**UTAH STATE UNIVERSITY – School of Teacher Education and Leadership**

**TEAL 6050: Theories of Supervision**

**Hybrid On-Line Delivery**

**Instructor: Dr. Susan A. Turner E-mail: susan.turner@usu.edu**

**Phone: cell: (801) 368-3592 Note: Send all e-mail to this address**

 **Office: (435) 797-3947**

**Office Hours:** By appointment and before and after class on distance site, by e-mail or phone.

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| **Course Text**: This is REQUIRED for this course.Text:  SuperVision and Instructional Leadership:  A Developmental Approach, 10th ed. (2017)Glickman, C.D., Gordon, S. P., & Ross-Gordon, J. M.Publisher:  Allyn & Bacon  ISBN Print:  0134449894 or e-bookNote:  Editions 8, 9, or 10 of the text will work for this course. **Ordering Course Texts:**You can acquire course texts by contacting Express-a-book at 1-800-662-3950, or you may e-mail or call the USU bookstore:  textbooks@bookstore@usu.edu or  (435) 797-0818.   You can also acquire course texts by ordering from Amazon.com. (or other on-line source).Order now.  It may take time for the books to arrive if you're ordering them by mail.    |

**Course Description**

* Provides knowledge and strategies in the areas of developmental supervision, supervisory behavior, and technical skills of supervision: assessment, planning, observation, research, program evaluation, and teacher evaluation.
* Provides training in the tasks of supervision: clinical supervision, peer coaching, group and professional development, curriculum development, and action research.
* A broad overview of Educational Research and its value in teacher planning, student learning and assessment.
* Provides knowledge and strategies for designing school improvement programs and encouraging teacher-directed Action Research and inquiry.
* Provides a research-based grounding in Adult Development Theory and Professional Development processes.

**Purpose:**

* Develop an understanding of theories, practices and strategies needed to supervise, inspire and motivate teaching professionals in an educational setting.
* To provide knowledge and skills necessary to develop school improvement and inquiry processes in a school setting.

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| **Instructor Goals and Expectations:** | **Course Tasks, Assignments, and Measures:** |
| **Factual Knowledge: (#1)** Learning terminology, classifications, methods, and trends related to supervision and adult development. | Formative and Summative Assessments: On-going Class Discussions, Reading Review, Midterm, FinalAdult Development Project |
| **Implementation Skills** (#4): Developing skills, competencies and points of view related to supervision needed by educational leaders in their specific contexts.  | Role Plays and Case StudiesSupervision Models AssignmentData/Professional Development Assignment |
| **Team Development Skills** (#5): Acquiring skills in working with others as a member of a team. | Team PresentationsOn-line Discussions |
| **Research Skills** (#9): Using outside resources to answer questions or solve diversity-related problems. | Individual Literature Review and Research Paper |

**Course Objectives: By completing this course, developing leaders will:**

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| **Course Competencies:**1. Develop an understanding of how to develop and implement school improvement plans.2. Develop consensus-building and negotiation skills.3. Examine their own beliefs, assumptions and practices as potential school leaders.4. Develop a school 'vision' for high standards of learning.  | **ISLLC Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, and implementation, and stewardship of a vision of learning that is shared and supported by the school community. |
| 5. Examine theories of adult and curriculum, development, assessment, supervision, collaboration, professional learning and inquiry. 6. Reflect on personal learning processes.  | **ISLLC Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.  |
| 7. Examine processes of human resources supervision. 8. Examine formal and informal teacher assessment strategies. 9. Acquire knowledge of how learning, teaching and student development inform leadership decisions and priorities.10. Examine strategies to develop teachers as researchers and school as learning communities.  | **ISLLC Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment**.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.  |

**University Policies:**

**Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: http://personnel.usu.edu/policies/403.htm.

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**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge: • Espouses academic integrity as an underlying and essential principle of the Utah State University community; • Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and; • Is a welcomed and valued member of Utah State University.

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**Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

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**Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student\_code.pdf (Article VII. Grievances, pages 25-30).*Utah State University: Selected Policies and Procedures*-2-

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

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**Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

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**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

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**Course Fees**

Courses that utilize course fees are required to identify the amount of the course fee and explain the purpose of the course fee on the syllabus given to students. Course fee information not included on the syllabus will result in the course fee automatically being deleted.

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**Course Policies:**

**Grading Procedures:**

This course will be conducted as an on-line/Adobe Connect seminar and will include a variety of interactive learning activities. It is critical to your learning and the learning of your colleagues that you read the material and be prepared to discuss, apply, and be able to reflect on the information covered. Everyone counts -- and so do your great ideas! Plan to ask questions and share insights with the group on a regular basis.

 It is expected that assignments will be turned in on time. Late assignments will be docked 20% unless prior arrangements have been made with instructor. Please retain a copy of your assignments to protect against loss. If you need individual assistance or clarification on class assignments or projects, please ask for help. I will be happy to make arrangements for individual assistance before or after class, by e-mail, phone or during instructor's office hours.

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| A = 95% or higher | A- = 90-94.99% |
| B+ = 86-89.99% | B = 83-85.99% |
| B- = 80-82.99% | Grades below 80% are considered failing. |

**Use of Adobe Connect:**

 This course will be presented in an on-line/hybrid format using Adobe Connect technology.

On the first day of class, additional technological assistance will be available to make sure all of you are able to get on line. If you are not able to log in, please call my office (435) 797-3947. Tech support will work with you individually to solve login problems. They can be reached at (435) 797 – HELP.

**Full Size Computers:** Using a full-size laptop will give you the best results as you connect and participate in class. They have built in cameras and speakers that are necessary for the course delivery to functional properly. Use of a Smartphone or an iPad will compromise your sound, technology connections, and your ability to interact with your colleagues in class.

**Log On:**

To log on, open Canvas, click on the Adobe Connect menu on the left side of the page, and click join.

\*Note: Firefox may be best browser for Mac users.

**Instructor Live Sessions on Adobe Connect/On-line Hybrid:**

 On the first day of class, we will meet on Adobe Connect beginning at 4:30 p.m. At this session, we will discuss procedures and organization of the course. You will also have an opportunity to ask questions about the new course format.

**Canvas:**

 Documents, calendar, and materials pertaining to this course are posted on Canvas and organized in modules for each week of the course. Instructions for completing the course are included in the modules.

**Technology Skills:**

 The MEd in Instructional Leadership and Administrative/Supervisory Concentration Program is delivered using a variety of technology tools and delivery systems. The use of technology tools is extensively integrated throughout the coursework to the extent that mastery of their use is required for successful completion of the program. These technology tools are consistent with those utilized in most school districts in Utah.

Technology tools which you will be required to use include:

1. Instructure Canvas Course management system
2. Adobe-Connect Video Conferencing System
3. Microsoft Word or a commonly used word processing program
4. Microsoft Excel or a commonly used spreadsheet program
5. Microsoft PowerPoint or a commonly used presentation program
6. E-mail
7. Video Projector
8. Internet and web page navigation (You will not be required to create or manage web sites.

Note: Substantial information on these programs is available on the university website and by clicking on the HELP icon on university web page. Additional on-line help is available by calling: (435-797-HELP).

**Assignments and Exams:**

1) Adult Development Project: 125 points

2) Evaluation Model Team Project 90 points

3). Case Study Project: 100 points

4) Final Internship Reflection 50 points

6) Discussions 85 points

7) Leadership Metaphor 50 points

8) Instructor Evaluation 15 points

Total: = 515 points

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