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EDAD 543 Supervision of Instruction

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**EDAD 543:
Supervision of Instruction
Syllabus
Summer June/July 2012**

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HAI 1

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Text (Optional in Summer Session): *Supervision: A Redefinition*, Thomas J. Sergiovanni, Robert J. Starratt , McGraw Hill 2007

(Optional) Enhancing Professional Practice, Charlotte Danielson, ASCD <http://www.ascd.org>

Course Description:

This course is designed to examine the role of the instructional leader within the context of an educational system, and to provide the opportunity to apply this knowledge in the practice. A study of formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. Includes practical application of state mandated instructional policies and processes. Theory and practice will focus on the character of the leader in the leadership development process. The class will utilize lecture, discussion, small group interaction, exercises, and self-assessment instruments.

Standards:

A school administrator is an educational leader who promotes the success of all students by:

- *facilitating the development, articulation, implementation, and stewardship of a vision for learning that is shared and supported by the learning community.
- advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- ensuring management of the organization, operations, and resources of a safe, efficient and effective learning environment.
- collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- by acting with integrity, fairness, and in an ethical manner.
- understanding, responding to, and influencing the larger political, social, economic, and cultural context.

Objectives:

- To provide a perspective on the role of instructional leadership in a reform context.
- To provide experiences and knowledge in “how” to improve student achievement and teacher professionalism.
- To provide opportunities for self-assessment, self-renewal, and development for the individual instructional leader to lead the improvement of teaching and learning in schools and districts.
- To provide practical experiences with the process of teacher development through the observation and evaluation process.

Course Requirements:

- Regular attendance and active participation in class activities, discussions, and assessments. (15%)
- “Ideal” Instructional Leadership Process paper (30%)
- In-class Teacher Observations and Evaluation Simulations (15%)
- Reflective Responses (20%)

- Book Critique (20%)

***Reflective Response Topics** will be selected and assigned by the professor. All reflective papers are to be emailed to the professor by the assigned dates. (One to three pages in length.)

***One book critique** (approved by the professor.) *Note: In 2-5 pages provide a brief synopsis, and devote the bulk of the critique to a discussion of the ramifications of the book to supervision and leadership of instruction.*

- Video simulations experiences in the Observation and Evaluation process.

- **"Ideal" Instructional Leadership Process Paper**

You are part of a founding team of a new "ideal" K-12 school. One of the tasks is to create a framework for the instructional leadership process that is unique to this new school.

The "paper" should be three to five pages in length. We will cover six major supervision of Instruction themes in this course: (1. *Understanding "You" as a Leader*, 2. *Framework for Instructional Leadership*, 3. *Foundations for Instructional Leadership*, 4. *The Learning Culture Model*, 5. *The Instructional Coaching Process*, and 6. *Cultivating the Learning Culture*.) You must incorporate at least three of the six themes into your paper.

From what you now know about Supervision Instruction (*from experience, this course, documented research, and best practice*), in your paper give the hallmarks of your "ideal" instructional supervision process.

In addition, you should include a mock model of your instructional coaching process. Your paper should demonstrate how you would take a teacher through *the process*. You could collaborate with a colleague, use our simulation videos, and/or create a fictional scenario.

The Paper will be due the last week of class.

Suggested Book List for Reading and Critique

- Autry, James (2001) The Servant Leader, Three Rivers Press, New York, NY.
- Conzemius, Anne and Jan O'Neill (2001) Building Shared Responsibility for Student Learning, ASCD, Alexandria, VA.
- Covey, Stephen (1991) Principal Centered Leadership, Random House, New York, NY
- Covey, Stephen (1989) The Seven Habits of Highly Effective People, Simon and Schuster, New York, NY.
- Covey, Stephen (1994) First Things First, Simon and Schuster, New York, NY.
- Covey, Stephen (2004) The 8th Habit: From Effectiveness to Greatest, Simon and Schuster, New York, NY.
- Danielson, Charlotte (2002) Enhancing Student Achievement: A Framework for School Improvement, ASCD, Alexandria, VA.
- Deacon, Diane and Mike Vance (1995), Think Out of the Box, Career Press, Franklin Lakes, NJ.
- Depree, Max (1988) Leadership is an Art, Double Day, New York, NY.
- Fullan, Michael, (2003) The Moral Imperative of School Leadership, Corwin Press, Thousand Oaks, CA.
- Galford, Robert & Seibold Drapeau, The Trusted Leader
- Gardner, Howard (2000) The Disciplined Mind, Penguin Books, New York, NY.
- Glasser, William (1990) The Quality School, Harper and Row, New York, NY.

Greenleaf, Robert K. (1983) Servant Leadership. NY: Paulist Press

Healy, Jane (1990) Endangered Minds: Why Children Don't Think and What we can About it, Touchstone, New York, NY.

Jensen, Ron (2003) Achieving Authentic Success, Life Coach Foundation

Kohn, Alfie (1999) The Schools Our Children Need, Houghton Mifflin, New York, NY.

