# Course Description

This course is an integral component in the Educational Administration Supervisor of Curriculum & Instruction certification program. In this 14-week course of study, students will be guided in the practical application of knowledge, skills, and dispositions identified in the Pennsylvania Inspired Leadership (PIL) Standards and in the Educational Leadership Constituency Consortium (ELCC) Standards. Certification as a Supervisor of Curriculum and Instruction requires a minimum of 360 hours of structured field experience under the guidance of a cooperating mentor in the field and an instructor of record. Students shall complete 190 hours of the practicum experiences as embedded experiences in nine non-practicum courses in the program and shall complete a total of 190 hours in Practicum I & II courses. Field experience hours shall be equally divided between elementary and secondary school levels.

# 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:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Evaluate the leadership role, responsibilities including strategic planning, and behaviors of the supervisor of curriculum and instruction.
* **CLO2:** Apply the purpose and approaches to supervision, decision making, and facilitating change.
* **CLO3:** Evaluate the focus, characteristics, and planning of professional development.
* **CLO4:** Summarize the importance and purpose of a collaborative culture and school teams.
* **CLO5:** Explain shared and teacher leadership.
* **CLO6:** Summarize program evaluation, implementation, and data-driven instruction.
* **CLO7:** Evaluate cultural responsiveness and equity.
* **CLO8:** Explain instructional supervision of students with disabilities and English learners.
* **CLO9:** Apply the support of parents and the community to instructional supervision.

# 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., Gordon, S., & Ross-Gordon, J. (2017). *Supervision and instructional leadership: A developmental approach* (10th ed.). Boston, MA: Allyn and Bacon.

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# Suggested Point Values

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| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Moral Purpose of Supervision | 10 |  |
| Discussion: Teacher Leadership | 10 |  |
| Journal: Field Experience of the Supervisor of Curriculum and Instruction | 25 |  |
| Field Experience: Instructional Leadership | 30 |  |
| **Week 2** |  |  |
| Discussion: Vision and Shared Vision | 10 |  |
| Discussion: Instructional Leadership | 10 |  |
| Case Study: Curriculum | 30 |  |
| **Week 3** |  |  |
| Field Experience: Data-Driven Instructional Systems (DDIS) Visual | 30 |  |
| Field Experience: Strategic Plan | 30 |  |
| **Week 4** |  |  |
| Discussion: The Impact of Culture | 10 |  |
| Case Study: Supervisory Behaviors | 30 |  |
| **Week 5** |  |  |
| Discussion: Effective Communication | 10 |  |
| School Teams Paper | 30 |  |
| Field Experience: School Teams | 30 |  |
| **Week 6** |  |  |
| Discussion: Stages of Program Implementation | 10 |  |
| Discussion: Factors that Affect Program Implementation | 10 |  |
| Case Study: Needs Assessment | 30 |  |
| Field Experience: Assessing Needs, Analyzing, and Planning | 30 |  |
| **Week 7** |  |  |
| Discussion: Successful Professional Development | 10 |  |
| Field Experience Assignment: Professional Development | 30 |  |
| Field Experience: Professional Development Evaluation | 30 |  |
| Field Experience: Professional Development Survey | 30 |  |
| **Week 8** |  |  |
| Discussion: Characteristics of Clinical Supervision | 10 |  |
| Discussion: Why Teachers Need Feedback | 10 |  |
| Case Study: Clinical Supervision | 25 |  |
| Differentiating Mentoring From Coaching | 15 |  |
| Field Experience | 30 |  |
| **Week 9** |  |  |
| Discussion: Curriculum Beliefs | 10 |  |
| Curriculum Mapping | 20 |  |
| Field Experience: Curriculum | 30 |  |
| **Week 10** |  |  |
| Impact of Leadership | 25 |  |
| Field Experience: School Improvement | 35 |  |
| **Week 11** |  |  |
| Discussion: Cultural Clashes to Diversity | 10 |  |
| Discussion: Asset-Based Education | 10 |  |
| Case Study: Cultural Responsibility | 25 |  |
| Equity | 20 |  |
| Field Experience: Cultural Responsibility of Supervision | 30 |  |
| **Week 12** |  |  |
| Discussion: Strategies to Support At-Risk Students | 10 |  |
| English Language Learners Job Aid | 30 |  |
| Field Experience: RtII | 30 |  |
| Field Experience: English Language Learners | 30 |  |
| **Week 13** |  |  |
| Instructional Supervision of Students With Disabilities Brochure | 30 |  |
| Field Experience: Supervision of Students With Disabilities | 30 |  |
| **Week 14** |  |  |
| Discussion: Family Involvement and Student Achievement | 10 |  |
| ACT 82 | 20 |  |
| Community Engagement | 20 |  |
| Course Reflection | 10 |  |
| **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 | 0–59 |

