



Master of School Administration (MSA) Program
EDUC 632 (Sections .001 & .957) Problems of Supervisory Practice
45 semester hours (3 graduate credits)

Course Description

The primary objectives of this course are to develop and enhance the skills of school administrators in: 1) communicating effectively about teaching with teachers, and 2) addressing a variety of teacher supervision issues that are unrelated to classroom instruction.

Participants will extend and refine their ability to analyze skillful teaching; develop their writing skills about teaching; make conferences more open, specific, and productive; and learn strategies for improving instructional leadership. Participants will further extend their ability to approach administrative challenges that relate to a variety of supervision issues.

The course incorporates materials that will assist administrators in developing and sustaining professional communities in schools and school districts. Participants will use multiple sources of data to address supervision and instruction, with particular emphasis on the administrator's perspective. These data sources will include research-based tools, practical applications, and problem-solving strategies that participants need to create cultures of high instructional achievement and effective personnel management systems at the school site.

This course integrates all applicable "Performance Domains for the Principalship" as developed by the North Carolina Standards Board for Public School Administration and the "Standards for School Leaders" as developed by the Interstate School Leaders Licensure Consortium (ISLLC). Additionally, the course incorporates all procedures, techniques, and documents with regard to North Carolina's Teacher Professional Assessment Instrument (TPAI).

Course Objectives

By the end of the course, candidates will be able to:

[Supervision and Instruction: Purposes, Consequences]

- Develop the concept of supervision
- Identify the purposes, effects, and consequences of supervision
- Identify/formulate/synthesis internal and external factors that minimize excellence in supervision and instruction
- Consider global factors that may assist in preventing supervision issues

[Teacher Supervision Framework]

- Formulate/identify characteristics of effective teaching and the “map” of pedagogical knowledge
- Demonstrate knowledge of framing questions for evaluating teacher performance
- Explore a teaching/learning site as an administrative personal and professional development resource
- Identify, explain, and use various tools and technology that reflect recent brain-based research
- Identify a variety of data sources to supervise teachers (including North Carolina TPAI data matrix)
- Identify and begin the process of implementing the principles of clinical supervision
- Identify the principles, processes, and mechanics of the North Carolina TPAI
- Identify and Demonstrate Skill in Behavior Description techniques
- Identify planning/pre-observation conference principles and techniques
- Identify factors and administrative behaviors for conducting classroom observations
- Identify and use the technique of selective verbatim
- Identify and use observational records based on seating charts
- Identify and use the wide lens technique

- Identify and use a variety of checklists and timeline coding schemes
- Create and Perform Data Analysis
- Identify, and demonstrate skill in, effective feedback (post-) conferences.
- Continue Post-Conference strategies
- Formulate an effective observation report
- Describe and demonstrate skill in the design of an improvement plan

[Non-Instructional Supervision Challenges and Strategies]

- Identify a variety of non-instructional challenges faced by supervisors
- Formulate and demonstrate effective supervisory skills in addressing non-instructional challenges
- Describe/assess recent trends in supervision models

UNC School of Education (SOE) Principles, Educational Leadership Constituent Council (ELCC) & Interstate School Leaders Licensure Consortium (ISLLC) Standards

UNC School of Education Conceptual Framework Principles

The SOE is committed to diverse, equitable, democratic learning communities. As a result, candidates acquire and apply the knowledge, skills and dispositions that prepare them to hold high expectations and support the education of *all* students.

We use the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of our candidates, who will become leaders supporting and promoting the teaching and learning of all students in multiple contexts.

NC-CH2004.P1 PRINCIPLE: Candidates possess the necessary content knowledge to support and enhance student development and learning.

NC-CH2004.P2 PRINCIPLE: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.

NC-CH2004.P3 PRINCIPLE: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.

NC-CH2004.P4 PRINCIPLE: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

UNC School of Education Conceptual Framework Dispositions

Dispositions are essential to preparing leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates bring dispositions that are developed as they think deeply, reflect critically, and act responsibly. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

NC-CH2004.D1 DISPOSITION: Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.

NC-CH2004.D2 DISPOSITION: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

The Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium have jointly promulgated several standards that will be met with a candidate's completion of the full MSA program at the University of North Carolina at Chapel Hill. This course provides candidates with competencies that cover several of these standards, as do all of a

candidate's MSA courses. In EDUC 632, Problems of Supervisory Practice, *significant* emphasis and concentration are placed upon the following ELCC/ISLLC standards and related indicators:

STANDARD 1: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

→**Indicator 1:** Candidates develop a vision of learning based on relevant knowledge and theories that promote the success of all students.

→**Indicator 2:** Candidates demonstrate the ability to articulate school vision components, which demonstrates the skills necessary to implement, support, and communicate a shared commitment to the vision.

→**Indicator 3:** Candidates can formulate the initiatives to motivate staff, parents, students, board and community members to achieve the school or district's vision by involving all stakeholders in collaborative discussions.

→**Indicator 4:** Candidates demonstrate the ability to align administrative policies and practices in a way that communicates effectively with all stakeholders concerning implementation and realization of the vision.

<p>Standard 2 below is the standard that is <i>evaluated</i> for NCATE/accreditation purposes via the assignment "Case Study: Pat."</p>
--

STANDARD 2: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

→**Indicator 1:** Candidates assess school culture using multiple methods and implementing context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of a school community to improve programs and school culture.

STANDARD 3: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

→**Indicator 1:** Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, data management and assessment to optimize learning for all students.

→**Indicator 2:** Candidates create a plan for involving appropriate personnel in conducting operations and setting priorities to maximize ownership and instructional accountability.