Kotter, John (1996) Leading Change, HBS Press, Boston, MA.

Kotter, John (1999) What Leaders Really Do, HBS Press, Boston, MA.

Kotter, John (2002) The Heart of Change, HBS Press, Boston, MA.

Kriegel, Robert & Brandt, David (1996) Sacred Cows Make the Best Burgers: Developing Change -Ready People and Organizations, Warner Books, New York, NY.

Lenconi, Partick (2002) The Five Dysfunctions of a Team, Jossey-Bass, San Francisco, CA.

Lenconi, Partick (2004) Death by Meeting, Jossey-Bass, San Francisco, CA.

Marzano, Robert J. (2003) What Works in Schools: Translating Research into Action, ASCD, Alexandria, VA.

Maxwell, John (1993) Developing the Leader Within You, Thomas Nelson, Nashville, TN.

Maxwell, John (1999) Failing Forward, Thomas Nelson, Nashville, TN.

Maxwell, John (2000) 21 Irrefutable Laws of Leadership, Thomas Nelson, Nashville, TN.

Maxwell, John (2001) 17 Essential Laws of Teamwork, Thomas Nelson, Nashville, TN.

Maxwell, John (2002) 17 Essential Qualities of a Team Player, Thomas Nelson, Nashville, TN.

Maxwell, John (2003) Think For A Change, Warner Business Books.

Maxwell, John (2005) 360° Leader, Thomas Nelson, Nashville, TN.

Popham, W. James (2001) The Truth About Testing: An Educator's Call to Action, ASCD, Alexandria, VA.

Reeves, Douglas B. (2004) Accountability For Learning: How teachers and School Leaders Can take Charge, ASCD, Alexandria, VA.

Senge, Peter (1990) The Fifth Discipline: The Art and Practice of the Learning Organization, New York, NY Doubleday-Currency.

Schlechty, Phillip (1997) Inventing Better Schools, Jossey-Bass, San Francisco, CA.

Senge, Peter (1999) The Dance of Change: The Challenges of Sustaining Momentum In Learning Organizations, New York, NY Doubleday-Currency.

Senge, Peter (2000) Schools that Learn, New York, NY Doubleday-Currency.

Sergovanni, Thomas (1992) Moral Leadership, Jossey-Bass, San Francisco, CA.

Smulyan, Lisa (2000) Balancing Act, Women Principals at Work, Suny Press, State University of New York, NY.

Stigler, James & Hieber, James (1999) The Teaching Gap, The Free Press, New York, NY.

Strong, Richard and Harvey Silver and Mathew Perini (2001) Teaching What Matters Most, ASCD, Alexandria, VA.

Wolf, Patricia (2001) Brain Matters: Research into Classroom Practice, ASCD, Alexandria, VA.

Yero, Judith (2002) Teaching In Mind: How teacher thinking shapes education, MindFlight Publishing

Zmuda, Allison, Kuklis, Robert, Kline Everett, (2004) Transforming Schools: Creating A Culture of Continuous Improvement, ASCD, Alexandria, VA.

Tentative Topics:

Session 1: Monday, June 11, 2012 (Kathy Marx)

Introduction/Overview/Objectives/Assignments

Classroom Activity: 3-2-1, This Place is a Zoo!

PLCs: *Developing Professional Learning Communities: U.N.I.T.Y. /D.E.S.C.A Model*

Theme #1: Understanding You as a Leader:

- *Understanding Your Unique "DEREK" Way and Your Personal Worldview*

Session 2: Tuesday, June 12, 2012 (Kathy Marx)

Classroom Activity

Review

Continue *Theme #1: Understanding You as a Leader* (Text: Sergiovanni: Chapter 2)

- *The Leadership Development Challenge*

Assignment: *Frames of Heart Leadership Inventory*

Session 3: Wednesday, June 13, 2012 (Kathy Marx)

Classroom Activity: *Frames of Heart Leadership Inventory*

Review

Theme #2: Framework for Instructional Leadership

- *What is Educational Leadership Administration? (Terms)*

- *Overview of Leadership Theory* (Text: Sergiovanni: Chapter 1)

Session 4: Thursday, June 14, 2012

Review:

Continue Theme #2: Framework for Instructional Leadership

- *Continue Overview of Leadership Theory*
- *Transactional vs. Transformational Leadership*

Blackboard Assignment #1: On-line discussion #1 (see course announcements for details)

Topic: Why is it important to understand the different approaches to administrative theory that have evolved throughout the history of organizations? In a paragraph no more than two, post your answer and reply or give a comment to at least two other classmates posts by June 18, 2012.