# Course Schedule

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| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |
| Eight |  |  |
| Nine |  |  |
| Ten |  |  |
| Eleven |  |  |
| Twelve |  |  |
| Thirteen |  |  |
| Fourteen |  |  |

# Weekly Learning Modules

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| **Week One: Role and Responsibilities of the Supervisor of Curriculum and Instruction, Moral Purpose of Supervision, and Teacher Leadership** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the roles and responsibilities of the supervisor of curriculum and instruction. | CLO1 | |
| * 1. Describe the moral purpose of supervision and why it is important to the supervisor of curriculum and instruction. | CLO2 | |
| * 1. Analyze the definition of teacher leadership. | CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **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](https://static1.squarespace.com/static/502c5d7e24aca01df4766eb3/t/582ca65915d5db470077ce05/1479321178144/RISE_rubric-peer.pdf) | Course |  |

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| **Action Plan**  A completed Action Plan signed by your mentor must be submitted to your university supervisor by the end of Week One or you will not be able to begin to secure and document your hours. | | Course |  |
| **Practicum Experience Agreement Form and Supporting Mentor Resume**  A completed agreement and supporting mentor resume must be submitted to your advisor prior to the start date of the course. Failure to do so may result in an interruption in your practicum. | | Course |  |
| **Field Experience Log**  **Resource:** Field Experience Log  Each week, you will submit your field experience log to your university supervisor. | | Course |  |
| **For Students Outside of Pennsylvania**  For students practicing in a state other than Pennsylvania, research the laws for your state. For assignments that reference Pennsylvania law, refer to the laws governing the state you practice in, and provide a copy or link of the laws for your state you used to support your assignments. | | Course |  |
| **Readings**  **Read** the following:   * Ch. 1 of *Supervision and Instructional Leadership* * [K-8 Instructional Supervisor Job Description for New Jersey](https://www.applitrack.com/fortlee/onlineapp/1BrowseFile.aspx?id=16749) | | 1.1, 1.2, 1.3 |  |
| ***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. | | Course | 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: Moral Purpose of Supervision**  **Respond** to the following in the Moral Purpose of Supervision discussion forum by Thursday:   * Explain the moral purpose of supervision and why it is important as a supervisor of curriculum and instruction.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Teacher Leadership**  **Respond** to the following question in the Teacher Leadership discussion forum by Thursday:   * What is your understanding of teacher leadership and why it is important in today’s schools?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal:** **Field Experience of the Supervisor of Curriculum and Instruction**  **Post** a clear and logical response in 250 to 350 words to the following, providing specific examples to support your answers.     * Discuss the experiences geared specifically to curriculum and instruction supervision you plan to fulfill during this practicum. Indicate why these are important to you.   *Note:* These experiences should be different from the experiences you had in your previous practicum.  **Submit** your journal entryby Sunday. | | Course | Journal = 1 hour |
| **Field Experience: Instructional Leadership**  **Review** Table 1.1, “Distributed Instructional Leadership in Communal Supervision,” on pp. 13–16 of *Supervision and Instructional Leadership*.  **Reflect** on your mentors’ style, and **indicate** which of the nine tasks (first column) your mentor uses to demonstrate communal supervision.  **List** the tasks, and **indicate** the characteristics your mentor demonstrates in a mind map using [Bubbl.us](https://bubbl.us/).  **Submit** your chartby Sunday. | | 1.1 |  |
| **Total** |  |  | **3 hours** |

