# Course Description

Instructional leadership is critical to school success. This course provides instruction in instructional leadership; curriculum development, implementation, and evaluation; staff development and instructional supervision of teachers; professional learning communities; instructional methodologies and new approaches and trends; and research on improving student performance.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

**CLO1:** Articulate the curriculum requirements of federal and state mandates and the importance of an explicitly stated philosophy.

**CLO2:** Describe the process of collaborative curriculum development, implementation, and evaluation of high-quality curricula.

**CLO3:** Demonstrate skills in observation of instruction, teacher evaluation, and professional development planning.

**CLO4:** Define instructional leadership, practices, and cultural assumptions.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). [*Supervision and instructional leadership*](https://www.amazon.com/SuperVision-Instructional-Leadership-Developmental-Approach-ebook-dp-B06Y2VHZC9/dp/B06Y2VHZC9/ref=mt_kindle?_encoding=UTF8&me=&qid=1560127372)(10th ed.). Boston, MA: Pearson Education. ISBN-13: 978 013 444 9890; ebook ISBN-10: 0134449894

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Curriculum Process Federal and State Mandates | 20 |  |
| Outcome-Based Curriculum Presentation | 30 |  |
| Standards Align System Case Study Assignment | 40 |  |
| **Week 2** |  |  |
| Discussion: Instructional Supervision | 20 |  |
| Discussion: Changing Role of Instructional Leaders Discussion | 20 |  |
| Preparation for Instructional Leader Concept Mapping | 30 |  |
| Case Study on Supervisory Approaches | 50 |  |
| **Week 3** |  |  |
| Discussion: Universal Design and Differentiated Instruction | 20 |  |
| Discussion: Importance of Technology in Curriculum | 20 |  |
| Culminating Project: Part 1 | 125 |  |
| Cultural Assumption Case Study Assignment | 50 |  |
| **Week 4** |  |  |
| Discussion: Interpersonal Skills | 20 |  |
| Interpersonal Skills Self-Assessment | 30 |  |
| Supervisor’s Self-Assessment and Summary | 30 |  |
| Paper: Teacher Characteristic and Supervisory Approach | 30 |  |
| **Week 5** |  |  |
| Discussion: Curriculum Development and Teacher Development | 20 |  |
| Discussion: Curriculum Purpose | 30 |  |
| Culminating Project: Part 2 | 125 |  |
| **Week 6** |  |  |
| Discussion: Teacher Evaluation Discussion | 20 |  |
| Paper: Curriculum Implementation | 30 |  |
| Curriculum (Program) Evaluation: Formative Versus Summative Worksheet | 40 |  |
| Teacher Evaluations-Formative Versus Summative | 30 |  |
| **Week 7** |  |  |
| Discussion: Professional Development Plan Feedback | 45 |  |
| Culminating Project: Part 3 | 125 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| **Week One: Legal Mandates and Curriculum and Instruction Defined** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the influence of requirements of federal and state mandates on curriculum development. | | CLO 1, CLO 2 | |
| * 1. Synthesize the difference between curriculum and instruction and define curriculum initiative and outcome-based curriculum. | | CLO 1, CLO 2 | |
| * 1. Evaluate curriculum initiatives within a school system. | | CLO 1, CLO 2 | |
| * 1. Apply the concept of curriculum framework within the context of a Standards Aligned System (SAS). | | CLO 1, CLO 2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  |
| **Readings and Videos**  **Readings**   * Ch. 5 & 19 of *Supervision and Instructional Leadership* * Structure of the U.S. Education System: Curriculum and Content Standards” document, located on Blackboard. * “[Outcome Based Curriculum Initiative”](https://obecurriculumsessions.wordpress.com/what-is-curriculum/)   **Videos**   * [Common Core Standards: A New Foundation for Student Success](http://www.teachertube.com/viewVideo.php?video_id=253461) (2:41) * [Common Core State Standards: Principles of Development](http://www.teachertube.com/viewVideo.php?video_id=253458) (7:59) * [Differences between Curriculum and Instruction (1:25)](https://www.youtube.com/watch?v=eXLKOa6akC0) | |  | Discuss Readings =  **1 hour** |
