

Spring 2006

**Department of Teaching, Learning, and Leadership
Western Michigan University
Kalamazoo, Michigan 49008-5276**

Course Number and Title:

EDLD 6730 Supervision

Credit Hours: 3

Instructor:

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Class Meeting:

Tuesdays
1/10/06 – 03/28/06
WMU East Beltline Campus

Office Hours:

Office hours are scheduled each Tuesday from 1:00 to 5:00 p.m. Additional hours will be scheduled on an appointment basis through the professor and student.

Course Prerequisite: None

Course Description:

In this course, students will examine the issues associated with assuming responsibility for supervision in schools. What and whom school leaders supervise and how they go about the work of supervision will be central lines of inquiry. This class will examine the historical origin of supervision in American public schools, trace the trends in supervision and identify critical areas of supervisory focus as they apply to the current issues in education

Learning processes for this course will include readings, discussions, guided inquiry, writings, and team presentations. Students are welcome to introduce relevant sources from readings and references outside the material introduced by the instructor.

Required Textbooks:

Glickman, Carl D., Gordon, Stephen P., and Ross-Gordon, Jovita M. (2004). Supervision and instructional leadership: a developmental approach. Boston, MA: Pearson – Allyn and Bacon Publishing Company.

Marzano, Robert J., et al., (2005). *School leadership that works: from research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fullan, Michael (2005). *Leadership & sustainability: systems thinkers in action*. Thousand Oaks, CA: Corwin Press.

Role of the Textbooks:

The textbooks represent “tools” that provide useful foundational information to the learner. It is the responsibility of the learner to read the assigned chapters and to incorporate the author’s perspective into classroom discussions and written assignments. Presentations and discussions are expected to supplement the reading and thereby deviate from strict adherence to the texts.

Course Goals:

The goals for this course are listed below:

1. Examine and analyze the unique context for supervision in schools.
2. Examine and interpret the shifts and trends in the practice of supervision in schools.
3. Examine the differences between command/control and developmental forms of supervision.
4. Examine the relationship between performance and results in schools.
5. Investigate the processes and protocols for performance feedback.
6. Examine the dynamics of adult learning and development.
7. Acquire knowledge, develop dispositions and practice performances related to the practice of effective supervision in schools.
8. Examine the practice of supervision from legal, policy, moral and ethical perspectives. And
9. Examine the relationships between supervision, learning communities and distributed (shared) leadership.

Course Objectives:

The objectives identified for the course are:

1. Establish a theoretical and philosophical framework for the practice of supervision in a school setting.
2. Define the relationship between supervision and the attraction, hiring, development and retention of quality staff
 - The question of fit: What motivations, characteristics, traits, predispositions and competencies people bring to the work place.
 - The question of acclimation: What each organization does to induct and orient people to its culture, norms, values, beliefs, vision and goals.
 - The question of growth: What the organization does to affirm, develop, utilize and leverage what people bring to the workplace.

- The question of culture: What the organizational norms support and nurture.
 - The question of alignment: What the organizational systems, processes and protocols, and policies support and foster.
3. Understand the role of supervision in reframing and reform
 - Shaping meaning and dialogue
 - Building learning communities
 - Stimulating inquiry
 - Validating decisions
 - Aligning systems, processes, policies and resources
 - Monitoring results
 4. Understand the role of standards in supervision
 - Frameworks for best practice
 - Developmental Rubrics
 - Job-embedded learning and application
 - Assessment and feedback
 - Formal evaluations and performance reviews
 5. Understand the role of supervision in professional development
 - Coaching
 - Mentoring
 - Consulting
 - Collaborating
 6. Understand supervision in a culture of shared leadership
 - Contracts, covenants, norms and rituals
 - Group dynamics
 - Conflict resolutions
 - Data-driven decision making
 - Acknowledgements, celebrations and recognition
 - Efficacy and empowerment
 - Inclusive culture
 - Reflection and self-analysis
 7. Understand supervision for learning
 - Guaranteed and viable curriculum
 - Evidence of learning: examination of student work
 - Action research: applied best practices
 8. Use appropriate skills to build trust within the organization
 - Developing trust
 - Personal ethics and integrity
 - Respecting rights and dignity of others
 - Open and authentic communication
 - Principled leadership
 - Follow-through

COE Diversity Statement:

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

Academic Ethics and Integrity:

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalogue that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

As stated in the Student Code: "Behavior by any student, in class or out of class, which for any reason materially disrupts the class work of others involved substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the University is prohibited." (Some examples of disruptive behavior may include, but not necessarily limited to, the following: repeated and unauthorized use of electronic devices, cell phones and pagers, disputing authority and arguing with faculty and other students, harassment, physical disruption or physical altercations, etc.)