→**Indicator 3:** Candidates develop a plan of action for focusing on effective organizational and management of fiscal, human, and material resources, giving priority to student learning and safety in the school or district.

→**Indicator 4:** Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resources that are in alignment with effective instruction in settings that are conducive to safe, effective, and efficient facilities.

STANDARD 4: Graduates (school administrators) are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

→**Indicator 1:** Candidates demonstrate the ability to utilize family and community resources to facilitate the planning and implementation of programs and services for diverse interests and needs to positively affect student learning.

→**Indicator 2:** Candidates apply a knowledge of community relations models, marketing strategies and processes, data-based decision-making, and communication theory to craft frameworks for school, family, business, community, government, and higher education partnerships which reflect a comprehensive understanding that schools are an integral part of a larger, diverse community.

→**Indicator 3:** Candidates develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school and the community to improve school programs and meet the diverse needs of all students.

EDUC 632.001/.957 Section Information
Problems of Supervisory Practice
Fall 2009

Instructor:

Dr. James Veitch

Contact Information:

**The University of North Carolina at Chapel Hill
School of Education
121-A Peabody Hall
CB #3500
Chapel Hill, NC 27599-3500
919-966-1354
veitch@unc.edu**

Students who e-mail me from Monday-Thursday can ordinarily expect a response within 48 hours. Students who e-mail me on Friday and through the weekend can ordinarily expect a response by 5:00 pm on Monday. In any communications, please ensure that the first part of the subject line reads "EDUC 632 UNCCH." This subject line ensures a timely response to you in accordance with the above guidelines.

Textbooks/Readings

1) There is no single textbook for the class. Rather, we will employ a wide variety of articles, book chapters, surveys, student documentation from his/her site, charts, and other materials. All readings and materials are online for student reading and/or download from the Blackboard course site, which is accessible at <http://blackboard.unc.edu>. Most downloads are Word documents; some are Adobe PDF files, and some are JPEG images. Computers in the UNC computer labs are capable of opening and reading all documents. Students are responsible for printing documents and having them available during each module. Since download time from a dial-up modem connection may be lengthy, a UNC computer or other broadband connection is advised.

→NOTE WELL: E-Mail/Internet Access:

The course relies on student access to both a working UNC e-mail address and access to the Internet. Some assignments require online research, communication among students via e-mail, discussion groups, and other forms of electronic exchange. Students who are registered for the course must create a UNC e-mail as soon as possible if they do not currently have one.

Course activities:

There are 14 class sessions of three hours each. Each class is considered a "module." Hence, module 1 corresponds to class session #1, and so on. Each module contains the topics, objectives and readings for that module. Written assignments and online activities are located on the Blackboard site in the "Written/Online Assignments" section. Reading assignments are located in the "Reading Assignments" section. For readings that need to be downloaded from the Blackboard site (in the "Course Documents" section, only those modules that have readings that must be downloaded will be listed.)

The course activities/assignments (below) contain the topics and objectives for each class/online unit and a list of readings that are due.

Assessment:

There are four out-of-class assignments. Typically, each assessment consists of approximately 3-5 pages of word-processed (12-point font; double spaced) text and any additional required documentation. Two of the four assignments will be submitted online. There is a master assignment sheet in the "EDUC 632" module on the Blackboard course site that outlines the due dates for each assignment and the specific file that you must download in order to complete the assignment. The file that you download contains the specific directions for the assignment.

All assignments are due in class on the date indicated. An assignment that is turned in late is ineligible for a grade of "H."
Note: In order to *pass* EDUC 632, you must complete ALL of the assignments satisfactorily even if you have otherwise earned sufficient points for a passing grade.

Students with Disabilities: Federal and State laws require the University to make its programs and facilities accessible to students with disabilities. Students who seek reasonable accommodation for disabilities are required to identify themselves either to the Department of Disability Services [DDS] (in the Division of Student Affairs) or Learning Disabilities Services [LDS] (in the College of Arts & Sciences), depending on the nature of their disability. These offices will inform the students of the documentation needed to meet legal requirements, and their staffs have the professional training to determine reasonable and appropriate accommodations for each student. All faculty have been advised that, when approached by a student who seeks an accommodation based on a disability, they should refer the student to DDS or LDS as appropriate. Thereafter, one of these offices will work with the faculty member to determine what accommodations would be reasonable for that student, and assist with implementation.

Attendance/Participation

Attendance—on time—is an important component of the course, whether physical attendance or “presence” in any online discussion threads/forums that may occur. *Participation* is an equally important element of the course, whether in class or in any online class components. The resulting professional interaction will sustain the course objectives to a much greater extent than a large volume of instructor lecture.

In the event that a student needs to miss one class for a legitimate reason, he/she must submit an e-mail to the instructor indicating (A) that he/she has a detailed knowledge regarding what exactly transpired in the missed class (that information can be obtained by speaking with classmates who did attend the class); and (B) a reflection regarding the implications of the ideas presented for his/her future actions as a school administrator. This should be submitted no later than the beginning of the next scheduled class; points will be deducted for each day thereafter. Additionally, all written and/or online assignments must nonetheless be submitted no later than the day/time on which the syllabus indicates they are due, unless other arrangements have been made with the instructor in advance. Upon fulfilling these requirements, the attendance points associated with the missed class will be awarded to the student. Additional make-up assignments may be required in the event of multiple absences.

POLICY STATEMENT ON ACADEMIC INTEGRITY

University policy requires a statement on academic integrity in the course syllabus from the UNC Code of Student Conduct:

"The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in the student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Submissions of work used previously must first be approved by the instructor."