# 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: Vision and Instructional Leadership | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define *vision* and *shared vision*, as well as how to develop these to implement change. | | CLO2 | |
| * 1. Apply instructional leadership to the position of curriculum and instruction administrator. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Page 400 of *Supervision and Instructional Leadership* * [Vision, Leadership, and Change](http://www.sedl.org/change/issues/issues23.html) * [What Is Instructional Leadership and Why Is It So Important?](http://www.sedl.org/pubs/reading100/RF-NB-2005-Spring.pdf) | | 2.1, 2.2 |  |
| **Video**  **Watch** [Fundamentals of Educational Leadership](https://youtu.be/5TqnqJtIGZw) (18:47).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.2 | Video = 1 hour |
| **Field Experience: Strategic Plan Preparation**  In preparation for this assignment due next week, identify the K–12 federal goals and your district or schools’ goals for strategic planning. | | 3.1 |  |
| **Field Experience: Data-Driven Instructional Systems (DDIS) Visual Preparation**  This assignment will be due on Thursday of next week so that you can share it with your classmates. In preparation for this assignment, start researching how DDIS is used in your district or school to foster student achievement in the areas of instruction, assessment, progress monitoring, data collection, and analysis. | | 3.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Vision and Shared Vision**  **Respond** to the following question in the Vision and Shared Vision discussion forum by Thursday:   * What is your definition of *vision* and *shared vision*, as well as how to develop these?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Instructional Leadership**  **Respond** to the following in the Instructional Leadership discussion forum by Thursday:   * Define *instructional leadership*. * Describe your role as a curriculum and instruction administrator as an instructional leader. * Provide one strategy to support teachers to implement change.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study: Curriculum**  **Read** [Curriculum case study](https://brainmass.com/education/schools-communities/curriculum-case-study-194322).  **Write** 250 to 400 words answering questions 1–7 from the perspective of the instructional leader.  **Submit** your answersby Sunday. | | 2.2 | Case study = 2 hours |
| **Total** |  |  | **5 hours** |

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| Week Three: Strategic Planning and Data-Driven Instructional Systems (DDIS) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify strategic planning and the role of the instructional leader in this process. | | CLO1 | |
| * 1. Apply the principles of Data-Driven Instructional Systems (DDIS). | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:  **Strategic Planning**   * [U.S. Department of Education Strategic Plan for Fiscal Years 2014 – 2018](https://www2.ed.gov/about/reports/strat/plan2014-18/strategic-plan.pdf) * [Strategic Plans in Schools: Why they are important and what you can do to save them](http://www.partnersforpubliceducation.org/PartnersForPE.aspx?id=9665) * [Strategic Planning in Education – 3 Keys to Success](https://www.thoughtexchange.com/strategic-planning-in-education-3-keys-to-success/)   **Data-Driven Instructional Systems**   * [Wisconsin DDIS Study](http://ddis.wceruw.org/) * [New Leaders for New Schools: Data-Driven Instruction](http://www.ascd.org/ascd-express/vol5/508-fenton.aspx) * [Principles of Data-Driven Instruction](http://epd-mh.com/leadership/pdfs/Principles_of_Data_Driven_Instruction.pdf) | | 3.1, 3.2 |  |
| **Presentation**  **Review** [Data-Driven Instructional System](https://prezi.com/b0muqwmkxotn/data-driven-instructional-system/).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.2 | Presentation = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Field Experience: Data-Driven Instructional Systems (DDIS) Visual**  **Summarize** your understanding of DDIS.  **Develop** a visual of how it is used in your district or school to foster student achievement in the areas of instruction, assessment, progress monitoring, data collection, and analysis.  **Post** your summary and visualby Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Field Experience: Strategic Plan**  **Resource:** Strategic Plan Worksheet  **Download** and complete the Strategic Plan Worksheet according to the instructions provided inside.  **Submit** your completed Strategic PlanWorksheetby Sunday. | | 3.1 |  |
| **Total** |  |  | **2 hours** |

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| Week Four: Supervisory Beliefs; Communicating Effectively; Building a Collaborative Culture | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the approaches to supervisory decision-making power. | | CLO2 | |
| * 1. Apply supervisory interpersonal behaviors to supervisory decisions. | | CLO1 | |
| * 1. Explain the effects of educators’ cultural background on their educational beliefs and actions. | | CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 5 of *Supervision and Instructional Leadership*. | | 4.1, 4.2, 4.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Impact of Culture**  **Respond** to the following in The Impact of Culture discussion forum by Thursday:   * Explain how culture affects one beliefs in terms of student expectation, student achievement, student learning, student behavior, and student educational placement or grouping. * Provide 3 strategies to minimize one’s cultural assumptions that influence decision making as an instructional leader.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study: Supervisory Behaviors**  **Read** Box 5.1, “Supervisory Interpersonal Behaviors Questionnaire for Working with Individuals: A Scenario,” and Box 5.2, “Supervisory Interpersonal Behaviors Questionnaire for Working with Groups: A Scenario,” on pp. 104 & 105 of *Supervision and Instructional Leadership.*  **Write** 300-500 words identify which approach you most often use for each scenario, and explain why.  **Submit** your answersby Sunday. | | 4.1, 4.2 | Case study = 2 hours |
| **Total** |  |  | **3 hours** |

