567. Supervision of Instruction. This course focuses on the role of the principal in promoting improved instruction in the classroom through the evaluation and professional development of faculty. Aspects of clinical supervision, including classroom observation, conferencing skills, and development of improvement plans through systemic staff development will be emphasized. Your successful completion of this course will entitle you to PDAS certification. You must apply for this certification and submit a fee of $75 to Region XIII. This is the result of an action taken by the last legislature and was effective on January 1, 2008.

Course Rationale. Future school LEADERS must show that their presence and guidance will improve programs and personnel who are in charge of helping the learner improve and grow toward his/her academic and social potential. The heart of the systemic school reform is improvement of the teaching-learning process. No one would argue the fact that “it’s what happens when the teacher shuts the door that makes the difference in who learns what and how much.” Because of high accountability expectations related to the outcome of classroom activity, school leaders cannot afford to leave the result to change or expect teachers, many of whom had their formal pedagogy training a decade or more ago, to meet the needs of today’s systems and students to rely solely on self-improvement. The process of monitoring and improving instruction using clinical supervision is a fundamental aspect of instructional leadership & a critical component of a principal preparation programs.

Aims for Grad Students: They will:
1. identify and describe/discuss the roles and functions of developmental supervision.
2. develop organizational and administrative strategies for school-level programs helping teachers.
3. identify and describe the role chain of communication stakeholders.
4. develop skills in leading instructional, administrative and community supervision components.
5. identify and define the data collection process used by supervisors to help growth campus-wide.
6. develop effective strategies for advocating for all educators regardless of strengths or non-strengths.
7. demonstrate learner-centered values and ethics in supervising others.
8. determine requirements of law related to teacher supervision in performance appraisal/development.
9. use PDAS in Texas and provide PDAS certification for those who successfully complete the course.
10. utilize effective observation, appraisal, and conferencing techniques to enhance the quality of instruction

Major Course Objectives

Determine requirements of law related to supervision in area of performance appraisal & professional development.

- **DOMAIN I—COMPETENCY 003—BULLET 2** (I.003.2)
  
  **EVIDENCE of Success**: jigsaw, teach others their expertise, TINA’s Case Study Final

Apply human relations skills in interacting with others.

- **DOMAIN I—COMPETENCY 002—BULLET 5** (I.002.5)
  
  **EVIDENCE of Success**: Motivation, self-esteem, and performance of others.

- **DOMAIN I—COMPETENCY 001—BULLET 11** (I.001.11)
  
  **EVIDENCE of Success**: Extra pts. to catch the Prof’ in an error under Commissioner’s Rulings

Investigate and use the Professional Development Appraisal System that is approved for use in Texas and provide PDAS certification for those who successfully complete the course.

- **DOMAIN II—COMPETENCY 006—BULLET 5** (II.006.5)
  
  **EVIDENCE of Success**: 4 to 6 case studies analyzed in depth

Use a clinical supervision system (PDAS) to develop the initial level of competency that enables effective observation, appraisal, and conferencing techniques to enhance the quality of teacher instruction and increase student achievement.

- **DOMAIN II—COMPETENCY 006—BULLET 2** (II.006.2)
  
  **EVIDENCE of Success**: Clinical Developmental Process utilized during case study analysis

Use a system that promotes and supports quality professional development that is aligned with the curriculum and related assessment.

- **DOMAIN II—COMPETENCY 006 BULLET 1** (II.006.1)
  
  **EVIDENCE of Success**: show success on graded profiles in group

Listen actively and respond appropriately to the ideas and opinions of others. Communicate in a clear, concise, and properly structured manner that is designed to fit the audience and the context.

