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EDAD 543 Supervision of Instruction/Staff Personnel

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SUPERVISION OF INSTRUCTION/STAFF PERSONNEL
EDAD 543
(3 graduate semester credit hours)

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Remember: check your ~~Xavier email~~

Office Hours: By appointment
Office Location: Hailstone 314

Course Description

This course is a study of the role of the Supervisor of Instruction as part of administrative leadership in improving instructional programs through highly qualified personnel.

The role of the instructional supervisor is varied across the state based upon job descriptions and expectations from a variety of constituents, colleagues, and employers. This course is designed to examine the role of the instructional supervisor within the context of an educational system and to provide the opportunity to apply this knowledge in the practical reality of the role of the instructional supervisor.

As the National Commission on Teaching and America's Future (2016) states, "The single most important strategy for achieving America's educational goals include: A blueprint for recruiting, preparing, and supporting excellent teachers in all of America's schools. This Commission starts from three simple promises:

1. What teachers know and can do is the most important influence of what students learn.
2. Recruiting, preparing, and retaining the teachers is the central strategy for improving our schools.
3. School reform cannot succeed unless it focuses on creating the conditions in which teachers can teach, and teach well.

Course Materials/Assigned Readings

Various chapters from the following texts will be provided on Canvas:

Sergiovanni, T.J., Starratt, R. J., & Cho, V. (2013). *Supervision: A redefinition* (9th Ed.), New York: McGraw Hill.

Webb, L.D. & Norton, M.S. (2012). *Human Resources administration; Personnel issues and needs in education* (6th ed.), New York: Allyn and Bacon.

Various journal articles will be provided on Canvas.

Course Goals

Study formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. It includes practical application of state mandated instructional policies and processes.

Course Objectives:

The objectives of this course are designed to blend theory, literature, and field-based work with the Standards. Upon completion of this course, students will be able to:

- Identify the instructional supervisor's role in promoting effective instruction and student academic success;
- Interpret research on best teaching practices (e.g. U.S. students' international performance, active engagement);
- Create their individual educational platform;
- Analyze building's/district's mission and goals;
- Critique alignment of curriculum, instruction and assessment;
- Explain school culture as a means for school achievement;
- Observe and evaluate teacher effectiveness;
- Create quality interview questions;
- Identify and discuss elements of Human Resources Administration because personnel are key to the achievement of the educational system's goals and objectives;
- Summarize elements of effective recruitment, selection, support, and compensation of a high qualified teaching staff, which is vitally important to ensure quality instruction is in every classroom;
- Discuss legal aspects (e.g. Collective Bargaining; barriers to reducing staff; dismissal)
- Evaluate characteristics of an effective Supervisor of Instruction from an ineffective Supervisor.

Alignment with Standards

The National Policy Board for Educational Administration (NPBEA) adopted:

“Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.”

The State of Ohio Department of Education is revising its standards to “The Ohio Standards for Principals.” It includes ten standards for administrators including: 1) mission, vision and core values; 2) ethics and professional norms; 3) school improvement; 4) curriculum, instruction and assessment; and 5) professional capacity of school personnel; 6) equity and cultural responsiveness; 7) community of care and support; 8) meaningful engagement of families and community; 9) strategic staffing; and 10) school operations.

The National and/or Ohio's Standards, especially Standard 4 and 9, will be the foundation of this course.

Course Requirements/Assessments

A) Participation/Attendance – Students are expected to be prepared for class and to contribute to the class through thoughtful participation in classroom discussions. The synergy of the class members is important to the quality of the interactions, simulations, cooperative

learning, roleplaying, and activities, and it cannot be substituted. Be here. Don't be late. The instructor recognizes that there may be one occasion when a student must make a choice of attending due to a professional responsibility or illness, but **missing more than one class (or being tardy 2-3 times) will negatively impact your grade.** Students are expected to notify the instructor prior to class if at possible, and are responsible for getting notes, assignments, and materials from fellow classmates.

20 points of the final grade includes: attendance, full participation in class, reading assigned readings, and other announced assignments.