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| Week Five: School Teams and Student Achievement | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the importance of good communication skills and its impact on creating a collaborative culture. | | CLO4 | |
| * 1. Summarize team development. | | CLO4 | |
| * 1. Analyze the function of school teams. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 17 of *Supervision and Instructional Leadership*   **Collaborative Culture**   * [5 Ways to Build a Culture of Collaboration with Staff, Teachers, and Parents](http://www.aasa.org/content.aspx?id=12512) * [Creating a Collaborative Culture](https://www.ssdmo.org/cool_tools/inclusive/section_4.pdf) * [Building a Collaborative School Culture using Appreciative Inquiry](http://www.davidcooperrider.com/wp-content/uploads/2011/11/BUILDING-A-COLLABORATIVE-SCHOOL-CULTURE-USING-AI.pdf)   **Communication**   * [Tell Me About … / Good Ways to Communicate with Teachers](http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/Good-Ways-to-Communicate-with-Teachers.aspx) * [A Principal’s Top 10 list for Successful Communications](https://www.nspra.org/files/PrincipalsTop10.pdf) | | 5.1, 5.2, 5.3 |  |
| **Presentation**  **Review** [Building Effective Leadership Teams: A Practitioner’s Look](http://www.centerii.org/academy/info/change/Building%20Effective%20Leadership%20Teams.pptx).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 5.2, 5.3 | Presentation = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Effective Collaborative Communication**  **Respond** to the following in the Effective Collaborative Communication discussion forum by Thursday:   * List your top 3 reasons why it is important to collaboratively communicate effectively with teachers, parents, and stakeholders. * List 3 collaborative communication strategies you will incorporate on a regular basis, as well as why you feel they are important.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **School Teams Paper**  **Write** 500 to 750 words addressing the following regarding school teams:   * Why is it important to have a collaborative culture before school teams can be effectively formed? * What is the purpose of a school team? * Why is it important to have goals and an agenda for school teams? * How should school teams approach developing a strategy to improve student achievement? (Hint: How will you know where to begin?) * How should one evaluate the efforts of a school team in fostering student achievement? * Summarize your approach to leadership in school teams. * How should the stakeholders (parents, district administrators, board members, and community) of the school or district be incorporated with the school team?   **Submit** your paperby Sunday. | | 4.3, 5.2, 5.3 | Library research = 2 hours |
| **Field Experience: School Teams**  **Resource:** School Team Worksheet  **Explore** the status, purpose, and function of school teams in your school or district.  **Attend** a team meeting or a meeting involving curriculum and instruction.  **Download** and complete the School Team Worksheet using the information you gathered from your exploration and meeting attendance.  **Submit** your completed School Team Worksheetby Sunday. | | 4.1, 4.2, 5.2, 5.3 |  |
| **Total** |  |  | **4 hours** |

