**School of Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC 5310</td>
</tr>
<tr>
<td>Title</td>
<td>Clinical Supervision</td>
</tr>
<tr>
<td>Sections (co-listed)</td>
<td>(KL 67) 2935</td>
</tr>
</tbody>
</table>

**Prerequisites**

None

**Textbook(s) Required**


Articles available through ERIC search at library

**Textbook(s) Recommended**


**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.

The syllabus is the definitive document for the class—not the Blackboard Shell for the course. The Blackboard Shell has content that can be used in both online and face-to-face classes and classes in 15, 8, and 5 week formats. Professors may alter, add, or delete the assignments for a course from content included in Blackboard as they see fit. However, the objectives for the course are non-negotiable and will be met in all sections, even if the material used varies from professor to professor. If you have any doubt as to what the syllabus requires you to do, do not hesitate to email, call, or text the professor for clarification so your time will be spent in the most effective and efficient way.

**Social Justice Tenets**

**Subsidiarity:**
“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”

**Dignity and rights of children:**
“Children possess full human dignity and are bearers of rights which should be recognized and upheld in the educational process.”

**People have a right to an education:**
“All people have a responsibility, for the good of society, to contribute to and foster education.”

**State/National/Professional Association Standards Guiding Course**

**Essential Question Guiding this Course:**
What type of educational environment should supervision promote in order to move toward a democratic society?

**TEAC Quality Principle 1.1 – Professional Knowledge and 1.3 – Caring Leadership Skills**

**Texas Principal Competencies: Domain II: Leading Learning (Instructional Leadership/Teaching and Learning, Domain III: Human Capital (Human Resource Management)**

**Course Objectives/Learner Outcomes**

- **Competency 003:** The beginning principal knows how to collaboratively develop and implement high-quality instruction.
- **Competency 004:** The beginning principal knows how to monitor and assess classroom
instruction to promote teacher effectiveness and student achievement.

**Competency 005:** The beginning 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.

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

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

**Suggested Graded Elements of the course:**

I. Complete 14 modules + the orientation module that may contain on line assignments in addition to other written assignments listed in this syllabus.

II. Mid Term Exam

III. Discussion Board Forums (7 possible)

IV. Four (4) Short Papers

V. One (1) Research Project/Paper

VI. Six (6) On-line assignments

VII. Final

Total 100%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100%</td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>Percentage</td>
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<td>-------</td>
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<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>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
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<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>
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**Learner Outcomes**

In addition to addressing the essential question, students will develop and demonstrate writing, organization and presentation skills.

In addition to learning activities in the specific modules that lead to learning, major assignments are as follows:

**Mid Term Exam** – An online format midterm exam. March 7, 2017

**Final Exam** – A comprehensive essay final exam. May 9, 2017


Find a teacher, 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:

- Why you chose the approach you selected
- How you picked or designed an observation instruct
- How the teacher reacted to the feedback and data
- What questions were asked
- What conclusions the teacher drew from the process
- How you would critically evaluate your implementation of the clinical supervision process
- 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 paper should be 8 - 10 pages and should include the observation tool used and the data collected.
You should include a brief presentation with no more than six slides that provide a summary or simply the “highlights” of the experience. (This part is optional and is based on the instructor’s instructions.)

*See Research Paper Rubric at the end of this syllabus.

Short Reflection Paper Directions  Students will plan and develop a response to the following questions/prompts. All short papers should be two to three pages in length, not including cover page and reference page. The papers should follow APA style without an abstract, and should contain at least one other article reference that helps convey the content of the paper. Citations need to be provided for all work and ideas that are not your own.

Topic #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. January 31, 2017.

Topic #2: Your Principal informs you he/she 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. February 21, 2017.

Topic #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, including the Gantt Chart as a graphic organizer. March 21, 2017.
**Topic #4:** The textbook presents generic ways to engage a school community in the process of valuing and respecting democratic principles. What are some ways school leaders can demonstrate the core value that building a democratic community is a priority? How does a leader model and promote this core belief? How does the leader encourage and protect democratic principles? April 4, 2017.

**Topic #5:** What can culturally responsive supervisors and teachers do to help colleagues become more culturally responsive so as to develop culturally responsive schools? April 18, 2017.

**Criteria for Grading Short Papers:** (Rubric found in Blackboard)
- 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 APA style as described for use in writing formal papers

**Online Assignments**
To receive maximum credit for online assignments, students are expected to participate in six one-page assignments. Papers should be uploaded on the class day the assignment is due by 11:59 p.m. using the assignment link provided in Blackboard.

