

# 1. SCHOOL OF EDUCATION

Virtual Campus

School of Education

# 2. Wayland Baptist University Mission Statement:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# 3. Course Prefix, Number and Name:

EDAD 5333 – Supervision of Instructional Leadership

# 4. Term and Year:

Spring Term, February 24, 2020 – May 16, 2020

Online Course: **Material presented at noon on Saturdays**

Opening Material presented on the first day that classes are offered.

**Note: Please check your Wayland email account DAILY, as this will be the means that I officially notify you of any changes in the syllabus or assignments.**

# 5. Full Name of Instructor:

Instructor: Dr. Tim Powers, Associate Professor of Education

# 6**. Office Phone and WBU Email Address:**

Work Phone: (806) 742-9516

Cell Phone: (940) 631-1045

Email: [tim.powrs@wbu.edu](mailto:tim.powrs@wbu.edu)

# 7. Office Hours, Building and Location:

Office Hours: By Appointment

Building: Lubbock Campus

801 North Quaker

Lubbock, Texas 79416

# 8. Class Meeting Time and Location:

This is a virtual class. The expectation is that you are to check the Blackboard daily for information regarding assignments.

It is important that you check your email daily for announcements and/or requests from the professor.

# 9. Catalog Description:

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching, staff development, and the knowledge, skills, and attitudes related to an appropriate climate for instruction.

# 10. Prerequisite:

Graduate standing and public school experience

# 11. Required Textbook and Resources:

**Textbook: Basic Guide to Supervision and Instructional Leadership**  
**Author(s):** Glickman, Carl D.   
**ISBN:** 978-0-13-261373-6  
**Edition:** 3RD  
**Publisher:** Pearson  
**Book Type:** Paperback

**Textbook: Rethinking Teacher Supervision and Evaluation: How to work smart, build collaboration and close the achievement gap**

**Author:** Kim, Marshall

**ISBN:** 9781118336724

**Edition:** 2nd

**Publisher**: Jossey-Bass

**Book Type:** Paperback

*Note: VitalSource etextbooks.*

For student access:

1. Every Course in Blackboard has a link to eTextbook [Vital Source] embedded in the course menu, with basic instructions.
2. I encourage you to use this textbook.  Printed copies will NOT be available through our bookstore.  Students can purchase via Amazon or similar vendor but the cost is usually substantially more expensive.
3. Student will “register” to access your library.
4. You will be able to read and interact with your textbook from that location.

You must complete the student information page located in the Course Content in Blackboard™.  I use this form to invite you to be part of Remind 101 and I also use it to contact you by your personal phone, if necessary.  It must be turned in by the date listed in the schedule below, at noon to receive the full credit for completing the entire form.  Complete this form even if you have completed it for another course.  Points will be deducted for turning it in after Saturday at noon.

# 12. Optional Materials:

Additional course material may be available on the Blackboard site for this course. Students should have access to and the ability to use this material for each class session. Course announcements, if needed, will be posted on the Blackboard site for this course.

# 13. Course Outcome Competencies:

## DOMAIN I—SCHOOL CULTURE (School and Community Leadership)

**Competency 001: The entry-level principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).**

1. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
2. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
3. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
4. Aligns financial, human, and material resources to support implementation of a campus vision and mission **(Not taught in this course)**
5. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision **(Not taught in this course)**
6. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
7. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
8. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
9. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students **(Not taught in this course)**
10. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

**Competency 002: The entry-level principal knows how to work with stakeholders as key partners to support student learning.**

1. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
2. Implements strategies to ensure the development of collegial relationships and effective collaboration
3. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning **(Not taught in this course)**
4. Ensures that parents and other members of the community are an integral part of the campus culture

## DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)

**Competency 003: The entry-level principal knows how to collaboratively develop and implement high-quality instruction.**

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1. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
2. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
3. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
4. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards **(Not taught in this course)**
5. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning **(Not taught in this course)**

**Competency 004: The entry-level principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.**

1. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
2. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
3. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement **(Not taught in this course)**
4. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
5. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

## DOMAIN III—HUMAN CAPITAL (Human Resource Management)

**Competency 005: The entry-level principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.**

1. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
2. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
3. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
4. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
5. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
6. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

**Competency 006: The entry-level principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

1. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
2. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
3. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
4. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)

**Competency 007: The entry-level principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.**

1. Understands how to effectively communicate a message in different ways to meet the needs of various audiences **(Not taught in this course)**
2. Develops and implements strategies for systematically communicating internally and externally **(Not taught in this course)**
3. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies **(Not taught in this course)**
4. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals **(Not taught in this course)**

**Competency 008: The entry-level principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.**

1. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
2. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
3. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions **(Not taught in this course)**
4. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision **(Not taught in this course)**
5. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals **(Not taught in this course)**

## DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)

**Competency 009: The entry-level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

1. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plans
2. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
3. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning **(Not taught in this course)**
4. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

**Competency 010: The entry-level principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

1. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
2. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
3. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
4. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
5. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
6. Facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
7. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
8. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements) **(Not taught in this course)**

## DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY

**Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**

1. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
2. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors **(Not taught in this course)**
3. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
4. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn **(Not taught in this course)**
5. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation) **(Not taught in this course)**
6. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs **(Not taught in this course)**
7. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities **(Not taught in this course)**
8. Articulates the importance of education in a free, democratic society

# 14. Attendance Requirements:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# 15. STATEMENT OF PLAGIARISM AND ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# 16. Disability Statement:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

# 17. Course Requirements and Grading Criteria:

## Student Information Sheet:

Complete the Student Information Sheet found under the “Course Content” tab in Blackboard and turn it in by the date listed below on the schedule.