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| Week Six: Instructional Improvement, Data-Driven Instruction, and Program Evaluation | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply multiple assessments to identify the instructional needs of a school or district. | | CLO6 | |
| * 1. Explain why it is important to use data to drive instruction. | | CLO6 | |
| * 1. Summarize the stages of program implementation. | | CLO6 | |
| * 1. Describe factors that affect effective program implementation. | | CLO6 | |
| * 1. Analyze the difference between formative and summative program evaluation. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 13 & 14 of *Supervision and Instructional Leadership* * [Data-Driven Decision Making: Facilitating Teacher Use of Student Data to Inform Classroom Instruction](http://www.citejournal.org/volume-14/issue-4-14/science/data-driven-decision-making-facilitating-teacher-use-of-student-data-to-inform-classroom-instruction/) | | 6.1-6.5 |  |
| **Presentation**  **Review** [ELCA Using Data For School Improvement](http://slideplayer.com/slide/11972549/).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 6.2 | Presentation = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Stages of Program Implementation**  **Respond** to the following questions in the Stages of Program Implementation discussion forum by Thursday:   * What are the stages of program implementation? Include a description for each stage. What is the one stage that is most critical?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Factors that Affect Program Implementation**  **Respond** to the following questions in the Factors that Affect Program Implementation discussion forum by Thursday:   * What are 2 factors that affect program implementation? How you would minimize the effects of these factors?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study: Needs Assessment**  **Read** the Reflective Exercise on p. 247 of *Supervision and Instructional Leadership.*  **Write** a 300- to-500 word respond to the 2 questions in the reflective exercise.  **Submit** your answersby Sunday. | | 6.1 | Case Study = 2 hours |
| **Field Experience: Assessing Needs, Analyzing, and Planning**  In your setting, **identify** the following and respond completely to each prompt.  You will need to revisit your school or district’s strategic plan to assist you in this assignment. If your school or district does not have a strategic plan, use your school’s goals as related to student achievement (improvement) as a basis for this assignment.   * Assessment: What type of assessment was used to identify the needs of the school regarding instructional improvement? Why was this assessment chosen? If no assessment was used, indicate what assessment from your text you would have used, and explain why. * Analysis: How was the assessment analyzed? Was the analysis a collaborative effort or completed by the instructional leaders? What would you suggest to improve the analysis? Was the analysis shared with the staff? If so, how? If not, why do you believe it was not? * Planning: Did the analysis of the data drive the planning? If not, why? Was the planning a responsibility of the instructional leader or a collaborative team effort? Explain. In delivering the plan to the full staff, were any visuals used? If not, what would you suggest? * Explain briefly the summative and formative program evaluation and what assessment items are being used in each.   **Submit** your answersby Sunday. | | 6.1, 6.2, 6.5 |  |
| **Total** |  |  | **5 hours** |

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| Week Seven: Professional Development (PD) and Mentoring New Teachers | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate the focus and planning of PD. | | CLO3 | |
| * 1. Summarize the most salient characteristics of successful PD. | | CLO3 | |
| * 1. Apply the 3 stages of learning in PD. | | CLO3 | |
| * 1. Apply alternative formats of PD. | | CLO3 | |
| * 1. Demonstrate the importance of mentoring new teachers. | | CLO3 | |
| * 1. Evaluate PD based on the 5 levels of PD evaluation. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Pages 280 & 281 in Ch. 15 and Ch. 18 of *Supervision and Instructional Leadership* * [10 Tips on How to Effectively Mentor New Teachers](http://inservice.ascd.org/ten-tips-on-how-to-effectively-mentor-new-teachers/) | | 7.1-7.6 |  |
| **Videos**  **Watch** the following:   * [New Teacher Survival Guide: Mentoring](https://www.teachingchannel.org/videos/mentoring-for-new-teachers) (10:57) * [Mentoring New Teachers](https://youtu.be/tVoyzliq7Ro) (3:58).   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 7.3 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Successful Professional Development**  **Respond** to the following in the Successful Professional Development discussion forum by Thursday:   * List your 3 top characteristics of successful PD, and indicate why you chose them.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Field Experience Assignment: Professional Development**  **Resource:** Professional Development Worksheet  **Download** and complete the Professional Development Worksheet according to the instructions provided inside.  **Submit** your completed Professional Development Worksheet by Sunday. | | 7.1, 7.3, 7.4, 7.5 |  |
| **Field Experience: Professional Development Evaluation**  **Attend** a PD session in your school or district.  **Write** 500 to 700 words responding to the questions in Table 18.1, “Five Levels of Professional Development Evaluation,” in Ch. 18 of *Supervision and Instructional Leadership.*  **Submit** your evaluationby Sunday. | | 7.6 |  |
| **Field Experience: Professional Development Survey**  **Develop** a PD survey for the teachers and staff that you will use at the end of the school year that will assist in guiding you in your planning for PD for the upcoming school year. Limit your survey to 10 questions.  **Post** your survey in the Professional Development Survey discussion forum by Thursday:  **Post** feedback, suggestions, or questions to 3 of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **3 hours** |