| **Culminating Project Preparation**  The final project for this course occurs in three parts and provides an opportunity for you to synthesize the course content through the creation of a professional development plan. The professional development plan provides direct training and instructional coaching that align with your platform or philosophy of education and instructional supervision. The following parts are due each week for a grade:   * Part 1, due in Week 3, involves the creation of your personal teaching and supervising philosophy. * Part 2, due in Week 5, is the first draft of a training development plan for teachers. * Part 3, due in Week 7, is the final version.   **Review** the instructions for each part (located in the week they are due) and begin working on Part 1 one as soon as possible. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Curriculum Process Federal and State Mandates**  **Refer to the Structure of the U.S. Education System: Curriculum and Content Standards**    **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    What role does the federal government have in controlling the instructional curriculum in each state?  Explain how the state of Pennsylvania provides structure for its school’s instructional curriculum.  What is the purpose of a formalized curriculum? Why is it important?  What is the process that your school or school district uses in developing curriculum? Who develops the curriculum documents? What sources are used to develop the curriculum documents?    **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1 | Discussion = **1 hour** |
| **Outcome-Based Curriculum Presentation**  In this assignment, you will demonstrate your understanding of the key terms and phrases for developing outcome-based curriculums.  **Watch** the “[Differences between Curriculum and Instruction](https://www.youtube.com/watch?v=eXLKOa6akC0)” video, and **read** the “[Outcome Based Curriculum Initiative”](https://obecurriculumsessions.wordpress.com/what-is-curriculum/) article.  **Create** a presentation using PowerPoint, Prezi, or Google Slides with no more than 12 slides.   * Explain your definition of curriculum and instruction and the difference between the two. * Explain what a curriculum initiative is. * Describe an outcome-based curriculum initiative. * What type of curricula are you using in your classroom?   **Visit** the [Career and Tech](http://www.pacareertech.org/content_documents/9/PABPSUMMARYDOCUMENT,7-16-10_final_.pdf) website, which is one type of initiative that is a focus in Pennsylvania.   * Go to the link above to see how this initiative is being played out in several districts. * Go to the PDE website at [pde.state.pa.us](http://pde.state.pa.us/), and click the Search button (you may have to scroll down to see the search text. Search for “K-12 Initiatives.” * Identify 2 initiatives, name them, and detail their purpose and why you think these initiatives are important. * Indicate whether these initiatives are evident in your school or district, and explain how they are relevant.   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 1.2, 1.3 | Paper = **1 hour** |
| **Standards Align System Case Study**  **Part I: A Short Description SAS**  **Write** a short description of 400 words or less that defines *SAS* and describes what purpose it serves to support instruction.  **Part II: Case Study**  **Listen** to the Standards Align System Case Study, located on Blackboard.  (Transcript: You are an instructional leader, and you just received your feedback and results of your state assessments. Your 4th graders did poorly in math in the area of measurement. How would you use this website as an instructional leader to move your 4th graders forward in this mathematical area?)  **Review** the PA Core Standards for Mathematics Curriculum Framework. To find this document you may visit the Standards Align System at <https://pdesas.org/> and then do the following:   1. On the top ribbon, click **Menu**, and use the drop-down to select *Curriculum Framework*. 2. Click the “Curriculum Framework” circle. 3. Scroll down and click **Mathematics** on the left-hand side in blue. 4. Go to Grade Level Curriculum Framework and then down to Grade Level 4.   A screenshot of a social media post  Description automatically generated  **Click** Go to Measurement on this document  **Write** short answers describing how your curriculum team might address the following questions:  1) What skills do your students need to know? Identify at least 3 skills.  2) How will you assess these skills?  3) What instructional strategies do you think should be used?  4) What tools and manipulatives should be incorporated in the plan?  5) How often will you monitor and by what means (homework, quizzes, tests, demonstrations, etc.)?  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 1.4 | Paper = **2 hour** |