B) Educational Platform (your Final Exam; take-home) - Students will write their educational platform based on Sergioivanni's eight elements.

20 points of the final grade includes:

A double spaced, 12 font, one inch margins **paper addressing Sergioivanni's 8 educational platform elements; boldface the 8 element titles in your paper** so the instructor can easily find each; no length requirement; **due exam week** by hard copy or emailed to curtis@xavier.edu.

C) Assignments in the Field and/or Online – For example, students will complete online reading assignments, take a quiz, view videos, write posts, respond to posts by other participants, and observe a classroom teacher and take notes.

20 points of the final grade includes: completion of all assignments by their due date.

D) Midterm Test – 15 points of the final grade

E) Interview - Students will write a list of 10-12 "meaningful" questions, based on Curtis' Rules, to ask in an interview to assist in the selection process for highly qualified teachers. Be sure the questions describe your environment (e.g. At Curtis Middle School, we have a difficult time getting parents involved...)

10 points of the final grade includes:

Development and submission of “Curtis’ Rules,” **interview questions; identify 5 –6 general questions, identify 5-6 specific questions for a specific position** - e.g. sixth grade science; one/two pages, double-spaced, 12 font, one inch margins; **due the last class of the semester** (before exam week) in hard copy or emailed to curtis@xavier.edu.

F) Final Test - 15 points of the final grade (due the last class of the semester)

Grading Policies

Assignments are to be submitted either in hard copy at the start of class on the date due, or electronically through email. **Late assignments** will automatically be assessed a deduction equal to 25% of the total possible points allocated for the assignment. Permission is required for submitting assignments more than one week past the due date. **Missing Assignments** will negatively affect your grade as indicated by the points mentioned above (see Course Assignments A-F.)

Final Grades in this course will be determined by the Cumulative Points, determined by the simple sum of points awarded on each graded assignment.

Cumulative Point Totals:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	Below 65

Schedule of Classroom Topics

Week 1	Introduction; syllabus; Supervision Theories; What does effective instruction look like? Feel like?
Week 2	Active engagement; Teacher caring; differentiation
Week 2A - Online	Read: “U.S. Students Lag on International Science, Mathematics and Reading Test” and Sergiovanni Ch. 6 Online Quiz
Week 3	Educational platform; Visions and Mission for district, building, and individuals
Week 4	Top performing schools; Quality teachers

Week 4A - Online	In the Field – take notes observing a teacher
Week 5	MIDTERM TEST Recruitment, selection process, supporting and compensating quality teachers; Interviewing with Curtis' Rules
Week 6	Share your teacher observation notes; Teacher evaluations and tools
Week 7	Teacher evaluations and tools (cont.)
Week 7A - Online	Read “Collective Bargaining.” View 2 videos, post Online (x2)
Week 8	Collective bargaining; Barriers to reducing staff; Legal aspects of dismissal
Week 9	Post conferences (or performance reviews); The Principal’s Story
Week 10	FINAL TEST Interview questions due; Educational Platform (i.e. Final Exam) emailed to curtis@xavier.edu

Homework Assignments are posted on Canvas under “Assignments.”

University Policies

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

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Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the [library copyright Web page](#) and download the following for reference purposes:

http://www.xavier.edu/library/copyright/copyright_policy_2009.pdf

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only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Student Academic Support

Learning Assistance Center

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Students with Disabilities

Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Learning Assistance Center at 513-745-3280 or e-mail jonesc20@xavier.edu to coordinate reasonable accommodations.

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Xavier Library

Many research articles and resources are found using Search@XU on the Library Home page. Supplemental books and readings can often be requested from OhioLINK and Ohio Public Libraries using XPLORE.

<http://www.xavier.edu/library/>

Students may contact Xavier University Librarians for support with academic research needs.
<http://www.xavier.edu/library/students/Personal-Librarian-Program.cfm>

XU.tutor is available to explain how to use library resources.
<http://www.xavier.edu/library/xu-tutor/index.cfm>