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| Week Eight: Supervision | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define why it is important for teachers to receive feedback. | | CLO1, CLO2 | |
| * 1. Analyze the characteristics and the 5 steps of clinical supervision. | | CLO2 | |
| * 1. Differentiate clinical supervision from developmental supervision. | | CLO2 | |
| * 1. Differentiate mentoring from coaching. | | CLO2 | |
| * 1. Distinguish between reciprocal and expert peer coaching. | | CLO2 | |
| * 1. Compare summative and formative evaluation of teachers. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 15 and pp. 288-293 in Ch. 16 of *Supervision and Instructional Leadership* * [Clinical Supervision](http://www.soencouragement.org/clinical-supervisoin-case-study.htm) | | 8.1-8.4, 8.6 |  |
| **Video**  **Watch** [Bill Gates: Teachers need real feedback](https://youtu.be/81Ub0SMxZQo) (10:21).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 8.1 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Characteristics of Clinical Supervision**  **Respond** to the following in the Characteristics of Clinical Supervision discussion forum by Thursday:   * Explain the difference between clinical and developmental supervision. Indicate when you would use each approach.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 8.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Why Teachers Need Feedback**  **Watch** [Bill Gates: Teachers need real feedback](https://youtu.be/81Ub0SMxZQo) (10:21)  **Respond** to the following in the Why Teachers Need Feedback discussion forum by Thursday:   * Summarize your takeaway as to why teachers need feedback   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 8.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study: Clinical Supervision**  **Read** [Clinical Supervision](http://www.soencouragement.org/clinical-supervisoin-case-study.htm), paying attention to the Group 1 - Case Study.    **Compare** the Group 1 - Case Study to pp. 268–272 in Ch. 15 of *Supervision and Instructional Leadership* and the characteristics as described there.  **Write** a list of the missing components of the case study as compared to Morris Cogan’s 12 principles of clinical supervision and 5-step model described in the textbook. Indicate in which steps of clinical supervision the supervisor could involve the teacher in collaboration.  **Submit** your list and steps by Sunday. | | 8.1 | Case Study = 2 hours |
| **Differentiating Mentoring from Coaching**  **Resources:**   * Ch. 15 and pp. 288–293 in Ch. 16 of *Supervision and Instructional Leadership* * Differentiating Mentoring From Coaching Worksheet   **Download** and complete the Differentiating Mentoring From Coaching Worksheet according to the instructions provided inside.  **Submit** your completed Differentiating Mentoring From CoachingWorksheetby Sunday. | | 8.3, 8.4 |  |
| **Field Experience: Supervision**  **Resource:** Supervision Worksheet  **Download** and completethe Supervision Worksheet according to the instructions provided inside.  **Submit** your Supervision Worksheetby Sunday. | | 8.4-8.6 |  |
| **Total** |  |  | **5 hours** |

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| Week Nine: Curriculum Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the purpose of curriculum. | | CLO1 | |
| * 1. Differentiate the behavioral-objective format from the webbing format of curriculum writing. | | CLO1 | |
| * 1. Explain the 3 levels of teacher involvement in curriculum development. | | CLO1, CLO4 | |
| * 1. Develop a curriculum map. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 19 of *Supervision and Instructional Leadership.* | | 9.1-9.4 |  |
| **Video**  **Watch** [5 Steps to Curriculum Mapping](https://youtu.be/uG4EhCDsMRA) (6:34).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 9.4 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Curriculum Beliefs**  **Respond** to the following question in the Curriculum Beliefs discussion forum by Thursday:   * Which of the 3 beliefs regarding the purpose of curriculum do you agree with for today’s schools? Explain why.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 9.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Curriculum Mapping**  **Develop** a curriculum map on any subject based on a single topic.   * Examples include multiplication of 2-digit numbers by 2 digits, or comprehension (compare and contrast). * You may use the template on p. 363 of the textbook or one that your school or district uses.   **Submit** your curriculum mapby Sunday. | | 9.4 |  |
| **Field Experience: Curriculum**  **Resource**: Curriculum Development Worksheet  **Explore** curriculum decisions, development (writing), teacher involvement, and mapping used in your school or district. In your exploration, identify if there are specific written policies and/or procedures.  **Download** and complete the Curriculum Development Worksheet using the information from your research in your school or district.  **Submit** your completed Curriculum Development Worksheetby Sunday. | | 9.2, 9.3 |  |
| **Total** |  |  | **2 hours** |