Performance-Driven Leadership Master's Degree Students:

Students admitted to the Master of Arts in Educational Leadership program during January 2001 or later are now part of the new "performance-driven leadership" (PDL) curriculum. Within this program, students are to acquire a Performance-Driven Leadership Handbook (a 3-ring binder available at the Supply Desk within the WMU Bookstore), and to place at least three samples of their work from this course within this handbook. This handbook, including student work products, is to be available for review by course instructors, the student's advisor, and future employers. It will be reviewed during the Capstone Experience course (EDLD 679), and will serve as one method for displaying understanding of course content and activities. You can obtain additional information at the following website: <http://www.wmich.edu/tll/capstonecourse.html>.

Expectations:

The methods of instructions used in this class are based firmly on the assumption that learning depends on the activity of the student rather than on the instructor; that learning the process is as important as the content, that the overall aim is to develop understandings that will be used in performing the various sections that comprise the leadership process, rather than to provide mere knowledge.

The content of class discussion is considered to be important as well as the student's own use of resources, his/her interaction with the instructor and with other students, and

his/her preparation of individual assignments which force him/her to react thoughtfully to what he/she hears, observes or reads. Preparation for class discussion, participation and the doing of individual assignments are most important. Effective learning depends on extensive use of resources, which must be started early and pursued vigorously.

Attendance in class is considered important, and aside from unusual circumstances, the student is expected to be both present and punctual for each session.

Any student with a documented disability (e.g., physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Ms. Beth Denhartigh at telephone number 269.387.2116 or email beth.denhartigh@wmich.edu at the beginning of the semester. A disability determination must be made by that office before any accommodations are provided by the instructor.

Applying for Graduation

All students must apply for a “graduate audit” several months in advance of completing their program. Deadline for April graduation is 1 December. For June or August graduation, the deadline date is 1 February. For December graduation, the deadline date is 1 August, respectively. The application form and other information can be found at: <http://www.wmich.edu/registrar/graduationaudit.html>.

Class Schedule of Session, Reading and Activities

Session	Date	Topics and Readings
1	Jan 10	Class introductions Development of contact list Introduction to the course purposes, objectives, expectations and activities. Schools as Organizations: What do we know, and what have we Learned <u>Learning Activity #1</u> Supervisory Interview. Due date: 31 January 2006.
2	Jan 17	Systems thinking in the development of learning organizations Characteristics of successful schools: A powerpoint presentation http://www.ccsso.org/content/pdfs/isllcstd/pdf

3*	Jan 24	Historical origin of supervision in American public schools <i>Glickman, Chapter 1</i> The role of the federal government: An historical perspective of the standards movement and the indirect role of the federal government in public education.
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4	Jan 31	Continuation of the discussion on the standards movement.
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5	Feb 07	Viewing school culture in the context of the larger culture <i>Glickman, Chapter 2</i> Effective school research <i>Glickman, Chapter 3</i> Michigan's P.A. 25 http://www.ali.apple.com/ali_media/Users/1000059/files/others/lezotte_article.pdf http://www.gse.harvard.edu/usp/next.html http://www.michigan.gov/osi
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6*	Feb 14	Continuation of the discussion on School Improvement Michigan School Improvement Framework <i>Glickman, Chapter 3</i> <u>Learning Activity #2:</u> School Improvement Assignment. Due date: 7 March 2006

7	Feb 21	Adult and teacher development within the context of the school: clues for supervisory practice <i>Glickman, Chapter 4</i>
8	Feb 28	Effective teaching practices <i>Glickman, Chapters 5, 6, 16</i>
9*	Mar 7	Teacher evaluations: state and district requirements <i>Glickman, Chapters 13, 14, and 15</i> <u>Learning Activity #3:</u> Description and assessment of district's teacher evaluation system. Due date: 21 March 2006.
10	Mar 14	School Leadership that Works, Part I: The Research Base Marzano, pp. 3 – 38
11	Mar 21	School Leadership that Works, Part II: The Practical Application <u>LEARNING ACTIVITY #4:</u> TEAM PRESENTATIONS Marazano, pp. 41 – 122 <u>Learning Activity #5:</u> Book Critique
12	Mar 28	<u>Learning Activity # 6:</u> FINAL EXAMINATION

*Article critiques are due.

Course Activities:

Class Participation (Includes Attendance). A great deal of class time will be devoted to dialogue and discussion. To prepare for class discussion, students should plan to attend regularly, complete the assigned readings, and participate in selected in-class activities. When absent, students are responsible for obtaining class notes and handout materials from another student of their choice.

