

EDLD 652: Advanced Seminar in Supervision and Instructional Leadership

School of Education and Leadership

3 Credits

Effective Date: 4/1/2024

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 Information

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

Contact Information

Contact information for instructors is found under *Faculty Information* in the online course menu.

Course Description

This course prepares candidates to apply tools and strategies to develop support for design or re-design of school system structures to ensure that all children meet academic standards. The course focuses on best practices for school systems to simultaneously plan and implement initiatives to increase student achievement. Candidates utilize specific strategies to balance school system authority and school autonomy while creating opportunities for team support, collaboration, and the development of diverse professional learning communities.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Aligning the Learning Organization
- Learn strategies to improve the district’s support for student learning by using data effectively, by strategically allocating resources to develop a learning organization
- Focus on Results
- Analyze and respond to critical issues confronting instructional leaders
- Learn to build the school systems’ capacity as a professional community to collaboratively share responsibility for all students’ successful academic achievement
- Become knowledgeable and skilled in examining research and best practice findings in order to assess system readiness for organizational planning and implementation of strategies needed for all students to achieve academic success

Core Concepts, Knowledge, and Skills

- Change and improvement
- Characteristics of high performing districts
- Cultural competence in the organizational setting
- Effective supervision of the learning organization
- Leadership for Results
- Leadership for system elements of effective adult and student pedagogy
- Leadership for Teaching and Learning
- Problem solving

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and Grading

CityU’s Standard Graduate Rubric Scale

% of Grade	Graduate Percentage Scale	0.00 - 68.74%	68.75 - 86.24%	86.25 - 93.74%	93.75 - 100%
	Graduate Scaled Score	0.0 - 1.5	1.6 - 2.9	3.0 - 3.5	3.6 - 4.0
		Below Standard	Approaching Standard	At Standard	Exceeds Standard

Professional Development Research Summary (10% of Final Grade)

One of the keys to improving student learning is ongoing adult learning and coaching. Course participants will develop a summary of the research on professional development and its impact on student learning. The instructor will provide guidance on locating relevant and timely research. Particular emphasis will be placed on students developing a summary of research-based characteristics of effective professional development.

Components	% of Grade
Requirements: Does the student meet the requirements of the research summary assignment.	30%
Analysis and Evaluation: How well does the student analyze and evaluate evidence to support key points? Are key points based on assumptions or opinions? Are the summary results related to student achievement outcomes?	50%
Writing Mechanics: How well does the student incorporate grammar, spelling, syntax, punctuation, and style into the assignment? Uses APA style throughout.	20%
TOTAL	100%

School System Analysis and Action Plan (20% of Final Grade)

Course participants will utilize student achievement results, school system improvement planning processes, organizational quality criteria and researched best practices to develop a school system improvement goal and action plan in the area with the biggest gap in student achievement. Achievement data will be from course participants own district or, if not

practicable, from a district with which the student is familiar.

The development of the improvement goal and action plan entails a detailed sequence of activities. The action plan is to be clearly linked to researched strategies for school/district improvement and the participants developing theory of action. Components of the plan are to include the goal statement, the rationale for selecting the goal and the research based strategies to accomplish the goal.

A preliminary step prior to developing the action plan is to collect, sort and analyze student achievement data for review and conduct a gap analysis. Additionally, Baldrige criteria should be used to analyze district factors and outcome data. These steps will be useful in identifying the content area and group of students with the greatest need for improvement in academic achievement.

Components	% of Grade
Requirements: Does the student meet the requirements of the assignment and are the issues presented with appropriate depth of analysis?	30%
Evaluation/analysis and plan: Does the final product provide detailed evaluation, analysis and application to development of a plan of action?	60%
Writing Mechanics: How well does the student incorporate grammar, spelling, syntax, punctuation, and style into the assignment? Uses APA style throughout.	10%
TOTAL	100%

Critical Issue Research and Presentation (20% of Final Grade)

School system leaders are continually confronted with critical issues requiring research, discussion and decision. Course participants will select a critical educational issue about which there is controversy either in their district or on a state or national level. Participants will research the issue, prepare a brief and a presentation (10-15 minutes in length) and distribute copies of the presentation and supporting materials to all class participants. The brief should consider whether or not the critical issue needs a policy and procedures for implementation and if so a draft of the proposed policy and procedures should be included in the presentation and handouts.

