## School of Education

<table>
<thead>
<tr>
<th>Course Online</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Dr. John Haro</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC 5310</td>
<td>850-496-8658 (cell)</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Clinical Supervision</td>
<td><a href="mailto:haroj@stthom.edu">haroj@stthom.edu</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
</tbody>
</table>
| KL56          | *Call my cell phone  
*Text (make sure to identify yourself by name)  
*UST Email  
*Schedule an appointment |
| Location      | Online |

| Prerequisites | none |

| Textbook(s) Required | Supervision and Instructional Leadership, A Developmental Approach, Glickman, Gordon, Ross-Gordon, (9th ed.) |

**Articles available through ERIC search at library**


| Course Description | The course includes the investigation and application of models, systems and theories of learning for best practice performance in the role of instructional supervisor or team leader. The skills of planning, data collection, analysis and conferencing are explored with the goal of improved classroom instruction and student achievement. |

### Social Justice Tenets

<table>
<thead>
<tr>
<th><strong>Subsidiarity:</strong></th>
<th>“Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dignity and rights of children:</strong></td>
<td>“Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.”</td>
</tr>
<tr>
<td><strong>People have a right to an education:</strong></td>
<td>“All people have a responsibility, for the good of society, to contribute to and foster education.”</td>
</tr>
</tbody>
</table>
Texas Principal Certification Domain II: Instructional Leadership

Course Objectives/Learner Outcomes

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The course includes the investigation and application of models, systems and theories of learning for best practice performance in the role of instructional supervisor or team leader. The skills of planning, data collection, analysis and conferencing are explored with the goal of improved classroom instruction and student achievement.

The course will focus on:

- Research on effective schools and school improvement
- Adult and teacher development
- Knowledge of a variety of learning theories applied to the process of adult learning, group dynamics and interpersonal skills
- Self-Perception Theories
- Case studies for practical application of theory related to supervision
- Directive Control, Directive Informational, Collaborative and Nondirective Behaviors for supervision
- Development Supervision Processes
- Assessment and Planning Skills
- Observation Skills
- Research and Evaluation Skills
- Action Research
- Professional and Curriculum Development
- Facilitating change, addressing diversity, and building community

Graded Elements of the course:

I. Discussion Boards (8) 24% (3% each)
II. Short Papers (4) 20% (5% each)
III. Research Project/Paper (1) 15%
IV. Short Assignments (6) 12% (2% each)
V. Midterm Exam 14%
VI. Final Exam 15%

Total 100%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>
Assignments

1. Midterm Exam

2. Final Exam


APA format is required for the research paper without an abstract. A Title Page (see Orientation Module for a sample of the Title Page) and Reference page are also required, but are not counted as part of the six written pages. Make sure to double space the entire paper including the Title Page and Reference Page, use Times New Roman, font 12, and 1” margins.

Find a teacher, perhaps a friend, who will allow you to serve as his or her clinical supervisor during a complete cycle of the supervision process. This assignment is a comprehensive research paper with the goal of explaining the lessons learned when you actually go through the developmental supervision process with a teacher.

Record your experience as you go through each step of the process. Include all of the following:

1. Select teacher;
2. Select day, time, and subject for observation;
3. Select or create the observation instrument;
4. After the observation select an approach to use with the teacher. Why you chose the approach you selected?
5. Select conference date;
6. How the teacher reacted to the feedback and data;
7. What questions were asked;
8. What conclusions the teacher drew from the process;
9. How you would critically evaluate your implementation of the clinical supervision process;
10. How the teacher would rate the benefit of the experience.

The process you write up should be planned in advance with a teacher. You will need to schedule a pre-observation conference, observation, and post observation conference before the paper can be written.

Include the data you obtained during the observation, the teacher’s reaction to the data and the analysis you do together, and what the teacher will do with the data as a result of the process.

Give a description of what you perceive to be the resolution as a result of the process.

The length of the paper needs to be a minimum of eight (8) pages (maximum 10 pages), with a minimum of six (6) full written pages. The paper should include the observation tool used and the data collected. These documents are counted as part of the eight minimum pages. Please attach the Research Paper.