Article Review/Critique. Each student is required to review/critique three current articles that are specifically germane to school supervision. (Refer to Appendix B for a listing of journal sources.) Each article/critique must be completed on or before the required date noted in the syllabus. Students are to provide one copy for the instructor and enough copies for each class member. Each review/critique must not be no longer than two pages in length. Papers should be double-spaced and written in APA style. Additional requirements of the paper must adhere to the following elements:

- The proper citation
- A topic or theme that the article/critique addresses
- A summary of the key points/main ideas

School Improvement Assignment. Each student is required to conduct a descriptive assessment of your district's School Improvement Plan (SIP). In this descriptive review, you will need to provide an overview of the school's SIP; its purpose(s), SIP goals, a detailed description as to how the school is organized to ensure successful attainment of identified goals. You should probe the principal, or principal's designee, regarding the following: who was involved in the development of the plan? How were they selected? What type of resources does staff have to implement the plan? Who, and how often, is the plan being monitored? What is the role of the central office staff, superintendent and the Board of Education in the development, implementation and evaluation of the building's SI Plan? What type of planning is involved in the development of future SI plans? After gathering this information, please provide your reflection of the SI plan, particularly its efficacy, strengths and challenges. This assignment should not be more than 10 pages in length.

Teacher Evaluation System. Each student is required to conduct an assessment of its district's negotiated Teacher Evaluation System. In conducting this assignment, you should provide an overview of the evaluation process in the district. Particular attention should be given to who is responsible for the evaluation? What steps are taken to notify teachers that they will be evaluated? How many observations are required and for how long? How often must a teacher be evaluated? What type of resources are available to help teachers address identified deficiencies. To what extent are teacher evaluations conducted? What type of instruments are used in the evaluation process? (Attach a copy of this instrument along with your paper.) After gathering this information, please provide your reflection on the district's evaluation system,

particularly with respect to its efficacy, strengths and challenges. This assignment should not be more than 8 pages in length.

Interview Assignment. The purpose of this assignment is to give you a concrete example of the preparation, role and responsibilities of a school supervisor. You are to interview a central office supervisor (e.g., director of elementary or secondary education, director of curriculum & instruction, director of staff development, director of Title I, director of school improvement, etc.) The interview should be face-to-face. In addition to demographic information (position, how long the interviewee has been in the position, prior work, educational preparation, etc.), your questions should be designed to elicit the person's leadership and organizational philosophies or theories, use of various tools for organizational change, and lessons learned about organizations from their experience in this position. Examples of questions you might ask (as well as other questions you feel particularly germane), might include the following:

1. What is your philosophy of supervision?
2. What leadership and organization authors or theories influence the work you do?
3. What leadership or organizational change tools work best for you?
4. Did/do you have a leadership mentor? If so, who was/is that person and how did s/he influence you? (Please note, you should not be interested in the person's name, but the type of person and the individual's experiences that had an influence on you.)
5. What do you do to build a common sense of mission (purposes) and vision among your staff?
6. What do you do to establish norms and shared commitments among your staff?
7. Describe how you make decisions in your school?
8. Describe what systems you have put in place in your school to improve student success. How did these changes come about? How effective have they been?

Please be reminded that your interview narrative might begin with some demographic or descriptive data on the person (e.g., age, gender, position, experience , etc.). In narrative form, write in detail the questions you posed and the responses your interviewee gave, and add observations you made during the course of the interview, or feelings and the interview evoked. There is no page-length requirement or restriction for this assignment. Write until you have captured the content of the interview in such a way that you may later re-read it and recall details. Be prepared to share a synopsis of this interview with your colleagues in class.

Team Presentations. Students will work in 1 of 2 teams to prepare and present to the class a review of Marzano's chapter on "practical applications" in *School Leadership that Works: From Research to Results*. Suggested points to cover when leading the class presentation include:

- A written outline of the major themes in the chapter prepared for distribution to others in the class;
- A written set of conclusions or recommendations derived after reflecting upon your readings and preparation activities for your presentation. What you would like your “class colleagues” to take from your presentation into their work settings. (NCATE 1.3, 1.5, 6.2)

Field-based Experience. This activity is designed for the student to have three (3) to five (5) hours of field-based experience with a school supervisor. The activity’s focus is on linking one (1) or more of the course objectives to an actual event(s) taking place in the school. An outline to guide the student is attached to the syllabus as Appendix A.

Performance-driven Leadership Handbook (New students only). The Performance-Driven Leadership Handbook provides students the opportunity to collect materials that reflect systems thinking theory and practice. Notebooks will be available in the University Bookstore. They will serve as one method for displaying knowledge and understanding of course content and activities. Handbooks, including student work products, are to be available for review by course instructors, the student’s advisor and future employers. Each student is responsible for placing samples of his or her own work in the handbook. The Performance-Driven Leadership Handbook is reviewed during the Capstone Experience (EDLD 679) course. (NCATE 1.4, 6.2). Students can go to <http://www.wmich.edu/tll/pdl/courses.html>, then click on EDLD 606 for a copy of the actual Performance-driven Leadership form.

