

**Supervision and Personnel Management**

**EDLD 7200/7206**

**3 Credit Hours**

**Spring 2018**

**Instructor: Dr. Jason C. Bryant**

**Office: Haley Center 4010**

**Office Phone: 334-844-3021**

**Cell Phone: 334-703-0339 (preferred)**

**Email:** [**jcb0023@auburn.edu**](mailto:jcb0023@auburn.edu)

**Office Hours: Tuesday/Wednesday/Thursday– 1:00 – 4:00; or by appointment**

**Course Description**

Policies and practices related to teacher recruitment, selection, evaluation and professional development; instructional coaching processes that impact student achievement and school improvement efforts. Additional emphasis will be placed on the aspiring principal’s leadership self-development for fulfilling the role of school leader.

**Required Texts**

DiPaola and Hoy (2013). *Improving Instruction Through Supervision, Evaluation, and Professional Development.* Information Age Publishing.

Fullan, M. (2014). The Principal : Three Keys to Maximizing Impact. Jossey-Bass

**Class Meetings**

This class is scheduled in a hybrid format with only three (3) face-to-face class meetings. It is imperative that you attend all face-to-face class meetings. Please refer to the attendance section with the syllabus and the Auburn University Student Handbook for specific information on attendance. This class is scheduled to meet on Sunday, January 21, February 25, and March 25 in Haley Center 2461. All classes will be held from 9 am – 5 pm.

During the weeks we are not meeting face-to-face, please refer to Canvas for your specific assignments for the week.

**Course Objectives**

Course Objectives are based upon the standards of knowledge (K) and ability (A) of the Alabama State Department of Education Instructional Leadership Standards.

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| Knowledge (K) or Ability (A); OBJECTIVE;  Alabama Instructional Leadership Standard |
| 1. (K, A) formulate a definition of supervision and develop an appreciation of the relationships between supervisory/personnel practices and effective instruction 2(c)1(i); 2(c)2(iii) |
| 1. (K,A) apply principles of effective supervision 2(c)1(i, ii, iii);2(c)2(i,ii, iii, iv, v, vi, vii, viii, ix) |
| 1. (K) understand and implement state and local personnel evaluation policies and procedures2(c)1(ii, iii) |
| 1. (K,A) participate in personnel selection, retention, and dismissal activities (2)(d)2.i; (2)(a)1(v);(2) (c)1(i-iv) |
| 1. (A) understand the needs and roles of staff development within the effective school model related to the effectiveness of instructional programs 2(c)2(ii,iv,v,vi,vii, viii, ix, x) |
| 1. (A) communicate evaluation policies and procedures clearly 2(c)2(i, vi) |
| 1. (K, A) interpret evaluation data and translate them into staff development programs and professional development plans; 2(a)1(iv); 2(b)2(ii); 2(c)2(vi, vii) |
| 1. (A) manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals (2)(c)2(vi) |
| 1. (A) provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning (2)(c)2(vii) |
| 1. appreciate the importance of the supervisor’s relationship with the individual, superiors, teachers, and parents2(c)2(ii, ix); 2(d)1(i) |
| 1. describe various models used in teacher evaluation and indicate relative strengths and weaknesses2(c) 1(ii)2(c) 2(iii) |
| 1. develop and implement a recruitment program2(d) 1(iii) |
| 1. apply knowledge of federal, state, and local employment laws and policies to recruitment and selection procedures and retention decisions2(c)1(iii)2(d)1(iii) |
| 1. apply local employment procedures2(c) 1(ii, iii) |
| 1. communicate vision, mission, and goals to potential staff members2(c)2(I, ii, v, ix) |
| 1. assess candidates’ knowledge, skills, values, and commitments2(c)2(ii, iv, v) |
| 1. develop a plan for retaining quality staff2(c) 2(viii, ix) |
| 1. demonstrate the ability to identify professional development needs of faculty and staff 2(c)2(ii, vii, ix, x, xi) |
| 1. demonstrate the ability to identify professional development needs of faculty and staff 2(c)2(ii, vii, ix, x, xi) |
| 1. (K) demonstrate moral leadership and be an appropriate role model for faculty, children and community stakeholders (2)(e)1(i) |
| 1. (K, A) demonstrate use of instructional, moral, value added, and transformational leadership (2)h)1(i-v); (2)(d)2(i-v) |
| 1. (K, A) use instructional, moral, value added, collegial, democratic teachers, servant leaderships, participative, and transformational leadership to improve organizational effectiveness (2)(a)1; (2)(d)1(i-v); (2)(d)2(i-v); (2)(h)1 |
| 1. (A) develop their own leadership skills, traits and behaviors appropriate to use within their organization (2)(c)2(ii); (2)(c)2(iv); (2)(c)2(x) |
| 1. (A) demonstrate important leadership dispositions that are needed to accomplish goals of the organization. These include: dialogue, reflection, fluent communication skills, decision-making skills, problem-solving skills, and critical thinking skills (2)(c)2(ii); (2)(c)2(iv); (2)(c)2(viii-x) |
| 1. jj) (K, A) work collaboratively with members of the organization to determine organizational and individual staff development and in-service needs (2)(c)1(i-iv); (2)(c)2(i);(2)(d)1(iii);(2)(d)2(iv-v) |
| 1. (K, A) create organizational teams which will share in responsibilities of managing the learning organization (2)(a)1(iv);(2)(b)1(ii);(2)(c)2(i-xi) |