**Discussion Board Forums**
To receive maximum credit for Discussion Board assignments, students are expected to develop an original response to the topic and give thoughtful rich responses to a minimum of two peer postings.
# Suggested Course Calendar

<table>
<thead>
<tr>
<th>Learning Module /Semester Week</th>
<th>Focus</th>
<th>Assignments</th>
<th>Textbook Reading</th>
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</thead>
<tbody>
<tr>
<td>Orientation Module/Week 1 Jan 24, 2017</td>
<td>Orientation</td>
<td>Read syllabus, Become familiar with online learning, Introduce yourself to the class, Orientation Quiz</td>
<td>n/a</td>
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<tr>
<td><strong>Creating a Culture of Continuous Improvement – LM1-LM3</strong></td>
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<tr>
<td>Week 2 Feb 7, 2017</td>
<td>Clinical Supervision as Observation</td>
<td></td>
<td><em>Supervision and Instructional Leadership</em> By Glickman, Gordon and Ross-Gordon Read Chapter 1.</td>
</tr>
<tr>
<td>Week 3 Jan 31, 2017</td>
<td>Clinical Supervision in the Context of the School Setting</td>
<td>Discussion Board #1</td>
<td><em>Supervision and Instructional Leadership</em> By Glickman, Gordon and Ross-Gordon Read Chapters 2 &amp; 3.</td>
</tr>
<tr>
<td>Week 4 Feb 7, 2017</td>
<td>Research on Effective Schools and School Improvement</td>
<td>Discussion Board #2 Topic for Research Paper Submitted</td>
<td><em>Supplemental readings</em></td>
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<tr>
<td>Week 5 Feb 14, 2017</td>
<td>Instructional Behaviors and Teacher Development in Schools</td>
<td>Discussion Board #3</td>
<td><em>Supervision and Instructional Leadership</em> By Glickman, Gordon and Ross-Gordon Read Chapter 4.</td>
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<tr>
<td><strong>Supervisory Approaches: LM 6 – LM8</strong></td>
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<tr>
<td>Week 6 Feb 21, 2017</td>
<td>Self-Assessment and Developmental Supervision to Applied Case Studies</td>
<td>Online Assignment 1</td>
<td><em>Supervision and Instructional Leadership</em> By Glickman, Gordon and Ross-Gordon Read Chapter 5 and 6.</td>
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<tr>
<td>Week 7</td>
<td>Feb 28, 2017</td>
<td>Supervisory Approaches with Directive Behaviors</td>
<td>Discussion Board #4 Online Assignment 2</td>
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<tr>
<td>Week 8</td>
<td>Mid-Term March 7, 2017</td>
<td>Supervisory Approaches with Collaborative Behaviors and Non-Directive Behaviors</td>
<td>Mid-Term Examination Online Assignment 3</td>
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<tr>
<td>Spring Break – March 13-17, 2017*</td>
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<tr>
<td>Week 9</td>
<td>March 21, 2017</td>
<td>Assessing, Planning and Observation Skills in Practice</td>
<td>Discussion Board #6 Online Assignment 4</td>
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<tr>
<td>Week 10</td>
<td>March 28, 2017</td>
<td>Research and Evaluation Skills with Direct Assistance to Teachers</td>
<td>Discussion Board #5</td>
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<tr>
<td>Professional Development: LM11-LM13</td>
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<td>Week 11 April 4, 2017</td>
<td>Group Development/Professional Development</td>
<td>Online Assignment 5</td>
<td><em>Supervision and Instructional Leadership</em> By Glickman, Gordon and Ross-Gordon Read Chapters 16 &amp; 17.</td>
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<tr>
<td>Week 12</td>
<td>Curriculum Development and Resulting Action Research</td>
<td>Discussion Board #7 Online Assignment 6</td>
<td>Supervision and Instructional Leadership By Glickman, Gordon and Ross-Gordon Read Chapters 18 &amp; 19.</td>
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<tr>
<td>April 18, 2017</td>
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<tr>
<td>Week 13</td>
<td>Facilitating Change And Addressing Diversity</td>
<td>Work on Research Paper</td>
<td>Supervision and Instructional Leadership By Glickman, Gordon and Ross-Gordon Read Chapters 20 &amp; 21.</td>
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<td>April 25, 2017</td>
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<tr>
<td>Week 14</td>
<td>Building the Educational Community</td>
<td>Research Paper is due</td>
<td>Supervision and Instructional Leadership By Glickman, Gordon and Ross-Gordon Chapter 22.</td>
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<td>May 2, 2017</td>
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<tr>
<td>Final/Week 14</td>
<td>Comprehensive Review</td>
<td>Final Examination</td>
<td>Final Examination will be essay/application relying on all aspects of the module lessons and textbook information</td>
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<td>May 9, 2017</td>
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**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**

- **Academic Integrity**: 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 Educations. 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
When writing any paper, reference all information, websites, books, etc. that are not your own.

Use of UST Email Accounts and Blackboard

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

Attendance

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.

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 instructor to accept a late assignment and to make appropriate point deductions for lateness.

Discussion board forum initial postings are due Thursday of each weekly module before 11:59 p.m. to allow plenty of time for rich peer responses.

Important Dates:

Short Paper I, January 31, 2017
Short Paper II, February 21, 2017
Mid-term, March 7, 2017
Short Paper III, March 21, 2017
Short Paper IV, April 4, 2017
Short Paper V, April 18, 2017
Research Paper, May 2, 2017
Final Exam, May 9, 2017