- **DOMAIN I—COMPETENCY 002—BULLET 3** (I.002.3)
  
  **EVIDENCE of Success**: Reduced frequency of explaining more than once statements made

**UTILIZE THE Required Text PRINTED OFF for Professional Use**


Professor WILL PROVIDE A CD FOR YOU TO UTILIZE

&

**PURCHASE 8th Edition of SuperVision: and Instructional Leadership**


or


**Supplementary Materials: Books**

**EMPHASIS: TEXAS STATE BOARD OF EDUCATOR CERTIFICATION (SBEC) STANDARDS ND COMPETENCIES**

The main emphasis of this course, students will identify supervisor’s influence in all three domains:

**DOMAIN I – SCHOOL COMMUNITY LEADERSHIP**

**DOMAIN II – INSTRUCTIONAL LEADERSHIP**

**DOMAIN III – ADMINISTRATIVE LEADERSHIP**

**Internet Resources:**

- State Board for Educator Certification (SBEC) (principal TExES study guide):
  - [www.excet.nesinc.com/excetstudyguide/68%20Principal/68%20principal.pkf](http://www.excet.nesinc.com/excetstudyguide/68%20Principal/68%20principal.pkf)
- Texas Elementary Principals and Supervisors Association:
  - [www.tepsa.org](http://www.tepsa.org)
- Texas Association of Secondary School Principals:
  - [www.tassp.org](http://www.tassp.org)
- Texas Association of School Administrators website:
  - [www.TASAnet.org](http://www.TASAnet.org)
- Texas Education Association website:
  - [www.tea.state.tx.us](http://www.tea.state.tx.us)
- American Association of School Administrators website:
  - [www.aasa.org](http://www.aasa.org)

**Journals:**

- *TAASP News Highlights* (Texas Association of Secondary School Principals)
- *TEPSA Journal* (Texas Elementary Principals and Supervisors Association)

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**JULY 7**

4:30 Explain the Course & Certification & SCHEDULE to be kept ON-TIME

[Print-out PDAS & install in LOOSELEAF NOTEBOOK]

COMPLETE ASSIGNMENT BEFORE WE NEXT MEET—READ SCHEDULE CLOSELY

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**PROFESSIONAL DEVELOPMENT APPRAISAL SYSTEM**

**JULY 14**

4:30 pm PDAS TRAINING/ASSESSMENT

- 

**BRING PDAS LOOSELEAF NOTEBOOK IN ON TIME**

- Clinical Supervision/Developmental Supervision Activity. Students in small groups will conduct practice supervisory assessment & conferencing based on observation of videos.

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**LEADERSHIP ASSIGNMENTS CHOICES ATTACHED BELOW AS A 20 minute ASSIGNMENT LEADING DISCUSSION**

The following schedule is based on Glckman’s developmental supervision text & will be dispersed through-out the PDAS training—5 main points in each chapter; will need to be placed in power point, but presented orally

PLEASE GO AHEAD AND VOLUNTEER FOR YOUR TOP 3 CHOICES
AND I WILL TRY TO GIVE TO YOU YOUR HIGHEST CHOICE:

MEETING 1: STATE CERTIFICATION OFFICE REQUIRES YOU TO BE ON TIME AND NOT MISS ANY SESSIONS 
JULY 7--W

PDAS ONLY

MEETING 2: JULY 14-W

• Chapter 1 Supervision for Successful Schools
• Chapter 2 The Norm: Why Schools Are the Way They Are
• Chapter 3 The Exception: What Schools Can Be
• Chapter 4 Adult & Teacher Development
• Chapter 5 Reflections on Schools, Teaching & Supervision

MEETING 3 JULY 21-W

Chapter 6 Supervisory Behavior Continuum
Chapter 7 Developmental Supervision: An Introduction
Chapter 8 DIRECTIVE CONTROL Behaviors
Chapter 9 DIRECTIVE INFORMATIONAL Behaviors
Chapter 10 COLLABORATIVE Behaviors

MEETING 4 JULY 28-W

Chapter 11 NON-DIRECTIVE Behaviors
Chapter 12 Developmental Supervision: Theory & Practice
Chapter 13 Assessing & Planning Skills
Chapter 14 Observing Skills
Chapter 15 Research & Evaluation Skills