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| Week Ten: Facilitating Change | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the 3 theories of change. | | CLO2 | |
| * 1. Apply norms of change to the school setting. | | CLO2 | |
| * 1. Evaluate threats to change: fragmentation, internal and external support, and overload. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 21 of *Supervision and Instructional Leadership* * [Change theory: A force for school improvement](http://michaelfullan.ca/wp-content/uploads/2016/06/13396072630.pdf) * [Transformational Leadership Framework](http://skaggs2.nyi.net/~new_stage/wp-content/uploads/2016/09/2016.TransformationalLeadershipFramework.pdf) * [Section IV. The Planning, Implementation and Evaluation of Professional Learning](https://dese.mo.gov/sites/default/files/Professional-Learning-Guidelines-section-4-with-cover.pdf) | | 10.1-1.3 |  |
| **Videos**  **Watch** the following:   * [Leadership in Education: Michael Fullan Six Secrets](https://youtu.be/1vxU7O75zkA) (2:27) * [Michael Fullan at BLC14 - The Principal: Three Keys to Maximizing Impact](https://youtu.be/kmYzIDi0a9Q) (4:47)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 10.1, 10.2 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Impact of Leadership**  **Watch** the following:   * [Leadership in Education: Michael Fullan Six Secrets](https://youtu.be/1vxU7O75zkA) (2:27) * [Michael Fullan at BLC14 - The Principal: Three Keys to Maximizing Impact](https://youtu.be/kmYzIDi0a9Q) (4:47)   **Write** 400 to 600 words describing your takeaways of the 3 keys and 6 secrets discussed in the videos.  **Submit** your paperby Sunday. | | 10.1, 10.2 |  |
| **Field Experience: School Improvement**  **Resource:** Leadership and Change Worksheet  **Download** and complete the Leadership and Change Worksheet according to the instructions provided inside.  **Submit** your completed Leadership and Change Worksheetby Sunday. | | 10.1, 10.2, 10.3 |  |
| **Total** |  |  | **1 hour** |

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| Week Eleven: Diversity | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop strategies to increase cultural responsiveness. | | CLO7 | |
| * 1. Identify characteristics of culturally responsive teachers and schools. | | CLO7 | |
| * 1. Explain cultural clashes as they relate to diversity. | | CLO7 | |
| * 1. Define the *deficit model* and *subtractive schooling* as they relate to diversity. | | CLO7 | |
| * 1. Describe asset-based education. | | CLO7 | |
| * 1. Explain equity support for students in terms of gender, sexuality, and disabilities. | | CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 22 of *Supervision and Instructional Leadership* * [Turning It Around: Strategies for Working with Culturally Diverse Students](http://www.indiana.edu/~equity/docs/Strategies_for_WOrking_with_Culturally_Diverse_Students__Renae_Azziz.pdf) | | 11.1-11.6 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** [Preparing for Cultural Diversity: Resources for Teachers](https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers). | | 11.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Cultural Clashes to Diversity**  **Respond** to the following in the Cultural Clashes to Diversity discussion forum by Thursday:   * Explain 3 cultural clashes to diversity.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 11.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Asset-Based Education**  **Respond** to the following in the Asset-Based Education discussion forum by Thursday:   * Describe asset-based education and how you promote this strategy.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 11.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Case Study: Cultural Responsibility**  **Read** the example of the teacher and Marti (student) at the bottom of p. 416 to the top of p. 417 of *Supervision and Instructional Leadership*. Put yourself in the position as the instructional leader observing this scenario.  **Write** 400 to 600 words addressing the following:   * What feedback would you offer the teacher after this interaction? * What would you do to follow up with this teacher? * What would be the frequency of this follow-up?   **Submit** your paperby Sunday. | | 11.1 | Case study = 2 hours |
| **Equity**  **Write** a 400-600-word paper explaining your instructional leadership practice as it relates to the following:   * Gender * Sexual minority * Students with disabilities * Professional development * Direct assistance to teachers   **Submit** your paperby Sunday. | | 11.6 |  |
| **Field Experience: Cultural Responsibility of Supervision**  **Resource:** Culturally Responsive Supervision Worksheet  **Explore** culturally responsiveness in your school or district.  **Interview** the instructional leader for his or her culturally responsiveness.Find out what is currently happening in the following areas:   * Teacher development * School development * Collaboration with families and the community * Is there evidence of subtractive schooling and/or the deficit model being used? Explain what it looks like and what is being done to cultivate and/or minimize this.     **Download** and complete the Culturally Responsive Supervision Worksheet usingthe information you gathered from your exploration and interview.  **Submit** your completed Culturally Responsive Supervision Worksheetby Sunday. | | 11.2, 11.4 |  |
| **Total** |  |  | **4 hours** |