Book Critique. You are to conduct a 5 to 7 page critique of Michael Fullan’s book, Leadership & sustainability. Your critique of this book should contain the following elements:

1. An overview of the book
2. Implications for the supervisor as a system thinker
3. Strength and weaknesses of the book
4. Personal reflections

Please follow the *Publication Manual of the American Psychological Association*, 5th Edition (APA) format when attaching references to your mini-paper. (You may go to http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796 for an overview of the APA writing style.)

Final Examination. The final examination will be comprised of concepts discussed in class. The examination will consist of definitions, multiple choices and essay type questions.

Assessment for Learning:

The student's grade will be determined as follows:

Participation (including attendance)	5%
Supervisor Interview	15%
School Improvement Assignment	20%
Teacher Evaluation Assignment	10%
Individual/ team presentations	10%
Field-based experience	10%
Book critique	10%
Final Examination	20%

Grading Scale

95 – 100	A
90 - 94	BA
85 - 89	B
80 - 84	BC
Below 79	C

Incompletes are given only in extreme emergencies (e.g., medical reasons).

Selected References:

Sergiovanni, T.J., and Starratt, R.J. (2002). Supervision: a redefinition. New York, NY: McGraw-Hill.

Glickman, C.D.(2002) Leadership for learning: how to help teachers succeed. Alexandria, VA: ASCD.

Collins, J. (2001). *Good to great: why some companies make the lead . . . and others don't*. New York, NY: Harper Publishers Company.

Combs, A. W., Miser, A. B., & Whitaker, K. S. (1999). *On becoming a school leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

Donaldson, G. A., Jr. (2001). *Cultivating leadership in schools: connecting people, purpose, and practice*. New York, NY: Teacher's College Press.

DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: best practices for enhancing student achievement*. Bloomington, IN: National Education Service.

Fullan, M. ((2003). *The moral imperative of school leadership*. Thousand Oaks, CA: A Sage Publication Company.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Hersey, P., & Blanchard, K. H. (1993). *Management of organizational behavior: utilizing human resources* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Lambert, L. (1998). *Building Leadership Capacity in Schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. B. (2004). *Accountability for learning: how teachers and school leaders can take charge*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Bantam Doubleday Dell Publishing.

Starratt, R. J. (2004). *Ethical Leadership*. San Francisco, CA: Jossey-Bass.

Starratt, R. J. (1996). *Transforming educational administration: Meaning, community, and excellence*. New York: McGraw-Hill.

APPENDIX A:

APPENDIX A

Field-Based Experience

This activity is designed for the student to have three (3) to five (5) hours of field-based experience with a school supervisor. The activity’s focus is on linking one (1) or more of the course objectives to an actual event(s) taking place in the school.

The importance of this activity is for the student to have an opportunity to acquire knowledge and understanding of (1) issues faced by supervisors; (2) skills used to present issues that capture the interest, feelings and support of others, and (3) process(es) used to engage others to move toward taking action.

Exchange of information and perceptions on the issue between the student and “leader” will enhance the experience. Specifically, the student is responsible for selecting a school supervisor and making arrangements to observe and engage in the work of the “leader,” keeping a log and developing a mini-paper 3 to 4 pages in length on their experience.

Students are to link their “field-based experience” to one (1) or more of the course objectives listed on pages 2-3 of the syllabus. Please identify the course objective(s) that best describes the general learning that took place during your experience. Students are to log their experiences under the following headings:

Course Objective(s):

Date	Activity (Brief Description)	Time Spent
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(NOTE: The log is to be attached to the mini paper.)

An analysis of the information gathered and displayed in the log is to be summarized at the end of the experience and included in the mini-paper. To assist the summary process respond to the questions in you paper that might look like this:

1. What events led up to or caused the issue?
2. Has the issue occurred before?
3. What internal or external forces impacted upon the issue?
4. Has the issue occurred before?
5. What internal or external forces impacted upon the issue?
6. What in the school leader's staff's, or significant other's, thinking allows the issue to continue to occur?

APPENDIX B

APPENDIX B**Recommended Journal Sources:**

- Principal, National Association of Elementary School Principals
- The Bulletin, National Association of Secondary School Principals
- Educational Leadership, Association of Supervision and Curriculum Development
- Educational Administration Quarterly
- Education and Urban Society
- Phi Delta Kappan
- Harvard Educational Review
- Educational Evaluation and Policy Analysis
- The Journal of Educational Administration
- Educational Management and Administration
- Journal of School Leadership
- Planning and Changing
- Journal of Curriculum and Supervision

Recommended Web Sites:

- <http://www.el@ascd.org>
- <http://www.mileader.org>
- <http://www.gomasa.org>
- <http://www.aasa.org>
- <http://www.mcrel.org>

