



Syllabus

School of Education and Leadership EEA 539: Supervision of Instruction

3 Credits

Effective: Winter 2021/22

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

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 effective school improvement planning and instructional supervision processes. Students 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-informed 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.

Shannon, G.S. & Bylsma, P. (2007). *The nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning*. (2nd ed.). Olympia, WA: Office of Superintendent of Public Instruction. Retrieved from <https://files.eric.ed.gov/fulltext/ED499819.pdf>

RECOMMENDED RESOURCES

Articles & Reports

Danielson, C. (2010). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35.

DuFour, R. & Mattos, M. (2013). How do principals really improve schools? *Educational Leadership*, 70(7), 34-40.

- Frontier, T. & Rickabaugh, J. (2015). Driving Change. *Educational Leadership*, 72(5).
<http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/Driving-Change.aspx>
- Goodwin, B. (2019). The myth of the superhero leader. *Educational Leadership*, 76(6), 82-83.
- Pink, D. (2009). *The puzzle of motivation* [Video]. TED Conferences.
http://blog.ted.com/2009/08/24/the_surprising/.
- Shannon, G.S. & Bylsma, P. (2007). *The nine characteristics of high-performing schools: A research-based resource for schools and districts to assist with improving student learning. (2nd ed.)*. Office of Superintendent of Public Instruction, Olympia, Washington.
<https://files.eric.ed.gov/fulltext/ED499819.pdf>
- Schmoker, M.. (2019). Embracing the power of less. *Educational Leadership*, 76(6), 24-29.
- Zsebik, P. (2008). *First and Second Order Change in Education and Its Implications for Future Directions*.
<http://www.questconference.ca/wp-content/uploads/2018/05/2009ZsebikArticle.pdf>
- Wahlstrom, K., Seashore Louis, K., Leithwood, K., & Anderson, S. (2010). Investigating the links to improved student learning: Executive summary of research findings. *The Wallace Foundation*.
<http://www.wallacefoundation.org/knowledge-center/Documents/Investigating-the-Links-to-Improved-Student-Learning-Executive-Summary.pdf>
- Williamson, R. & Johnston, H. (2013). Meaningful teacher evaluation. *Practical Leadership, LLC*.
<http://oregongearup.org/sites/oregongearup.org/files/research-briefs/teacherevaluation.pdf>

Books

- Bambrick-Santoyo, P. (2012). *Leveraging leadership: A practical guide to building exceptional schools*. Jossey-Bass. (ISBN: 9781118138601)
- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Association for Supervision and Curriculum Development. (ISBN: 9781416602712)
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Association for Supervision and Curriculum Development. (ISBN 0871208547)
- Leithwood, K., Harris, A., & Strauss, T. (2010). *Leading school turnaround: How successful leaders transform low-performing schools*. Jossey-Bass. (ISBN: 9780470407660)
- Marshall, K. (2013). *Rethinking teacher supervision and evaluation*. Jossey-Bass. (ISBN: 9780470553985)
- Marzano, R., Frontier, T., & Livingston, D (2011). *Effective supervision: Supporting the art and science of teaching*. Association for Supervision and Curriculum Development. (ISBN: 9781416613183)

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results.* for Supervision and Curriculum Development. (ISBN: 9781416602279)

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills
- 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 competency;
- 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:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Instructional Supervision Plan (Matrix) and Presentation	45%
Observational Reports on Teaching	45%
Participation	10%
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.

Instructional Supervision Plan and Presentation

A school administrator is an educational leader who promotes the success of all students through sustaining a culture of student learning and staff professional growth

For this assignment, the candidate uses a school improvement plan and/or other artifacts from a school or program to describe and critique current instructional supervision practices and to recommend next steps for improving instruction and student learning. The candidate might analyze the effectiveness of a school improvement process; analyze how instruction is informed by data; describe how school leaders provide and sustain an instructional program conducive to student achievement; analyze methods used to deliver professional development activities and develop professional growth plans with teachers; or describe processes used to develop balanced assessment strategies that align with curriculum and instruction.

The instructional supervision plan considers how the school's or district's vision of learning is developed, renewed, and sustained, and includes recommendations for ways to: lead the school; develop or renew the school's strategic plan; supervise, motivate and lead the faculty team; support action research; evaluate instruction; strengthen the school's climate; support staff development; or implement goals, policies, and curriculum.

The plan exhibits a sound professional and scholarly research-basis, including concepts from the Nine Characteristics of High Performing Schools and material from other course readings. Candidates may consult with school or district office administrators to gain an administrator's perspective on operational aspects of instructional supervision.

Deliverables for this assignment include school-based artifacts, an instructional supervision plan, and a presentation.

Components	% of Grade
Instructional Supervision Plan (Description, Critique, Recommendations)	40%
Context/Artifacts	10%
Candidate's Dispositions	10%
Communication	20%
Presentation to Class	20%
TOTAL	100%

Observational Reports on Teaching

The candidate conducts two instructional observations with coaching cycles (pre-conference, observation, post-conference). One observation focuses on recording selective verbatim and qualitative information of student and teacher interactions and the second observation focuses on recording quantitative data concerning specific teacher or student behaviors. The written report for each cycle provides a brief overview of the setting, students, teacher, and lesson; identification of instructional framework; details of the pre-observation planning conference; observation report with analysis, interpretation, and summary; details of the post-observation reflective conference; and a reflection on the candidate's learning regarding observations and coaching. Candidates present written their reports in a manner determined by the instructor.

Components	% of Grade
Content of Written Reports	40%
Communication	20%
Observation Notes	20%
Reflective Analysis	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

Participation

Components	% of Grade
Communication: Does the student communicate respectfully in a professional manner?	50%
Collaboration: Is the student actively working on developing skill in collaboration? Does the student honor the time and commitment of others? Does the student make a meaningful contribution to shared endeavors?	50%
TOTAL	100%

PROFESSIONAL WRITING

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style (APA 7th edition).

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 the Provost or to the Vice President of Student Affairs.

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.