## Introductory Discussion Board:

The discussion board will only be used for the first week. You will submit information to the board that allow other students in the class to get to know you a little better.

## Weekly Assignments:

Weekly assignments will be posted at approximately 12:00 noon each Saturday of the term. These assignments will be based directly from the course textbook(s). Most of the weekly assignments will pose divergent questions with the expectation of the student to use the author’s research to reinforce your personal perspective on the questions posed. **The weekly assignments must be submitted to Blackboard prior to noon on the following Saturday.** The assignments will be posted using a Word document format. Download this assignment to your computer, save it and once you have completed the assignment, please return it using the Word Document format. On rare occasions, if you need to turn in an assignment after the scheduled due date, exceptions will be made if the professor is contacted prior to the next posted assignment.

## **Instructional Leadership Pillar Assignment (ILP):**

This assignment is called an Instructional Leadership Pillar (ILP) because it is a major cornerstone for preparing you to become an entry-level principal. All of the ILP assignments are formatted in the same manner you will see in the state tasks you are being asked to complete. This is to help you get use to this format and to provide you with additional experience in successfully performing the state tasks. This ILP is focused on hiring, selection, and retention. You will find the specific assignment under the “Course Content” tab in Blackboard. You are strongly encouraged to begin working on this assignment as soon as possible. A rubric is provided for your assistance in helping you to understand what is expected and how your assignment will be graded. Pay special attention to the part of the assignment that requires you to submit a PowerPoint along with the completed assignment to the course professor. Any late submissions will have points deducted from the assignment score.

Evidence of the ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through written assignments. Written work in this course must be word processed.

# 18. Grading Criteria:

Grades for courses shall be recorded by the symbols below:

| A 90-100 | Cr for Credit |
| --- | --- |
| B 80-89 | NCR No Credit |
| C 70-79 | I Incomplete\* |
| D 60-69 | W for withdrawal |
| F 59 & below | WP Withdrawal Passing |
| WF Withdrawal Failing | X No grade given |
| IP In Progress |  |

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

# 19. Tentative Schedule:

*The course professor reserves the right to amend this tentative calendar at any time.*

**Weekly Assignments:** **B**asic **G**uide to Supervision and Instructional Leadershipand **R**ethinking **T**eacher **S**upervision and Evaluation: How to work smart, build collaboration and close the achievement gap.

| **Check Blackboard** | **Assignment Due** | **Assignments** |
| --- | --- | --- |
| February 24th | February 29th | BG Assignment 1: Chapters 1 and 2  RTS – Chapter 1  Introductory Discussion Board  Student Information Sheet |
| February 29th | March 7th | BG Assignment 2: Chapters 3, 4 and 5  RTS – Chapter 2  Instructional Leadership Video Assignment Due |
| March 7th | March 14th | BG Assignment 3: Chapters 6 and 7  RTS – Chapter 3 |
| March 14th | March 21st | Spring Break – No Assignments |
| March 21st | March 28th | BG Assignment 4: Chapters 8, 9 and 10 RTS – Chapter  RTS – Chapter 4 |
| March 28th | April 4th | BG Assignment 5: Chapters 11 and 12  RTS – Chapter 5 |
| April 4th | April 11th | BG Assignment 6: Chapters 13 and 14  RTS – Chapter 6 |
| April 11th | April 18th | BG Assignment 7: Chapters 15 and16  RTS – Chapter 7 |
| April 18th | April 25th | BG Assignment 8: Chapters 17and 18  RTS – Chapter 8 |
| April 25th | May 2nd | BG Assignment 9: Chapters 19 and 20  RTS – Chapter 9 |
| N/A | Thursday, May 7th | ILP Assignment due |
| May 2nd | May 9th | BG Assignment 10: Chapters 21 and 22  RTS – Chapter 10 |
| May 11th | May 16th | No Assignments Due/Grading ILP’s |
| **\*Your Instructional Leader Pillar assignment will be due**  **no later than Thursday, May 7th at noon.** | | |

# 20. Methods of Instruction:

The delivery system for this course will consist of online discussion board questions and responses as well as the distribution of weekly assignments that will be expected to be submitted by the students at the appropriate time. Other sources such as but not limited to PowerPoints and audio submissions may be used during the term of the course as well.

# **21. Assignments:**

| **Student Task** | **Points/Percent** |
| --- | --- |
| Student Information Sheet | 1 |
| Introductory Discussion Board | 1 |
| Watched Recorded Session/Complete Questions | 2 |
| BG Assignments | 30 |
| RTS Assignments | 30 |
| Instructional Leadership Pillar Assignment | 36 |
| TOTAL PERCENTAGE**/**POINTS | 100 |

# May God bless each of you!