MEETING 5 AUGUST 4-W

Chapter 16 Direct Assistance to Teachers
Chapter 17 Group Development
Chapter 18 Professional Development
Chapter 20 Action Research: The School as the Center of Inquiry
Chapter 21 Facilitating Change
Chapter 23 Building Community
OPTIONAL CHAPTERS ONLY IF TIME ALLOWS

Chapter 19  Curriculum Development-510
Chapter 22  Directing Diversity-574

COMPLETE ASSIGNMENT BEFORE WE NEXT MEET---READ YOUR SCHEDULE CLOSELY & BE READY

JULY 21------Schedule will need to be fluid to transition through PDAS & STRATEGIES
4:30 pm PDAS ASSESSMENT—successful participation
Field-Based Project. Students will conduct, write, and present their findings in one of the three areas listed below. Again, this report will be data based and research-driven. Specifics regarding the report and presentation will be provided in the appropriate packet to be distributed during the course.

- A Plan to describe process used when implementing strategies GROUP PICDIE
- Professional development plan (data based for “T.I.N.A.”) GROUP
- Three-minute walk-through classroom supervisory visits (data based)—VIDEO

JULY 28-----4:30 pm PDAS CLOSURE/CERTIFICATION/EVALUATION

Final Project: PDAS Clinical Supervision Teacher Improvement Plan. This practical application will be data-driven and research-based simulation and will be based on a designated Clinical Supervision Activity. You will specify the particulars of your observation as per the PDAS model, delineate and provide the rationale for your analysis, and explain your prescriptive teacher improvement plan. It is expected that this activity be data based and research driven. Specifics will be provided.

ADDITIONAL WEB EXERCISES TO ASSESS ABILITY TO LOOK AT SUPERVISION DIAGNOSTICALLY

AUGUST 4

FINAL TWO-DOZEN STRATEGIES FOR HELPING (an unobserved “TINA”), given orally for your written solutions.

PLEASE OBSERVE THE RULES

TAMU SYSTEM & TAMU-T

If you claim disability status please contact the 504/ADA Officer in Texarkana: Disability Accommodations Statement: Accommodations can be provided for students with a disability only after the student requests an accommodation and provides the appropriate written documentation of a disability. To request accommodations for this course students are responsible for the following:

1. contact the A&M-Texarkana Student Services Office to request appropriate accommodations;
2. provide documentation of a disability to the A&M-Texarkana Student Services Office w/ documentation < 5 yr.old
3. contact the instructor to discuss implementation of accommodations for this course.

The Student Services Office is located in room 227 in the Akin building; call 903-223-3062 for additional information.

A grade of F in this Course + Program Discipline will be earned by utilizing other persons’ work w/o quotations; Academic Honesty:
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

“What is plagiarism?
Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like “copying” and “borrowing” can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means
1. to use (another’s production) without crediting the source
2. to commit literary theft
3. to present as new/original an idea or product derived from existing source.

Plagiarism is an act of fraud. It involves both stealing someone else’s work & lying about it afterward. (TurnItIn Website)

Course Requirements
A. Attend class as determined by university calendar & course activities.
B. Participate in class discussions and comprehension activities as assigned
C. Present research reports on course topics
D. Complete professional readings on current issues
E. Complete assignments to demonstrate proficiency in the TExES competencies covered.
F. Work will be accepted late.
G. Students absent 1 period: required to demonstrate concepts missed or average lowered by 1 grade

