EDSI 6323: INSTRUCTIONAL SUPERVISION FOR SCHOOL IMPROVEMENT

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Term	Summer 2024

Last Day to Withdraw from this course: July 12, 2024

Course Description
This course enables students to engage in an in-depth examination of the literature related to professional learning and coaching. From that exploration of the professional learning and coaching, students will develop models and metrics to assist their educational organization advance the effectiveness of coaching taking place and clearly communicate results from coaching to the educational organization leaders, the individuals being coached, as well as stakeholders in the educational organization. Special emphasis will be on the issues of academic achievement, equity, diversity, inclusion, and social and emotional needs in educational organizations.

Student Learning Outcomes
Students that successful complete this course will be able to:
- Articulate the theories associated with professional learning for adults when using instructional supervision as a change method in educational organizations.
- Explain implementation instructional supervision models to promote school improvement and address change in those supervised (e.g., superintendents, principals, teachers, etc.) and the impact on the audience the supervisor impacts (e.g., teachers, students, etc.).
- Compare and contrast the appropriateness of instructional supervision models to address issues of student achievement, equity, diversity, cultural responsiveness, and social justice.

Required Textbooks
Glanz, J., & Zepeda, S. J. (Eds.). (2016). *Supervision: New perspectives for theory and practice.* Rowman & Littlefield.

Recommended Textbooks
Sullivan, S., & Glanz, J. (2013). *Supervision that improves teaching and learning: Strategies & techniques* (4th ed.). Corwin.

Zepeda, S. J. (2017). *Instructional supervision: Applying Tools and Concepts* (4th ed.). Routledge.

Required Articles
Supplemental articles/readings will be required and will be provided by the instructor.

Module 1   Introduction to instructional supervision for school Improvement
Module 2   Instructional supervision: A historical overview
Module 3   The supervision cycle, approaches, & skills
Module 4   Supervision and evaluation
Module 5   Supervision for equity
Module 6   System-wide supervision for school improvement
Module 7   Other critical supervision issues

Dr. Oliveras reserves the right to update the order and/or the content of the course modules as needed to ensure students master the content outline in the course description and the course objectives. Detailed information about each module, including dates and expectations will be posted on Canvas.

COURSE EVALUATION

GRADING CRITERIA
In the spirit of instructional supervision, which is a process focused on the enhancement of our professional capacity, I'll be "ungrading" this course. There are no letter grades associated with your work in this class. Instead, you'll receive feedback on your work-in progress as well as the final versions of your work as you refine your work prior to the submission of your final project. I may ask you to write or record a response to my feedback as well as what you receive from others during the summer. Ungrading requires more work from you (and certainly from me) than a traditional grading system does, but the bet is that it's a *lot* more worthwhile for you to take this much control over your learning and your experiences in this course.

There is no separate attendance or participation grade. "Showing up" prepared and ready to engage in the work of the course is assumed as part of your responsibility in this course and as a doctoral student. You will find that you'll need to be prepared and to do well with the written assignments and class discussions. **It's my job to teach you as well as I know how, and it's your job to learn as deeply as you can, including finding your own connections and relevance in relation to our course material.**

At the end of the course, you will make your case for the grade you earned in the course based on your learning, depth of your contribution during class discussions, the reflection papers, and your overall learning throughout the summer. In other words, you will get out of this course as much as you invest in your learning! As the instructor, I reserve the right to agree or disagree with the grade you believe you have earned in the course. In the event, I disagree with the proposed grade, I will provide detailed evidence to support my decision and schedule a Zoom meeting to discuss your learning and grade if needed.

EARNING AN A
- Demonstrate your commitment to learning by reading all the required chapters and manuscripts.
- Demonstrate that you have read and reflected on your work by submitting in-depth reflection paper and engaging in thoughtful discussions.
- Reflect and use the feedback provided to enhance your learning of the course material. When needed, respond to my feedback, and the feedback provided by your classmates, as evidence of learning and on-going self-reflection.
- Follow the assignment guidelines and rubrics to submit thoughtful, high-quality work.

- Submit written work using doctorate-level writing and appropriate, professional language.
- All written assignments must be formatted following APA 7th edition.
- Submit all work, including discussion board posts, on time!

COURSE ASSIGNMENTS

E-Learning Activities
You will regularly engage in various activities such as class discussions, small and large group activities, and individual assignments.

Reflection (Connections Paper) & Concept Maps
As you engage in your readings, it is important to help yourself connect your new knowledge to prior knowledge. Some people use notes to do this where others might use concept maps. For the readings in each module, you will submit how you are taking this new knowledge and putting it down in a concrete way to assist you in making connections to prior knowledge as well as forming new schema.