**This course will include content and assignments for meeting selected objectives from the following list:**

* **Coach teachers on instructional strategies and the evaluation of student performances.**
* **Work collaboratively with teachers to plan for individual professional development.**
* **Use a variety of supervisory models to improve teaching and learning.**
* **Understand the elements of mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.**
* **Manage, monitor, and evaluate a program of continuous professional development tied to student learning and other goals.**
* **Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.**
* **Create a community of learners among faculty and staff.**
* **Create a personal professional development plan for his/her own continuous improvement.**
* **Foster development of aspiring leaders, including teacher leaders.**
* **Share leadership and decision-making with others by gathering input.**
* **Develop partnerships, coalitions, and networks to impact student achievement.**
* **Actively engage the community to share responsibility for student and school success.**
* **Involve family and community in appropriate policy implementation, program planning, and assessment efforts.**

**Course Content and Schedule**

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| **Week** | **Major Topics/Assignments** |
| Intro  January 21  (face-to-face)  9am – 5 pm | Getting acquainted; Syllabus overview; Intro to Canvas; Calendar  Topics for Class Discussion:   * Personality and Behavior Assessments * The Principal Story * Introduction to Fullan’s *“The Principal”* * Exit Interview and Portfolio Information   Leadership Institute Activity – Dr. Rueben Bolt, Professor, University of New South Wales, Nura Guili Director |
| Week 1  January 22 – January 28 | Reading:  DiPalo & Hoy – p. 1-22; Instructional Leadership  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due January 30 by 11:59 pm  Leadership Challenge #1 |
| Week 2  January 29 – February 4 | Reading:  DiPalo & Hoy – p. 25-39; An Integrated Model of Instructional Leadership  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due February 6 by 11:59 pm  Response to Leadership Challenge #1  Leadership Challenge #2 |
| Week 3  February 5 – February 11 | Reading:  DiPalo & Hoy – p. 229-286; High Quality Instruction; Improving Instruction  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due February 13 by 11:59 pm  Response to Leadership Challenge #2  Leadership Challenge #3 |
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| Week 4  February 12 – February 18 | Reading:  DiPalo & Hoy – p. 103-129; Supervision of Instruction  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignments due February 20 by 11:59 pm  Response to Leadership Challenge #3  Leadership Challenge #4  The Principal Summary Report –Chapter 3 |
| Week 5  February 19 – February 25 | Reading:  DiPalo & Hoy – p. 133-158; Supervisory Skills  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due February 27 by 11:59 pm  Response to Leadership Challenge #4  Leadership Challenge #5 |
| February 25  (face-to-face)  9 am – 5 pm | Topics for Class Discussion:   * 4 Frames of Leadership * Fullan’s “The Principal – Three Keys to Maximizing Impact” * Panel Discussion * Classroom Observations |
| Week 6  February 26 – March 4 | Reading:  DiPalo & Hoy – p. 159-181; Professional Development  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due March 6 by 11:59 pm  Response to Leadership Challenge #5  Leadership Challenge #6 |
| Week 7  March 5 –  March 11 | Reading:  DiPalo & Hoy – p. 185-226; Evaluation, Implementing Evaluation  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due March 13 by 11:59 pm  Response to Leadership Challenge #6  Leadership Challenge #7 |
| Week 8  March 12 –  March 18 | **Spring Break**  **Enjoy your week off from class!** |
| Week 9  March 19 – March 25 | Reading:  DiPalo & Hoy – p. 297-304; Supervision and Professional Development  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due March 27 by 11:59 pm  Personal Leadership Profile and Reflection |