Session 5: Monday, June 18, 2012

Review: Blackboard Assignment #1

Continue Theme #2: Framework for Instructional Leadership

- *Transformational Servant Leadership Model*
- *Collin's Level 5 Leadership*
- *Sergiovanni's Moral Leadership (Head, Hands, Heart)*

Session 6: Tuesday, June 19, 2012

Classroom Activity:

Review

Continue Theme #2: Framework for Instructional Leadership

- *Sergiovanni's Moral Leadership (Head, Hands, Heart)*

Theme #3: Foundations for Instructional Leadership

- *Current Research & Best Practice on Learning*

Session 7: Wednesday, June 20, 2012

Classroom Activity

Review

Continue Theme #3: Foundations for Instructional Leadership (Text: Sergiovanni: Chapter 6)

-Continue Current Research & Best Practice

Session 8: Thursday, June 21, 2012

Classroom Activity

Review

Continue Theme #3: Foundations for Instructional Leadership

-Overview of the Neuroscience of Learning Part 1

Reflection Paper #1: Briefly explain McGregor's Theory X & Y? How does this theory provide a foundation in connecting leadership theories and help our understanding of instructional leadership in schools? In one and no more than three pages, give your personal reflection on the above questions. Email your paper to the instructor by June 28, 2012.

Session 9: Monday, June 25, 2012

Classroom Activity

Review

Continue Theme #3: Foundations for Instructional Leadership (Text: Sergiovanni: Chapter 7)

-Overview of the Neuroscience of Learning Part 2

Session 10: Tuesday, June 26, 2012

Classroom Activity

Review

Continue Theme #3: Foundations for Instructional Leadership

-Overview of the Neuroscience of Learning Part 3

Theme #4: The Learning Culture Model

-Learning Models: Transmission or Experiential

-Learning Culture Model (Collaborating to get Collective Results - Assessments)

Session 11: Wednesday, June 27, 2012

Classroom Activity:

Review

Continue Theme #4: The Learning Culture Model (Text: Sergiovanni: Chapter 3)

-Learning Culture Model (Collaborating to get Collective Results - Assessments)

-Two Kinds of Assessment (Formative & Summative)

Session 12: Thursday, June 28, 2012

Classroom Activity

Review

Continue Theme #4: The Learning Culture Model (Text: Sergiovanni: Chapter 8)

-*Learning Culture Model (Collaborating to get Collective Results - Assessments)*

-*Teachers as Leaders*

Blackboard Assignment #2 before Next Class: On-line discussion Assignment #2: (see course announcements for details) Topic: How does *Understanding of the Current Research & Neuroscience Research influence and impact how you personally approach the supervision process?* ? In a paragraph no more than two, post your answer and reply or give a comment to at least two other classmates posts by July 2, 2012.

Session 13: Monday, July 2, 2012

Classroom Activity: *Video (Teaching Observation 1)*

Review

Continue Theme #4: The Learning Culture Model (Text: Sergiovanni: Chapter 12)

-*Review Teachers as Leaders*

-*Instructional Supervision Model*

-*Danielson's Four Domains of Teaching*

-*Definition of Supervision*

-*Definition of Clinical Supervision*

-*Definition of Staff Development*

Session 14: Tuesday, July 3, 2012

Classroom Activity: *Video (Teaching Observation 2)*

Theme #5: The Instructional Coaching Process

Instructional Supervision in Practice Part 1

-*School Law and Instructional Practice*

Session 15: No class Session Wednesday, July 4, 2012

Session 16: Thursday, July 5, 2012 (Book Critique: Due by email)

Classroom Activity: *Video (Teaching Observation 3)*

Review

Continue Theme #5: The Instructional Coaching Process (Text: Sergiovanni: Chapter 13)

-*How do you "coach" teachers?*

-*I.D.E.A. Coaching Framework*

-*What is the clinical supervision process?*

-*Practical Techniques (Pajak's Four Teacher Types?)*

Reflection Paper #2: Identify and discuss what you believe to be most important in coaching teachers in the instructional supervision process? In one and no more than three pages, give your personal reflection on the above questions. Email your paper to the instructor by July 12, 2012

Session 17: Monday, July 9, 2012

Classroom Activity: *Video (Teaching Observation 4)*

Review

Continue Theme #5: The Instructional Coaching Process (Text: Sergiovanni: Chapter 14)

-*Instructional Supervision in Practice Part 2*

Writing the Summative Evaluation

Summative Evaluation Conference

Session 18: Tuesday, July 10, 2012

Classroom Activity

Review

Theme #6: Cultivating The Learning Culture

-*The Bamboo Story (For cultivating a learning culture)*

-*Why is Change So Hard? Change Theory Part 1*

Session 19: Wednesday, July 11, 2012

Classroom Activity

Review

Continue Theme #6: Cultivating The Learning Culture

-*Why is Change So Hard? Change Theory Part 2*

-*The "SHIFT" from Teaching to Learning Cultures*

-*The Power of Alignment Model*

Session 20: Thursday, July 12, 2012 • *Ideal Instructional Supervision Process Paper due by email*

Classroom Activity

Review

-University Assessment Activity

-Ball and Yarn Activity