| **Total** |  |  | **6** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Instructional Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the role and characteristics of an instructional Leader | | CLO3, CLO4 | |
| * 1. Illustrate the areas of preparation for an instructional leader. | | CLO3, CLO4 | |
| * 1. Analyze and apply supervisory approaches. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  Ch. 11 of *Supervision and Instructional Leadership*  “[Learning Outside the Classroom: How Principals Define and Prepare to Be Instructional Leaders”](https://www.hindawi.com/journals/edri/2018/8034270/)  “[Changing Role of School Leadership](http://www.nea.org/assets/docs/PB09_Leadership08.pdf)” | |  | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Instructional Supervision**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * How does the teacher, as an adult learner, influence the implications for instructional supervision?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2 | Discussion = **1 hour** |
| **Discussion: Changing Role of Instructional Leaders**  **Respond** to the following by Thursday 11:59 p.m. (EST). In 300-400 words respond to the following and provide specific examples to support your answers:  Explain the role of today’s instructional leader.  Detail what supports this leader needs to be successful.  Name the 3 top standards in your opinion that NEA recommends for instructional leaders.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2, ULO5 | Discussion = **1 hour** |
| **Preparation for Instructional Leader Concept Mapping**  **Review** the “[Learning Outside the Classroom: How Principals Define and Prepare to Be Instructional Leaders](https://www.hindawi.com/journals/edri/2018/8034270/)” article.  **Develop** a concept map responding to the following points:  Define *instructional leader*.  Indicate how you would prepare for the following:   * Leadership and the responsibilities of this position * Instruction * Using technology to support instruction * Supervision and evaluation of teachers   **Submit** thisassignment by 11:59PM (EST) on Sunday. | | 2.1, 2.2, ULO5 | Paper = **1 hour** |
| **Case Study on Supervisory Approaches**  **Read** the scenario below:  Megan Janson, a teacher at Lakeside High School, has come to instructional supervisor Jim Autry with a concern. Several female teachers have complained that Jim seems to be overly directive with them during conferences focused on instructional supervision. These same teachers have told Megan that they have heard from several male colleagues that Jim is nondirective when conferring with the male teachers.  Megan, a close friend of Jim, tells him she wanted him to know this so he could reflect on the situation and decide what, if anything, to do about it. Jim has been using different supervisory approaches with different teachers and groups lately but has been trying to use collaborative supervision with most teachers and has been intentionally directive with only one female teacher and intentionally nondirective with only one male teachers. He is surprised and disturbed at the comments from female teachers reported by Megan.  What advice would you give Jim on each of the following issues?  **Write** a 500 word response to each question:   * How can Jim determine whether he is using directive behavior with females better matched with a different approach, and/or being nondirective view with males better matched with a different approach? * If Jim concludes that he really is using unintended interpersonal behaviors with some teachers, how can he explore possible reasons for such unintended behaviors? * If Jim eventually concludes that he has been engaging in unconscious gender bias in his supervisory conferences, what can he do to correct the situation? How can he verify improvement in this area?   **Indicate** which of the four supervisory approaches you see yourself using most often as an instructional leader. Explain why.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 2.3 | Paper = **2 hour** |
| **Total** |  |  | **6** |