| March 25  (face-to-face)  9 am – 5 pm | Topics for Class Discussion:   * School Culture * Celebrate the Discomfort of Growth * Supporting Teachers through Evaluation and Professional Development * Fullan’s “The Principal – Three Keys to Maximizing Impact” |
| Week 10  March 26 – April 1 | Reading:  DiPalo & Hoy – p. 305- 321; Evaluation, Supervision, and Professional Development  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due April 3 by 11:59 pm  The Principal Summary Report – Chapter 4 |
| Week 11  April 2 – April 8 | Reading:  “The Role of the Principal in New Teacher Induction”, “New Teacher Challenges” and “New Teacher Phases” – found in Canvas  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignments due by April 10 by 11:59 pm  Response to Leadership Challenge #7  Leadership Challenge #8  Leading and Learning by Walking Around Assignment |
| Week 12  April 9 – April 15 | Reading:  “New Teacher Mentoring to Increase Retention” – found in Canvas  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignment due by April 17 by 11:59 pm  Response to Leadership Challenge #8  Leadership Challenge #9 |
| Week 13  April 16 – April 22 | Reading:  “The Final 2%” – found in Canvas  Fullan – this should be read at your own pace, but keep in mind when assignments are due related to this text.  Assignments due by April 24 by 11:59 pm  Response to Leadership Challenge #9  Leadership Challenge #10  Classroom Observations and Instructional Coaching |
| Week 14  April 23 – April 27 | Assignments due by April 27 by 11:59 pm  The Principal Summary Report (Chapter 5)  Response to Leadership Challenge #10 |

**Evaluation/Description of Course Activities**

**1) Leadership Challenges**

These reflections will allow you to work through a simulation of what principals encounter frequently in the process of leading a school. Not only are the issues related to personnel management problems but the realities of creating a culture in which a leader can promote continued growth and improvement. After the selected readings, you should provide a reflection of the leadership challenge facing the administrator by answering the questions related to the scenario. **10 @ 10 points each -** **100 points**

**2) Leadership Challenges – Response to Reflections**

Each week, you will respond to at least one of your classmates Leadership Challenges reflections, in essence, creating an online conversation about the reflection centered on one key issue that was addressed in the reflection that you feel is an important point to discuss. This could be a point of agreement, and if so, why? You could provide an example to add to the discussion, or bring in a different perspective into the conversation. It is important that class members do not respond to the same posting as we want multiple conversations going on each week. **10 @ 5 points each – 50 points**

**3) Personal Leadership Profile and Reflection**

You will be taking multiple self-assessments and inventories pertaining to your personality and leadership/supervisory style (4 Frames of Leadership, DISC Behavior Assessment, Animal Personality Test, Strengths & Weaknesses and perhaps others). Afterwards, you will write a 4 -5 page description of the results of each and a reflection on what these mean for you as a leader, including recognizing what areas will be strengths for you, where you will need to be aware of “growing edges,” and where you will need to delegate to others so that you can grow your strengths and manage your weaknesses. **50 points**

**4) Leading and Learning By Walking Around (LLBWA) Assignment**

For this assignment, it is preferable for you to take a half day from work to visit a school that is NOT in your district. You are to approach this assignment as if you were considering applying for a position as an assistant principal in this school, but you can describe to your host principal, when you ask permission to do this, that you are learning skills of school and classroom observation as a part of your certification program.