Research Paper Grading Criteria

Suggested Length of paper: 8-10 pages

I. Introduction and Topic Selection 3%
II. Organization and Scholarship 3%
III. Grammar, Mechanics and APA Style/Professional Presentation 3%
IV. Conclusions and Application 3%
V. Comprehensive Approach 3%
4. Short Paper Directions

Students will plan and develop a response to the following four questions/prompts. All short papers should be a minimum of two full written pages in length. A title page (see Orientation Module for a sample of the Title Page) is required and a reference page is required if needed. The papers should follow APA style without an abstract. Citations need to be provided for all work and ideas that are not your own. Make sure to double space the entire paper including the Title Page and Reference Page, use Times New Roman, font 12, and 1” margins. Please attach all of the Short Papers.

**Paper #1:** How would you work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals? Write your plan in the paper.

**Paper #2:** Your Principal informs you he needs to see the level of support necessary for struggling teachers on your supervised grade level. You are aware that classroom management is very poor in Ms. Jones class. How would you design a tool (instrument) for the collection of data on classroom management during a 45 minute class period? Plan the conference and strategic questions you would pose to the teacher as she studies the data you have collected. Write your paper on the plan you have in mind in response to the principal’s request.

**Paper #3:** At least three types of group interactions are explained in the materials on professional development. Your faculty is considering a major change in the way discipline is handled at your school. Using one of the three options as your model, provide a Gantt Chart for the phase in plan over a year’s time. Write about how you will ultimately involve all teachers in the decision and teacher training on the plan thereafter. Write your paper about the plan.

**Paper #4:** What can culturally responsive supervisors and teachers do to help colleagues become more culturally responsive so as to develop culturally responsive schools? Required for TEAC data collection

Criteria for Grading Short Papers:
- Organization and Comprehensive Approach
- Content knowledge and Level of Scholarship
- Practical Application, Shows ability to apply theory in practical situations
- Grammar, spelling, sentence structure, punctuation-professional quality
- Requirements and APR style as described for use in writing formal papers

5. Discussion Boards

There are eight “Discussion Boards”. Students must develop an original response to the topic(s). Your initial response must be a minimum of 250 words. You are required to respond to one colleague with a minimum of 100 words. The responses should be written in APA style (exception, single space). Copy and paste your essay in the area titled “Message”. Please do not attach your response. No Title Page or Reference page is required.

6. Online Assignments

There are six “Online Assignments.” Your response must be a minimum of 250 words for each assignment. The responses should be written in APA style (exception, single space). Click on “Write Submission” and copy and paste your response in the area just below the words “Write Submission”. Please do not attach your response. No Title Page or Reference page is required.
Criteria for Grading Written Work

- Address the topic and answer the questions and/or prompts and provide thoughtful and insightful comments.
- Writing skills are at a graduate school level.
- Use grammar, spelling, sentence structure, and punctuation, etc. correctly.
- Follow directions.
- Present material in a clear and logical manner.
- Give evidence of ability to synthesize information from various sources to support the topic
- Makes pertinent references to texts and other readings.
- Show ability to apply theory to practical situations.
- The assignments are submitted on time. Late work usually results in grade reduction.

APA writing guidelines must be followed for all written papers. Some examples of APA guidelines are below:

- Times New Roman
- Font 12
- Margins - 1” top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the “points” are set to “0”. Highlight the entire document first. In a Mac, go to Format and then go to Paragraph. Make sure the “points” are set to “0”. Highlight the entire document first.
- Indent new paragraphs five spaces or tab.
- Do not use abbreviations.
- When using acronyms, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percent’s are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence you should spell the word. For example - Ten percent of the students passed the exam.

Other requirements

- Do not repeat questions in your paper.
- Use a Title Page with all assignments, except Writing Prompts.
- All papers are essay format.