Evaluation
Students will be evaluated through active engagement in assigned projects to check for knowledge, synthesis, and application skills for competencies assigned to this course. Writing assignments will be used to evaluate synthesis of readings and research. Students will reflect on their learning and experiences in the course through discussions on or from BLACKBOARD or Other Electronic Means.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. P. PT.REVISION &amp; DISCUSSION w/Ch.: LEAD Tech Integration</td>
<td>25%</td>
</tr>
<tr>
<td>2. SUCCESS on Tests given in Scenario Format</td>
<td>25%</td>
</tr>
<tr>
<td>3. Successful Performance in PDAS TRAINING</td>
<td>25%</td>
</tr>
<tr>
<td>4. Writing Closure as FINAL BULLET-EVALUATION on Strategies</td>
<td>25%</td>
</tr>
<tr>
<td>Total (-10% if Notebook is Not Assembled &amp; Tabbed 2nd meeting)</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale AVERAGE: 90-100% A
80-89% B
70-79% C
60%-69% D
0%-59% F

Turn It In for Plagiarism


G L O B A L   P O I N T S   b y   H o l i s t i c   G r a d i n g   A s s e s s m e n t :   G r a d i n g   f r o m   1 0   p t.   s c a l e ;   [ i.e.,   1 0   =   A p p r o x. 1 0 0   p t s] 
10=Clearly Outstanding: Best seen; excellent development, expression, & structure (98)
8=Exceeds Expectations: Language Control is excellent but some problem w/ mechanics-& above (88)
6=Satisfactory: Showed minimal development, needed polish, had structural flaws-& above (78)
4=Below Expectations: Paper/Presentation: Little development or evidence of process writing/thinking (68)
2=Unsatisfactory: Not exhibit skills needed to be an administrator & must complete remedial work (58)
LEADERS Think On Their Feet’. ‘Leaders Learn to Read Between Lines’

SPECIFIC POINTS by Evaluative Criterion Grading from 10 pt.scale; [i.e., 1=10 on 100 pt.scale]:

TIME USAGE Excellent 1 pt, or too long or way too short when deviating from allotment given -1
POISED/PRESENCE Excellent 1 pt, or nervous or shy, not projecting confidence -1
HANDOUTS/VISUALS--Excellent 1 pt, or did not follow sequential format, or make copies for the group -1
CLARITY OF SPEECH--Excellent 1 pt, or not understand because of syntax/speech pattern -1
USEFUL INFORMATION--Excellent 1 pt, or inaccurate/misleading/peripheral utility for practitioners -1
EYE CONTACT--Excellent 1 pt, or looked down in presentation a lot &/or read large portions -1
SIMPLICITY OF INFO.--Excellent 1 pt, or highly academic or superficial or obtrusiveness in style -1
ORGANIZED--Excellent 1 pt, or disorganized, splintered, disjointed, little connection of information -1
PREPAREDNESS--Excellent 1 pt, or does not seem prepared, loses track of what is happening -1
LEADERSHIP--Excellent 1 pt, or does not gain participation or enthusiasm from the group -1

Intrapersonal traits & Interpersonal Skills—(Bill Blokker-TOP 4 AREAS to grow in) -4

<table>
<thead>
<tr>
<th>Intrapersonal traits</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Self-Assessment</td>
<td>1 Listening</td>
</tr>
<tr>
<td>2 Setting &amp; Meeting Goals</td>
<td>2 Speaking</td>
</tr>
<tr>
<td>3 Overcoming Obstacles</td>
<td>3 Cooperation &amp; Teamwork</td>
</tr>
<tr>
<td>4 Managing Habits</td>
<td>4 Negotiating</td>
</tr>
<tr>
<td>5 Developing Persistence</td>
<td>5 Conflict Resolution</td>
</tr>
<tr>
<td>6 Stable Self-Concept</td>
<td>6 Soliciting Other Views</td>
</tr>
<tr>
<td>7 Intrinsic Rewards</td>
<td>7 Admitting Mistakes</td>
</tr>
<tr>
<td>8 Handling Pressure</td>
<td>8 Seeking Clarification</td>
</tr>
<tr>
<td>9 Developing Perspective</td>
<td>9 Expressing Feelings</td>
</tr>
<tr>
<td>10 Self-Talk</td>
<td>10 Paraphrasing</td>
</tr>
<tr>
<td>11 Visualization</td>
<td>11 Assertiveness</td>
</tr>
<tr>
<td>12 Developing Confidence</td>
<td>12 Checking Intentions</td>
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<tr>
<td>13 Decision Making</td>
<td>x</td>
</tr>
<tr>
<td>14 Trusting Your Judgment</td>
<td>x</td>
</tr>
<tr>
<td>15 Adaptability</td>
<td>x</td>
</tr>
<tr>
<td>16 Handling Confusing Ideas</td>
<td>x</td>
</tr>
</tbody>
</table>