# Faculty Notes

**Observation of a Curriculum Review Meeting:** For students who are unable to find a curriculum review meeting to observe, you may assign or have them select from the following choices:

* [April 2015 Curriculum & Instruction Meeting](https://www.youtube.com/watch?v=Ol3M5SY55jo) (Waukesha School District) (2:01:14)
* [Curriculum Committee Meeting 3-24-2015](https://www.youtube.com/watch?v=OnSQb1mcH2o&list=PLjBgOHqFpyBJT76p8ivYtzgyz4li9LQ7F) (2:12:00)
* [Curriculum Meeting.mp4](https://www.youtube.com/watch?v=XWwLvoE6b7E) (DASD Curriculum Council) (1:52:04)

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| Week Three: Instructional Practices and Cultural Assumptions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the essential elements of effective teaching practices. | | CLO4 | |
| * 1. Compare differentiated instruction and Universal Design for Learning (UDL). | | CLO3, CLO4 | |
| * 1. Describe the importance of Instructional Standards for Technology Education for Instructional Administrators. | | CLO4 | |
| * 1. Identify and critique cultural assumptions. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**  Ch. 5 of *Supervision and Instructional Leadership*  [Instructional Standards for Technology Education (ISTE)](https://www.iste.org/standards)  [Universal Design for Learning](http://www.cast.org/our-work/about-udl.html#.XOdIq4hKg2x)  “ISTE Standards for Education Leaders”, located on Blackboard.  [Characteristics of Highly Effective Teaching and Learning (CHETL)](https://education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx)  “Highly Effective Teaching and Learning Overview Guide”, located on Blackboard.  **Videos**  [Differentiating Instruction: It’s Not as Hard as You Think](https://www.youtube.com/watch?v=h7-D3gi2lL8) (4:27)  [UDL and Differentiated Instruction](https://www.youtube.com/watch?v=i6kL61hKPjk)(5:49) | |  | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Universal Design and Differentiated Instruction**    **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    Describe 2 similarities and 2 differences of UDL and differentiated instruction.  Would either one of these approaches be more effective to students with learning differences and disabilities? Why or why not?  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 3.1, 3.2, ULO5 | Discussion = **1 hour** |
| **Discussion: Importance of Technology in Curriculum**    **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    Provide 3 reasons why incorporating technology is important for instructional leaders to consider when evaluating curriculum and instruction.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday.  *Note:* Any references used should be properly cited following APA formatting guidelines | | 3.3 | Paper = **1 hour** |
| **Culminating Project: Part 1**  **Your Philosophical Platform or Philosophy of Teaching and Supervision**  It is important to craft your own educational philosophy because it helps you focus on the *why* of your decisions. Through the p rocess of writing your own philosophy, you will see more clearly your own goals and values. Your educational philosophy is a description of your goals and beliefs as a teacher. It is a reflection of your own beliefs, experiences, and training, as well as how these will be put into action.  **Write** a 2- to 3-page paper describing your educational platform or philosophy of teaching. Which philosophy according to Glickman, Gordon, and Ross-Gordon is your philosophy aligned to? Explain why you believe your alignment matches this philosophy.  **Refer** to the following Glickman, Gordon, and Ross-Gordon philosophies:  Essentialism  Experimentalism  Existentialism  **Include** the following:   * Your definition of *effective teaching* * How to increase learning * The impact of the instructional core * The salient teacher and student characteristics to you and why you feel these are the most important * The teacher–student relationship * The role of student motivation   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 3.1, 3.2, 3.3 | Paper = **1 hour** |
| **Cultural Assumption Case Study Assignment**  **Listen** to the Cultural Assumptions Case Study, located on Blackboard.  (Transcript: You overheard one of your first-year teachers making negative comments to one of her colleagues in the teachers’ lounge about her students of color regarding their academic performance and achievement expectations. She was embarrassed when she realized you overheard her comments. You already had a planned meeting scheduled with this teacher as part of her first-year mentorship programming. How would you approach her about her comments?)  **Write** a 400- to 600-word document indicating the steps you would take with this teacher in regard to her cultural assumptions and espoused beliefs.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 3.4 | Paper = **1 hour** |
| **Total** |  |  | **5** |