Point Deductions:

Late Assignments:

- Anything submitted after due date and 11:59 p.m. to 1 day late – 5% deduction
- Each additional day - 5% deduction (For example, 3 days late results in a 15% deduction)
- After the due date, a zero will be assigned as the grade until the assignment is submitted.

Grammar errors (spelling, punctuation, sentence structure, spacing, etc.):

- 0-3 errors – 0% deduction
- 4-6 errors – 3% deduction
- 7-9 errors – 6% deduction
- 10+ errors - 10% deduction

Major APA errors:

- Double spacing, Font 12, Times New Roman, 1” margins, etc.)
- Each error – 3% deduction
Length Requirement:
- Each written assignment that does not meet minimum length requirement of paper - 10% deduction

Other Deductions:
- Subjective: Answering question(s) completely, defending your position, overall flow of paper, etc. – Percent deduction is at professor’s discretion

**Schedule**

1. **All assignments are due by 11:59 p.m. on the Sunday after the class. For example... week 3 class is during the week of September 5. The written assignment highlighted in yellow is due on Sunday, September 11 by 11:59 p.m.**

2. **All graded written assignments are highlighted in yellow. Due Dates are highlighted in blue.**

<table>
<thead>
<tr>
<th>Learning Module /Semester Week</th>
<th>Focus</th>
<th>Assignments and Due Dates</th>
<th>Textbook Reading</th>
</tr>
</thead>
</table>
| **Week 1** Orientation Module  
August 22 | Orientation | Read syllabus, Become familiar with online learning, Introduce yourself to the class, Orientation Quiz | n/a |
| **Week 2** Learning Module 2  
August 29 | Clinical Supervision as Observation | No Written Assignments | Supervision and Instructional Leadership  
By Glickman, Gordon and Ross-Gordon  
Read Chapter 1. |
| **Week 3** Learning Module 3  
September 5 | Clinical Supervision in the Context of the School Setting | Discussion Board 1  
Due on September 11, Sunday | Supervision and Instructional Leadership  
By Glickman, Gordon and Ross-Gordon  
Read Chapters 2. |
| **Week 4** Learning Module 4  
September 12 | Research on Effective Schools and School Improvement | Discussion Board 2  
Due on September 18, Sunday | Supervision and Instructional Leadership  
By Glickman, Gordon and Ross-Gordon  
Read Chapter 3.  
Supplemental readings |
| **Week 5** Learning Module 5  
September 19 | Instructional Behaviors and Teacher Development in Schools | Discussion Board 3  
Due on September 25, Sunday | Supervision and Instructional Leadership  
By Glickman, Gordon and Ross-Gordon  
Read Chapter 4. |
| **Week 6** Learning Module 6  
September 26 | Self-Assessment and Developmental Supervision to Applied Case Studies | Short Paper 1  
Online Assignment 1  
Due on October 2, Sunday | Supervision and Instructional Leadership  
By Glickman, Gordon and Ross-Gordon Read Chapter 5 and 6. |
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Learning Module 7</th>
<th>October 3</th>
<th>Supervisory Approaches with Directive Behaviors</th>
<th>Discussion Board 4</th>
<th>Online Assignment 2</th>
<th>Due on October 9, Sunday</th>
<th>Supervision and Instructional Leadership</th>
<th>By Glickman, Gordon and Ross-Gordon</th>
<th>Read Chapters 7 and 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Learning Module 8</td>
<td>October 10</td>
<td>Supervisory Approaches with Collaborative Behaviors and Non-Directive Behaviors</td>
<td>Midterm Examination</td>
<td>Online Assignment 3</td>
<td>Short Paper 2</td>
<td>Due on October 16, Sunday</td>
<td>Supervision and Instructional Leadership</td>
<td>By Glickman, Gordon and Ross-Gordon</td>
</tr>
<tr>
<td>The Midterm exam will cover Chapters 1-11 of the textbook and information in the Learning Modules. It can be taken from Wednesday, October 10, 6:00 a.m. to Sunday, October 16, 11:59 p.m. There is a 3-hour time limit.</td>
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<tr>
<td>Week 9</td>
<td>Learning Module 9</td>
<td>October 17</td>
<td>Assessing, Planning and Observation Skills in Practice</td>
<td>Discussion Board 5</td>
<td>Online Assignment 4</td>
<td>Due on October 23, Sunday</td>
<td>Supervision and Instructional Leadership</td>
<td>By Glickman, Gordon and Ross-Gordon</td>
<td>Read Chapters 12, 13 &amp; 14</td>
</tr>
<tr>
<td>Week 10</td>
<td>Learning Module 10</td>
<td>October 24</td>
<td>Research and Evaluation Skills with Direct Assistance to Teachers</td>
<td>Discussion Board 6</td>
<td>Due on October 30, Sunday</td>
<td>Supervision and Instructional Leadership</td>
<td>By Glickman, Gordon and Ross-Gordon</td>
<td>Read Chapter 15.</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Learning Module 11</td>
<td>October 31</td>
<td>Group Development/Professional Development</td>
<td>Online Assignment 5</td>
<td>Short Paper 3</td>
<td>Due on November 6, Sunday</td>
<td>Supervision and Instructional Leadership</td>
<td>By Glickman, Gordon and Ross-Gordon</td>
<td>Read Chapters 16 &amp; 17.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Learning Module 12</td>
<td>November 7</td>
<td>Curriculum Development and Resulting Action Research</td>
<td>Discussion Board 7</td>
<td>Online Assignment 6</td>
<td>Due on November 13, Sunday</td>
<td>Supervision and Instructional Leadership</td>
<td>By Glickman, Gordon and Ross-Gordon</td>
<td>Read Chapters 18 &amp; 19.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Learning Module 13</td>
<td>November 14</td>
<td>Facilitating Change And Addressing Diversity</td>
<td>Discussion Board 8</td>
<td>Short Paper 4</td>
<td>Due on November 27, Sunday</td>
<td>Supervision and Instructional Leadership</td>
<td>By Glickman, Gordon and Ross-Gordon</td>
<td>Read Chapters 20 &amp; 21</td>
</tr>
</tbody>
</table>
## Have a wonderful Thanksgiving week!
### November 21 – November 27

