# Course Information

## Course Information

<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>Name:</td>
<td>Virginia Leiker, Ed.D.</td>
</tr>
<tr>
<td>Number</td>
<td><em>EDUC 5310</em></td>
</tr>
</tbody>
</table>
| Telephone: | 713-831-7233 (office)  
(Cell) 281-788-2924 |
| Title | Clinical Supervision |
| Email: | leikerv@stthom.edu |
| Section | KL 64  
2933 |
| Office Hours: | Monday-Thursday, 1-4, Friday-by  
appointment, before or after class |

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.

*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. Five (5) Short Papers 25%
II. One (1) Research Project/Paper 20%
III. Five (5) On-line assignments 35%
IV. Final 20%
Total 100%

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<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>
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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:

**Final Exam** – A comprehensive essay final exam.

*One Research Project/Paper – Research Paper* (all steps in the Developmental Supervision Process)

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:
- 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.
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.

**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.

**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.

**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?

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

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.

**COURSE CALENDAR (Tentative)**

<table>
<thead>
<tr>
<th>Date/Session</th>
<th>Focus/Chapters</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1-January 24, 2017</td>
<td>Course Orientation/ Chapters 1 &amp; 2</td>
<td></td>
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<tr>
<td>Session 2-January 31, 2017</td>
<td>Chapters 3&amp;4 &amp; 5</td>
<td>Short Paper #1</td>
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<tr>
<td>Session 3-February 7, 2017</td>
<td>Chapters 6-8</td>
<td>Short Paper #2</td>
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<tr>
<td>Session 4-February 14, 2017</td>
<td>Chapters 9-11</td>
<td>Online assignments #1 and #2</td>
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<tr>
<td>Session 5-February 21, 2017</td>
<td>Chapters 12-15</td>
<td>Short Paper #3, Online assignment #3</td>
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<tr>
<td>Session 6-February 28, 2017</td>
<td>Chapters 16-19</td>
<td>Short Paper #4, Online assignment #4</td>
</tr>
<tr>
<td>Session 7-March 5, 2017</td>
<td>Chapters 20-22</td>
<td>Short Paper #5, Online assignment #5 Class presentation of projects</td>
</tr>
<tr>
<td>Wednesday, March 8, 2017</td>
<td>Project Due</td>
<td></td>
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<tr>
<td>Tuesday, March 14, 2017</td>
<td>Final Exam, online</td>
<td>(tentative)</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 project or the entire course. 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 instruction 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. |