Likeminded and Opposing Views
You will engage in a group assignment where you explore literature based on your beliefs about supervision and evaluation. Detailed information and expectations will be posted on Canvas.

Stand and Deliver
The way you present/communicate information is critical to your success as an educator. Professional development and instructional supervision are very ineffective if significant attention and care are not given to not only the initial delivery of information but also the feedback provided. You will be required to present your analysis of supervision in practice report. Detailed information and expectations will be posted on Canvas.

Detailed schedule assignment information and expectations, and assignment schedule, and expectations will be posted on Canvas.

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COURSE POLICIES

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It is my goal for each of you to benefit and grow professionally throughout this course. I believe in open communication so we can all learn from each other. You are expected to actively participate in our course activities so we may practice open dialogue. I also welcome you to visit with me in email, phone, or we can schedule a Zoom session. We can discuss the concept being discussed, your course performance, or anything else you would like.

Participation
Participation is critical to the success in this course and your doctoral studies. As doctoral students, you are expected to think critically while challenging your prior knowledge and beliefs to continue growing and developing as educators. However, as adults you are entitled to make choices regarding their actions but will be held responsible for those decisions. I expect students to complete all assignments and to participate in all group discussion sessions **on time**. The purpose of discussion activities is to engage in conversation with our colleagues, hence, **late discussion posts** will be used as evidence when making a case for your final course grade. I understand life happens but missing a discussion and posting after the group has concluded the discussion will not elicit further discussion, defeating the purpose of the task.

Participation Expectations

You will document your participation in various ways in this course. You will engage in our online discussions of the readings. Make sure you read throughout the week. If you wait until the weekends to do the work in our course, you will not be successful. The readings are just too dense for that.

NOTE: You should reserve <u>Monday-Wednesday</u> as your time to read the materials for the week. We will begin our conversations and discussions about the content from Thursday – Sunday. We will engage in the use of protocols to advance our conversations in a safe and supportive environment. Please plan accordingly.

Written Assignments

Specific requirements and guidelines for all other written assignments will be distributed separately. In all cases, written assignments are expected to represent doctoral quality work and to meet the following minimal criteria:

- **On Time**
- Word-processed, double-spaced.
- Free of typographical errors
- Content worthy of a doctoral student
- **7th edition** APA formatting

All written assignments are to be completed in Microsoft **Word** and submitted in a timely manner. If you use another word processing software, you must submit the assignment as a **pdf.** Deadlines are provided in Canvas.

Please note that all written assignments must be submitted by **midnight** Central Standard Time on the due date.

Prepare your assignment using Microsoft Word. Name your assignment with YOUR NAME and the assignment (i.e. OliverasY_Connection_Paper.docx)

All written assignments should be submitted through the assignment link available in Canvas. If your web connection is down for some reason, please send me a text message to make arrangements to get the assignment submitted by the due date.

Late assignments will **not** be accepted unless you have made prior arrangement with Dr. Oliveras. Arrangements for late work will only be made in case of emergencies or due to health concerns. **Late assignments** will be used as evidence when making a case for your final course grade.

Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. When you upload your work, Canvas will immediately process your work through **Unicheck**. You will immediately see the report. Use these reports to identify potential instances of plagiarism and address them before submitting your work. There is no written collaboration in this course. There will be no flexibility or exemptions; plagiarism will not be tolerated. **Plagiarized work will result in an F in this course.**

All written assignments are individual assignments. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

Code of Conduct
I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate in class activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

Communicating with Dr. YO
My email address is yoliverasortiz@uttyler.edu. **Please note that this is not a Patriots email address.** My cell phone number if posted on Canvas. Feel free to text me at any time. I silence my phone when I'm sleeping or in a meeting so you will never wake me up or interrupt me. **Email and text messages are the best ways to communicate with me.**

I will make every effort to respond quickly to your emails and text messages. Communicating with you is a priority but I also want you to have realistic expectations in terms of a timely response. If it is a weekday and you haven't heard from me within 24 hours, I did not get your email and please send it again. If it is a weekend, please give me 36 hours to respond.

People First Language/Class Etiquette
Our language reflects our attitudes and beliefs. Always refer to persons, including people with disabilities, with respect. Degrading terminology will not be tolerated. In this class, we will strive to use "people first" language. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" not "an autistic child."

Safe Zone
I consider our online Canvas course shell to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider our online Canvas course shell a safe environment.

Digital Library Resources
Students enrolled in our doctoral program have online access to the UT Tyler Robert R. Muntz Library (http://library.uttyler.edu). Follow the link to the library, and then complete the instructions at those sites for accessing information from a distant site. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature. If a specific journal is not available, Vandy Dubre will procure the article for you. Please take the time to update your account and get familiar with the resources available.

University Policies & Information