<table>
<thead>
<tr>
<th>Week 14 Learning Module 14 November 28</th>
<th>Building the Educational Community</th>
<th>Research Paper is due Due on December 4, Sunday</th>
<th>Supervision and Instructional Leadership By Glickman, Gordon and Ross-Gordon Chapter 22.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehensive Review and Final Exam</td>
<td>Final Exam</td>
<td>The Final Exam will cover Chapters 12–22 of the textbook and information in the Learning Modules. It can be taken from Wednesday, November 30, 6:00 a.m. to Sunday, December 4, 11:59 p.m. There is a 3-hour time limit.</td>
</tr>
</tbody>
</table>

### Student Accommodations
Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should let the professor know about these factors and should then request assistance through UST Counseling Services/Disability Services at 713.525.6983. A link to the website page can be located in this Blackboard course.

### Professional Standards of Behavior for Students and Faculty

<table>
<thead>
<tr>
<th>Academic Integrity</th>
<th>Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of UST Email Accounts and Blackboard</td>
<td>All email correspondence will be through the my.stthom email system. Please check your email through your “my.stthom” account daily for correspondence and announcements. UST Blackboard use is a requirement in this course. Helpful numbers: UST Technology Helpdesk: 713-525-6900 Blackboard help: 713-525-3153</td>
</tr>
<tr>
<td>Attendance</td>
<td>This is an asynchronous course with 14 weekly learning modules. Students are expected to login each week and fully participate in any forum, blog or wikis with rich developed responses to a minimum of two or more peers. Failure to login each week can cause grade reduction or administrative withdrawal from the class. Students should email or telephone the instructor to inform of situations that will prevent you from having an online presence in a module.</td>
</tr>
</tbody>
</table>
| Late Assignments | It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at
the discretion of the instruction to accept a late assignment and to make appropriate point deductions for lateness.