Professor reserves the right to make changes to the course syllabus and will notify students accordingly.

Grading Scale

<table>
<thead>
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<tbody>
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<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: Computed figure is rounded up to next highest whole number if tenth’s place value is 5 or >.

Attendance
Students are expected to be present at all class meetings. If for some reason a student is unable to attend a session, a call to the professor before class is advised. An outside assignment may be made for each class missed. For those who must miss, the following process will be used. An assignment related to the topic of the class missed will be assigned...AS NOTED ON THE LAST PAGE SCHEDULE. Punctuality is also expected and desired behavior for all who enter the administrative program with the intent of being campus leaders.

Training in Austin, Texas at Region 13 will not allow misses or tardiness...State Rules.
Writing Activities
All written work shall be typed or computer printed in a print or font that is easy to read. Written work shall be scored for content, spelling, correctness of grammar, style and syntax, proper crediting of sources and overall appearance. Additionally, work should show a proper degree of originality, creativity, and effective presentation. All work is expected to be handed in on time (failure to comply may result in point reduction) and conform to APA Writing Style Guidelines when required.

Late work
All work shall be handed in on time if no prior arrangement is made by the student with the professor. For each day missed a deduction of 10% may be assessed the score for that assignment...UNLESS the assignment is turned in no more than 24 hours “later”.

Academic Honesty
Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

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3. to commit literary theft
4. to present as new & original an idea or product derived from an existing source.

It is an act of fraud involving both stealing someone else's work & lying about it afterward.” (TurnItIn Website)

Disability Accommodations Statement

“Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Offices by contacting Carl Greig, Akin Room 223 or by calling 903.223.3062.”

Technology Component

A. E-mail. Students subscribe to a list-serve that permits communication by any of those in the loop.
B. Research is conducted either on–site or electronically. This is facilitated by a procedures document prepared by the TAMU-T library staff.
C. The instructor may use power point presentations routinely and students are expected to be attentive and TAKE NOTES so as to minimize confusion.

The professor retains the prerogative of changing this syllabus as necessary during the course and will notify students accordingly.

TExES Principal Framework for EDAD 567: Supervision of Instruction
Domain I-School Community Leadership (approximately 33%)

Domain II-Instructional Leadership (approximately 44%)

Domain III-Administrative Leadership (approximately 22%)

WE WILL STUDY SPECIFICALLY THESE DOMAIN COMPETENCIES & SUB-BULLETS

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP*

Competency 001
The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

  01. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.

  03. implement strategies to ensure the development of collegial relationships and effective collaboration.

  10. support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

  10. acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

Competency 003
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

  1. model and promote the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.

  3. apply knowledge of ethical issues affecting education.

  4. apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.

  5. apply laws, policies, and procedures in a fair and reasonable manner.

  8. promote the continuous and appropriate development of all students.

  9. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II-INSTRUCTIONAL LEADERSHIP

Competency 004
The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
The principal knows how to:

3. facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.

**Competency 005**
The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
The principal knows how to:

1. facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
2. facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
3. create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
4. ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
5. use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
6. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
7. facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
8. analyze instructional needs and allocate resources effectively and equitably.
9. ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.

**Competency 006**
The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
The principal knows how to:

1. work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
2. facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
3. allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
4. implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
5. use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
6. diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
7. engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

**Competency 007**
The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.
The principal knows how to:

1. implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.