3, 4.1, 6.2, 7.4

The instructor may require candidates to interview one or more administrators to gain an administrator's perspective on operational aspects of instructional supervision **and promotion of teacher professional growth**.

Product
The submission product for this assignment is a single, integrated document with title page, introduction, topic sections, summary reflection, references, and appendices in APA style. See the rubric for additional guidance. Candidates share reports with the class in a manner determined by the instructor.

Components	% of Grade
Introduction, Data Analysis, Identification and Rationale for Academic Area of Focus	15%
Plan to Improve and Support Teachers' Professional Growth in Curriculum, Instruction, and Assessment	20%
Group Practice Outcomes and Measures of Impact on Student Learning	20%
Inquiry Cycle Timeline and Roles/Responsibilities of Admin. Team and Group Members (Including Intern)	15%
Summary of Process to Gather Teacher Feedback and Self-reflection on Learning	20%
Communication	10%
TOTAL	**100%**

DESCRIPTION OF COMPONENTS (The length of each section is only an estimate. The product will be graded on content, not length.)

Data Analysis, Identification and Rationale for Academic Area of Focus: (2-3 paragraphs)
- An analysis of a variety of student learning data disaggregated by student subgroups, is used to identify an academic area to review.
- Rationale for the selection is provided based upon the data of student learning, particularly for historically and currently marginalized student groups.

Plan to Improve and Support Teachers' Professional Learning and Growth in Curriculum, Instruction, and Assessment: (1-2 pages) The plan will include:
- Identification of a small group of teachers (grade level or content specific) that would benefit from working as a team to improve practice
- A collaborative approach to determining what instructional skill or practice will be the focus for group learning
- A consideration of possible research-based culturally responsive or culturally sustaining practices and behavioral support practices
- Explanation of how you will facilitate the group learning process to achieve professional growth and any other planned positive outcomes among the group members.
- Identify the assistance needed (building or district level) to support learning among each of the group members

Group Practice Outcomes and Measures of Impact on Student Learning: (1 paragraph plus example or description of data tool.)
- Explain what changes in practice are expected and how group practice outcomes will result in a positive impact on students
- Outline how data will be collected to measure impact on adult learning and impact on student learning. Provide a description or example of the data collection tool.

Inquiry Cycle Timeline and Roles/Responsibilities of Administrative Team and Group Members (Including Intern): (chart or table format)
- Designation of school team or committee for this project
- Timeline for implementation of team inquiry cycle for professional learning
- Determination of roles and responsibilities of group members and supporting administrators, including the intern

Summary, Process for Feedback, and Reflection: (1-2 pages)
- Summarize process
- State plan to gather feedback from the group members that will help you improve your practice in working with small groups to adopt culturally responsive or culturally sustaining practices that will lead to improved student performance. Include artifacts such as sample survey, interview questions, observations, or other means for gathering feedback.
- Reflect on your own learning

Communication Criteria:
- Appropriate organization
- Informed, insightful, logical/sequential, showing higher order thinking
- Clear, correct and scholarly writing for a professional audience.
- Thorough development of ideas
- Paraphrasing, quotations, citations, references in APA style
- Appropriate and clear artifacts, graphs and charts

Prior to Submission. Common Performance Tasks require graduate-level, professional writing. To support writing at this level, CityU offers candidates resources. If you think your writing might not meet standard, submit to SmarThinking.com for feedback on writing issues. Even if you have confidence in your APA skills, submit to Turnitin.com, a plagiarism checker. Based on this feedback, revise and edit as needed.

Submission. Candidates submit the written components and accompanying artifacts for this Common Performance Task for evaluation and feedback to the instructor, revise as needed, and upload to the on-line certification portfolio.

NELP Common Performance Task 3: Teacher Observation, Analysis and Feedback

The candidate is to demonstrate instructional leadership skills to plan for a teacher observation, observe, analyze observation and student data, provide feedback and plan support for an individual teacher. The candidate will document his or her work in the observation cycle and teacher feedback on the quality and use of the feedback. Candidates share reports with the class in a manner determined by the instructor.

- Demonstrate general knowledge of state frameworks and specific knowledge in candidate's district's framework and equitable and/or culturally responsive or culturally sustaining practices.
- Identify and reflect on personal and systemic positionality and bias as it relates to teacher observation.
- Work with your administrator and selected certificated teacher to develop your classroom observation skills.
- Visit a variety of classrooms to develop a solid understanding of the instructional framework used throughout the school and how to leverage the framework to support culturally responsive or sustaining teacher practices
- Conduct the pre-observation discussion with the teacher and principal.
- Complete the observation in accordance with the collective bargaining agreement, including evidence of equity, inclusivity, and culturally responsive or culturally sustaining educational practice.