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| Week Four: Skills for Instructional Supervision and Teacher Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe how interpersonal behaviors can affect the interactions between a supervisor and a teacher. | | CLO3 & CLO4 | |
| * 1. Identify the interpersonal skills that promote positive and change-oriented relationships. | | CLO4 | |
| * 1. Identify and evaluate interpersonal and supervisory skills. | | CLO4 | |
| * 1. Apply supervisory approaches to teacher characteristics. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**  Ch. 6 of *Supervision and Instructional Leadership*  Review the Framework for Teaching Effectiveness Series module, located on Blackboard.  Briefly skim through the following chapters in Glickman, Ross, & Ross-Gordon:  Ch. 7, “Directive Control”  Ch. 8, “Directive Informational”  Ch. 9, “Collaborative”  Ch. 10, “Non-directive”  **Video**  [What are Interpersonal Skills, and why are they important for Leaders? (2:09)](https://www.youtube.com/watch?v=LtGsQgplJ6I) | |  | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Interpersonal Skills**    **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    What are the interpersonal skills you have witnessed that promote positive and change-oriented relationships? Provide a specific example from your own work or personal experience. Why do you think these skills were effective in that situation?    **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 4.1, 4.2, 4.3 | Discussion = **1 hour** |
| **Interpersonal Skills Self-Assessment**  **Complete** the [Interpersonal Skills self-assessment tool](https://www.mindtools.com/pages/article/newTMM_36.htm) at How Good Are Your People Skills?  **Identify** the strengths and weaknesses of your interpersonal skills based on the scores of the self-assessment.  **Write** an action plan in to address those identified weaknesses. Include a statement on how you can maintain or enhance your strengths.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 4.1, 4.2, 4.3 | Paper = **1 hour** |
| **Supervisor’s Self-Assessment and Summary**  **Complete** the Self -Assessment on pp. 125 & 126 in Glickman, Ross, & Ross-Gordon. Use the Directions for Scoring by the “Supervisor.”  **Complete** the “Self-Assessment Summary.”  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 4.4 | Paper = **1 hour** |
| **Paper: Teacher Characteristic and Supervisory Approach**  After reading through Ch. 7–10 of of *Supervision and Instructional Leadership*, share a situation you are aware of in your school setting that fits one of the four supervisory approaches. If you cannot identify one in your setting, make one up.  **Select** one of the supervisory approaches and **identify** a situation in your school setting where the method you have chosen would be appropriate to use.  **Provide** the following:  **Part A: Teacher Characteristics and Style**   * What does the teacher need assistance with in terms of instructional delivery, instructional planning, classroom management, and relationship with students? * Personality profile of the teacher * Attitude and response to administration * Classroom climate * Problem solving * Relationship with students, parents, and colleagues * Teaching style   **Part B: Supervisory Approach and Action Plan**   * Name the supervisory approach you feel would be best suited to support the teacher. * Name the behaviors you would use with this teacher. * List an action plan you would use to increase the teachers’ performance.   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 4.4 | Paper = **1 hour** |
| **Total** |  |  | **5** |

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| Week Five: Curriculum Development and Evaluation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Applying the Curriculum Development Process | | CLO 2 | |
| * 1. Applying considerations for cultural diversity and students with learning differences in Curriculum Development | | CLO 4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**  Ch. 19 of *Supervision and Instructional Leadership*  “A Guide to Curriculum Development: Purposes, Practices, Procedures”, located on Blackboard.  “Charlotte Danielson’s Framework for Teaching”, located on Blackboard.  “Using Data to Influence Classroom Decisions”, located on Blackboard.  [School Curriculum Basics](https://education.findlaw.com/curriculum-standards-school-funding/school-curriculum-basics.html)  [Curriculum Evaluation and Models](https://www.slideshare.net/valarpink/curriculum-evaluation-46065566)  [Curriculum for Children with Special Needs](https://www.slideshare.net/rmtagalog/curriculum-for-special-children)  **Video**  [Curriculum Evaluation Video](https://www.youtube.com/watch?v=JX9xzRC1n9A) (2:24) | |  | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Curriculum Development and Teacher Development**    **Respond** to the following question by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    Why is it important to match curriculum development with teacher development?    **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | |  | Discussion = **1 hour** |
| **Discussion: Curriculum Purpose**  **Respond** to the following questions by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  What is the purpose of curriculum?  What should be the content of curriculum?  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 5.1 | Discussion = **1 hour** |
| **Culminating Project: Part 2**  **Curriculum Development and Evaluation**  **Listen** to the Curriculum Development and Evaluation Case Study, located on Blackboard.  (Transcript: You are a new Curriculum and Instruction Administrator that has been charged with leading the school in the development of a new reading curriculum that has been recommended by the Board of Directors. This recommendation has been made due to the recent results of the state assessments. These assessments revealed that students are not achieving in the area of comprehension at all grade levels between grade 3 and grade 6. Reading and understanding across subjects such as social studies and science was particularly a focus area in need of improvement. You must develop a written plan of Curriculum Development and Evaluation to submit to the Director of Curriculum and Instruction and your building principal.)  **Write** a 3- to 5-page paper in which you address the following in your written plan:  Why is data important to use as a reference and to analyze in making curricular decisions?  Name some areas of data you would review to assist you in the basis of your curriculum development.  What format will you use to guide the curriculum writing? Why?  Draw a concept map that describes the steps of your curriculum development process.  List 3 goals of your curriculum, with at least 1 short-term objective for each goal.  Describe how you will involve the teachers.  How will you use curriculum mapping?  How will you be intentional when integrating multicultural and ethnic content into the curriculum?  Describe your preferred method of curriculum evaluation, and why you prefer it.  What will you use as evidence that the new curriculum is working? Name at least 3 things you will use as evidence.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 5.1 | Paper = **3 hour** |
| **Total** |  |  | **6** |