You will ask to have the freedom to observe all areas of the school and talk to school employees without disturbing their normal work routines. You will use the guidelines provided in Canvas to take notes on your observations. Ask if it would be convenient for you to have a short interview with the principal or assistant principal either before or after, where you will inquire about the leader’s vision for the school, how he/she views his/her role as instructional leader, what initiatives they are working on, and what he/ she is proudest of in their time as the principal or assistant principal.

You will reflect on changes you would consider recommending as a leader of the building (if you were hired there) but you will also contemplate the challenges that initiating change would bring. What you will turn in for this assignment is your template with your handwritten notes (you may also type on an IPad or tablet if you prefer) and your analysis/challenges/change plan, following the instructions for this assignment found in Canvas. **50 points**

**5) Classroom Observations and Instructional Coaching [Problem-Based Project]:**

You will select a newer to the profession teacher who will be willing to have you coach him/her on improving instruction. [NOTE: You should inform your administrator about this assignment and seek approval. You should also inform the teacher that this activity is chiefly for your benefit in learning how to do instructional coaching, and that it will not be reported to the building administrator(s). Confidentiality should be assured and discussed].

You will use the Marzano model provided in Canvas of observing and documenting what you observe, as you conduct 3 whole lesson observations (5 observations required if any of these are less than whole lesson observations) in this teacher’s classroom.

After each observation, you will write up your notes and prepare coaching questions and carefully crafted feedback for the teacher you observed. You will meet with the teacher to coach him/her in the instructional strategies that you chose to hone in on. You will then privately reflect on each of those sessions, writing up a paragraph or two of how you experienced each coaching session. What you turn in will be the observation instruments, observation notes, coaching questions/ feedback notes, and your post-conference reflections, as well as a statement from the teacher on his/her feelings about the coaching experience. **75 points**

**6) The Principal Summary Reports**

As you read Fullan’s The Principal – Three Keys to Maximizing Impact, you will provide a summary of the three keys (Leading Learning, Being a District and System Player, and Becoming a Change Agent). Essentially, what are the key takeaways that should be shared with all administrators as they define their role as an Instructional Leader.

Each summary will be submitted as a separate report, and as you summarize the key points in each chapter, you will also answer the following question, “How do you see yourself as an administrator implementing this key?” **3 @ 25 points each – 75 points**

**Grading:**

**Leadership Challenges (10 @ 10 points) 100 points**

**Responses to Leadership Challenges (10 @ 5 points) 50 points**

**Personal Leadership Profile and Reflection 50 points**

**Leading and Learning by Walking Around 50 points**

**Classroom Teacher Instructional Coaching 75 points**

**The Principal Summary Reports (3 @ 25 points) 75 points**

**Total 400 points**

**Grading Scale**

**A = 360 – 400**

**B = 320 – 359**

**C = 280 – 319**

**D = 240 – 279**

**F = 239 and below**

**Class Policy Statements**

Attendance: For EDLD 7200/7206, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

*Please note:*

* *Copying and/or pasting other individuals’ work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
* *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course’s work.*

ALL PAPER WRITING Guidelines:

1. You should follow the APA style of writing (6th edition).
   * Your paper should be double-spaced with 1” margins.
   * Please use an APA-approved, 12 pt. font (e.g., Times New Roman).
   * Include a title page and list your references separately. Your reference page is not included in the expected page limits. No abstract is needed.
   * Direct quotations should be followed by a page number.
   * It’s better to over-cite than under-cite.
   * Ask if you have questions.
2. Your writing style and tone should be scholarly.
   * You should not use a conversational tone. Avoid rhetorical questions and trite phrases/colloquialisms.
   * Exhibit grammar and spelling appropriate to graduate-level study.
   * Do *not* overuse quotations.
   * Turn your paper in on time.
   * Do not use Wikipedia as a reference.
   * Plagiarism Tutorials: http://library.camden.rutgers.edu/EducationalModule/Plagiarism/ http://library.acadiau.ca/tutorials/plagiarism/

Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality
* Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important

for Accomplished Educational Leaders (National Board Core Propositions from the

National Board for Professional Teaching Standards). We expect students fulfilling the

expectations for the Ed.S. and/or Master’s Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.