Components	% of Grade
Requirements: Does the student meet the requirements of the assignment? What is the overall quality of the written and distributed work?	20%
Evaluation/analysis and recommendations: Does the final product provide detailed evaluation, analysis and recommendations sufficient to form a course of action and/or formulate a policy?	40%
Comprehensiveness: Is the work based on a significant body of research? Can the conclusions and recommendations be directly tied to the research?	20%
Presentation/Delivery and Writing Mechanics: How well does the student incorporate grammar, spelling, syntax, punctuation, and style into the assignment? Uses APA style throughout.	20%
TOTAL	100%

Readings and Reflections on District Leadership for School Improvement and Learning and Participation in Activities and Discussion (10% of Final Grade)

Regular and prompt attendance is expected, as is reading assignments prior to class sessions. Exchanging information and ideas about the readings, educational strategies and approaches is an important aspect of being an effective member of a learning community. Reading and reflecting on district leadership for school improvement and learning will enhance candidates understanding of the many facets of leadership for learning. Active participation in small group discussions, reflection, case study analysis and other interactive assignments strengthen candidate’s ability to access and analyze personal beliefs and reach reasoned and effective decisions for action. Learning to provide effective peer feedback is also an integral part of improving the quality of teaching and learning.

Components	% of Grade
Contribution to Discussions	50%
Collaboration skills	25%
Quality of contributions	25%
TOTAL	100%

Aligning the Learning Organization (20% of Final Grade)

Aligning the work of collaborative teams throughout the district is a critical component of district-level leadership. The issue is much more complex than merely organizing into teams. The critical questions this; what will the teams do?

1. Develop a plan for organizing a school district into collaborative teams, with an emphasis on

the role of district office, principal, school, and teacher teams. Write a 3 page paper describing how these teams would be organized, why they would be organized that way, how team leaders would be selected and trained, and what would occur in team meetings at each level. In your paper, please be specific and include examples.

2. Interview two principals in your district asking them to describe typical principal/admin meetings at the district office in as much detail as possible. Next, interview a principal in the White River School District regarding what a principal/admin meeting looks like in that district. Write a 2 page paper describing principal meetings in your district, in comparison to principal meetings in the White River School District.

Components	% of Grade
Requirements	30%
Evaluation/analysis and plan	60%
Writing Mechanics	10%
TOTAL	100%

Focus on Results (20% of Final Grade)

To improve learning across an entire school/district there must be a passionate and relentless focus on results—are the students learning and how do we know? In order to answer this question, districts/schools must collaboratively monitor the learning of each student, skill-by-skill on a frequent and timely basis through the effective use of commonly developed formative assessments, the results of which are collaboratively analyzed and used as the basis for both “reflective practice” on the part of the teacher team, and to make decisions about appropriate additional time, support and enrichment for students? How effectively does your district/school use commonly developed, formative assessments to monitor the learning of each student, skill-by-skill? How could these practices be improved?

While the use of formative assessments are essential to improving student learning, they are of little use unless results are collaboratively analyzed and cause us to act! Effective districts/schools build in multiple layers of collaborative analysis and decision-making—each modeling the work of the other! What structural and cultural processes and procedures are in place in your district/school that require the collaborative analysis of learning data, and how effectively does this impact decision-making related to improving student learning? How can we improve?

Course participants will analyze the BOLD questions above in 3 districts/systems. Prepare a multimedia presentation to share/report the findings. Instructor may determine or suggest a district or districts in which to do the comparative analysis.

Components	% of Grade
Requirements	20%
Evaluation/analysis	40%
Presentation	40%
TOTAL	100%

Course Policies

Late Assignments

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

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

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)

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.

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students 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 Harassment

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 the [CityU website](#) 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 [CityU in Canada](#) website.

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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

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 in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment 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 a 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 206.239.4752 visit the [Disability Support Services](#) page in the my.cityu.edu portal or in the *Start Your Course Here* module in your course under *Support Services*. Confidentiality will be

observed in all inquiries. Once approved, information about academic accommodations will be shared with 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.

Online Tutoring

CityU students have access to free online tutoring offered through Brainfuse, including writing support, from certified tutors 24 hours a day, seven days a week. Visit the [Brainfuse](#) page on the my.cityu.edu portal for more information