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| Week Six: Curriculum and Teacher Evaluation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between formative and summative curriculum and teacher evaluation. | | CLO3 | |
| * 1. Evaluate the importance of the Danielson’s framework for the Professional Practice and Teacher Evaluation System as a method for evaluating a teacher. | | CLO2, CLO3 | |
| * 1. Analyze curriculum implementation and factors. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  Ch. 14 & 16 of *Supervision and Instructional Leadership*  “Charlotte Danielson’s Framework Rubric”, located on Blackboard.  [Walkthroughs – “Walk-Throughs Are On the Move”](https://www.educationworld.com/a_admin/admin/admin405.shtml)  “Framework for Teacher Evaluation the Teacher Evaluation Process Guide”, located on Blackboard.  “Rubrics from the Framework for Teaching Evaluation Instrument”, located on Blackboard.  **Videos**  [Implementing New Programs Video](https://www.teachingchannel.org/video/implementing-experiential-learning)  [Charlotte Danielson teacher evaluation video](https://www.youtube.com/watch?v=z9AK0sZwT8M) | |  | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teacher Evaluation Discussion**    **Watch** the [Charlotte Danielson’s Evaluation Video](https://www.youtube.com/watch?v=z9AK0sZwT8M).  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    Name 3 reasons why it is important to use an evaluation tool like Danielson’s.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 6.1, 6.2 | Discussion = **1 hour** |
| **Paper: Curriculum Implementation**  **Review** pp. 249–254 of Glickman, Ross, and Ross-Gordon.  **Watch** the [New Program Implementation video.](https://www.teachingchannel.org/video/implementing-experiential-learning)  **Write** a 2- to 3-page paper responding to the following:   * Summarize the five stages of curriculum implementation. * Summarize the six factors that affect implementation. * In the video, what role did the school's leadership team play in the implementation of the new program? * In the video, what steps did the staff take to help ensure that the new program was set up for success? * What 2 things would you have done differently as an instructional leader? Why?   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 6.1, 6.2, 6.3 | Paper = **1 hour** |
| **Curriculum (Program) Evaluation: Formative Versus Summative Worksheet**  **Complete** the attached Program Evaluation Worksheet, located on Blackboard, for formative and summative evaluation by addressing the following:  Define both types of evaluations.  Identifying the steps of how you would conduct both.  Who will be involved? Describe their role in the evaluation.  What questions need to be answered for both?  What data will you use to evaluate?  How you will analyze the data?  How will you report the data?  Who will you report the data to?  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 6.1, 6.2, 6.3 | Paper = **1 hour** |
| **Teacher Evaluation – Formative Versus Summative**  **Complete** the Teacher Evaluation Chart, located on Blackboard, by addressing the following:  Indicating what they are  Identifying when and how you would use them  Evaluating the effectiveness of a new reading curriculum through teacher evaluation  **Submit** this assignment by 11:59PM (EST) on Sunday. | |  |  |
| **Total** |  |  | **4** |