- Prepare for the post-conference, including "cleaning up" the script, aligning the observation with your district's instructional framework and then scoring the observation under the guidance of your principal, as possible.
- Conduct the post-observation conference with the teacher and principal.
- Gather written feedback from both the supervising principal and teacher that will assist with future observations.
- Gather evidence through observation of equity, inclusivity, and culturally responsive or culturally sustaining educational practices.
- Submit a written reflection on key elements that have become clearer for you and what you have learned through this observation process, and how you will apply this learning as you move forward as a culturally responsive leader.

Aligned standards:

Primary: 2.2, 2.3, 3.2
Secondary: 1.2, 2.1, 3.3, 4.2, 4.3, 4.4, 5.1, 7.1, 7.3, 7.4

Product
The submission product for this assignment is a single, integrated document with title page, introduction, topic sections, summary reflection, references, and appendices in APA style. See the rubric for additional guidance. Candidates share reports with the class in a manner determined by the instructor.

Components	*% of Grade*
Introduction and Observation Preparation	20%
Pre-Observation Conference	15%
Observation Notes and Evidence Scoring	20%
Post-Observation Conference	15%
Reflection	20%
Communication	10%
TOTAL	**100%**

DESCRIPTION OF COMPONENTS (The length of each section is only an estimate. The product will be graded on content, not length.)

Introduction and Observation Preparation: (1 page)
- Identification of Instructional Framework
- Identification of equitable and/or culturally responsive or culturally sustaining practices that the candidate will look for, especially those that are a district or school focus
- Identify and reflect on your personal and systemic positionality and bias as it relates to teacher observation

Pre-Observation Conference: (1 page)
- Identify subject and grade level to be observed and brief overview of setting, students, teacher and lesson
- List pre-conference questions and summarize teacher responses
- Summarize what you learned about teacher lesson preparation and questions that you may still have

Observation Notes and Evidence Scoring: (1-2 pages plus note-taking artifact)
- Identify method for note taking with justification of why that method was chosen
- Copy of the actual note-taking document
- Observation report with analysis, interpretation, and summary
- Score the evidence from the observation using your district's instructional framework and justify scores given.

Post-Observation Conference: (1-2 pages)
- List post-conference questions and summarize teacher responses
- Summarize what you learned from the teacher responses
- Recommend at least one possible next step for this teacher's professional growth in his or her teaching practice (Sharing with teacher not required)

Reflection: (2-3 paragraphs)
- Summary of feedback from principal and/or teacher that will assist with candidate's personal professional growth as a culturally responsive leader
- Reflection on candidate's own learning from the process and next steps in candidate's own professional growth in the area of observing, scoring, conferencing, coaching and becoming a culturally responsive instructional leader

Communication Criteria:
- Appropriate organization
- Informed, insightful, logical/sequential, showing higher order thinking
- Clear, correct and scholarly writing for a professional audience.
- Thorough development of ideas
- Paraphrasing, quotations, citations, references in APA style
- Appropriate and clear artifacts, graphs and charts

Prior to Submission. Common Performance Tasks require graduate-level, professional writing. To support writing at this level, CityU offers candidates resources. If you think your writing might not meet standard, submit to SmarThinking.com for feedback on writing issues. Even if you have

confidence in your APA skills, submit to Turnitin.com, a plagiarism checker. Based on this feedback, revise and edit as needed.

Submission. Candidates submit the written components and accompanying artifacts for this Common Performance Task for evaluation and feedback to the instructor, revise as needed, and upload to the on-line certification portfolio.

Instructor Determined Assignments (Also Including Participation)

Candidates communicate and collaborate with instructor and classmates to complete specific instructor-determined requirements appropriate for the delivery mode and leading to achievement of course outcomes.

Components	*% of Grade*
Requirements	50%
Communication	25%
Collaboration	25%
TOTAL	**100%**

COURSE POLICIES

Late Assignments

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Instructors can add additional detail at their discretion, but should honor the following agreement set by the program.

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

Instructors are requested to allocated time/opportunity toward the end of the last class session for all students to complete the university's End of Course Evaluation (EOCE).

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard 22-item survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City

University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations
City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity
Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance
Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement
Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services
CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring
CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.