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| Week Seven: Professional Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a professional development plan based on the attributes of effective professional development. | | CLO3 | |
| * 1. Explain the attributes of effective professional development in your plan. | | CLO3 | |
| * 1. Evaluate your professional development plan. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**  Ch. 1 (pp. 9-12), 15 (pp. 274–283), & 18 of *Supervision and Instructional Leadership*  “A Guide to Comprehensive Professional Development Planning”, located on Blackboard.  “Access to the General Curriculum for Students with Disabilities”, located on Blackboard.  [Instructional Coaching](http://www.ascd.org/publications/educational-leadership/jun16/vol73/num09/The-Many-Roles-of-an-Instructional-Coach.aspx)  [Differentiating curriculum for gifted students](https://www.davidsongifted.org/Search-Database/entry/A10342)  [5 Emerging Trends in Education in the 21st Century](https://www.gettingsmart.com/2017/07/5-emerging-trends-in-21st-century-education/)  [Gifted Education Strategies](https://www.nagc.org/resources-publications/gifted-education-practices)  [What is a professional Learning Community?](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx)  **Videos**  Watch [EDU572 - Planning for Professional Development](https://vimeo.com/122673669) (33:53). Use the Charlotte Danielson’s Framework for Teaching handout as a guide.  [Providing Effective Professional Development for Educators](https://www.youtube.com/watch?v=mG7fXp5BmOE) | |  | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Culminating Project: Part 3**  **Review** the scenario from Week 5 (see transcript below) to expand on in Part 3 of the Culminating Project.  (Transcript: You are a new Curriculum and Instruction Administrator who has been charged with leading the school in the development of a new reading curriculum that has been recommended by the Board of Directors. This recommendation has been made due to the recent results of the state assessments. These assessments revealed that students are not achieving in the area of comprehension at all grade levels between grade 3 and grade 6. Reading and understanding across subjects such as social studies and science was particularly a focus area in need of improvement.)  **Write** a 5- to 7-page paper describing a 10-month professional development (PD) plan to train the teachers on how to use the new curriculum that also provides ongoing support and reinforcement. You do not have to write this completely in essay form, and you are welcome to use bullet points where appropriate  **Address** the attributes of effective professional development in your plan. The attributes are direct assistance, professional learning communities, best practice strategies for learning differences, professional learning communities, teacher leadership, and trends of the 21st century. Additionally, include the following:   * + A monthly agenda for formal PD for the 10 months, beginning in August and expanding through to May, that also includes the outcome of each session   + Persons responsible each month for delivering the formal PD   + Describe how you will monitor your PD plan. Include what data you will use to support that teachers are being successful with the curriculum implementation.   + Explain your direct assistance using clinical supervision, peer coaching, mentoring, and walkthroughs.   + List specifics of how you will assess whether your PD plan is working. Include any data you will be collecting.   + Provide in your plan a summary of your expectations on how the teachers will support gifted students.   + Provide in your plan a summary of your expectations on how the teachers will support the students with disabilities and English language learners. List any modifications you will employ.   + Indicate how you will use professional learning communities in your plan.   + Specify how will you develop teacher leaders in your plan. * Incorporate at least one curriculum trend of the 21st century in your plan and how it will be used.   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 7.1 – 7.3 | Paper = **3 hour** |
| **Discussion: Professional Development Plan Feedback**    **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:    Select 3 classmates.  Review and provide some feedback on each classmate’s 10-month professional development (PD) plan.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 7.3 | Discussion = **1 hour** |
| **Total** |  |  | **4** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 6 |
| Supplemental |  |
| **Week 3** |  |
| Required | 5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week 5** |  |
| Required | 6 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4 |
| Supplemental |  |
| **Week 7** |  |
| Required | 4 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 35 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 36 |