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| Week Twelve: Instructional Leadership of Students With Disabilities, At-Risk Students, and English Language Learners | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe strategies to support students who are at-risk. | | CLO8 | |
| * 1. Apply principles of RtII. | | CLO8 | |
| * 1. Analyze English language services. | | CLO8 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [The Principal's Role in the Instructional Process: Implications for At-Risk Students](http://www.sedl.org/change/issues/issues13.html) * [Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program](http://www.udlcenter.org/sites/udlcenter.org/files/CurriculumPlanningforAllLearners_0.pdf) * [Response to Intervention and the Changing Roles of Schoolwide Personnel](http://blogs.gssd.ca/studentservices/files/2012/04/RTI-the-Changing-Roles-of-Schoolwide-Personnel.pdf) * [RtII Toolkit](http://pattan.net-website.s3.amazonaws.com/images/instructional/2012/02/17/RtIIToolkit.pdf) * [Using School Leadership Teams to Meet the Needs of English Language Learners](https://rti4success.org/sites/default/files/Using%20School%20Leadership%20Teams%20to%20Meet.pdf) | | 12.1-12.3 |  |
| **Instructional Supervision of Students With Disabilities Brochure Preparation**  This assignment is due Thursday of next week so that you can share your brochure with your classmates. In preparation for this assignment, start drafting a list of strategies you will include in your brochure. | | 13.1-13.4, 13.6 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Strategies to Support At-Risk Students**  **Respond** to the following in the Strategies to Support At-Risk Students discussion forum by Thursday:   * Describe 4 strategies you would use as an instructional leader to support students who are at-risk.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 12.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **English Language Learners Job Aid**  **Create** a job aid with strategies for instructional leaders to consider for English language learners for the following:   * The student: school practices that encourage integrating these students into the school community * Teachers * Parents * District administrators, board, and community stakeholders * Curriculum * Instruction   **Submit** your job aidby Sunday. | | 12.3 |  |
| **Field Experience: RtII**  **Resources:**   * [RtII Toolkit](http://pattan.net-website.s3.amazonaws.com/images/instructional/2012/02/17/RtIIToolkit.pdf) * Compare RtII Guiding Principles to Your Building’s Current Practices Chart   **Reflect** on your school setting and what is currently occurring for RtII.  **Download** and complete the Compare RtII Guiding Principles to Your Building’s Current Practices Chart according to the instructions provided inside.  **Review** the Checklist of Observable Processes during RtII – Full Implementation Stage on pp. 54 & 55 of the RtII Toolkit.  **Reflect** on your school or district regarding Rtll and the 5 observable processes (assessment, data analysis, grouping, intervention instruction, and problem solving) on the checklist.  **Write** 500 to 700 words explaining the following:   * What is currently occurring for each process * The process your school or district does well and why * The process your school or district need to improve upon and why   **Submit** your chart and written process paperby Sunday. | | 12.2 |  |
| **Field Experience: English Language Learners**  **Resource:** English Language Learners Worksheet  **Explore** and reflect on English language learners in your school or district.  **Download** and complete the English Language Learners Worksheet according to the instructions provided inside.  **Submit** your completed English Language Learners Worksheetby Sunday. | | 12.3 |  |
| **Total** |  |  | **1 hour** |

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| Week Thirteen: Instructional Supervision of Students With Disabilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply instructional, assessment, and progress-monitoring strategies in the general education setting to support students with disabilities. | | CLO8 | |
| * 1. Explain strategies to support parents of students with disabilities. | | CLO8 | |
| * 1. Construct professional development to support general and special education teachers. | | CLO8 | |
| * 1. Summarize co-teaching and its use in supporting teachers of students with disabilities. | | CLO8 | |
| * 1. Summarize the role and responsibilities of instructional administrators in supporting teachers who teach students with disabilities. | | CLO8 | |
| * 1. Evaluate equity for students with disabilities. | | CLO8 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [Considerations when Supervising Teachers of Students with Disabilities](http://www.ocmboces.org/tfiles/folder1602/Special%20Education%20Considerations.pptx) * [Instructing Students With High-Incidence Disabilities in the General Education Classroom](http://www.ascd.org/publications/curriculum_handbook/413/chapters/Instructing_Students_With_High-Incidence_Disabilities_in_the_General_Education_Classroom.aspx) * [Making Inclusive Education Work](http://www.ascd.org/publications/educational-leadership/oct03/vol61/num02/Making-Inclusive-Education-Work.aspx) * [How Does Supervision Support Inclusive Teacherhood?](http://files.eric.ed.gov/fulltext/EJ1096523.pdf) * [Guidance Document Student Learning Objective (SLO) Process for IEP Progress](http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Guidance%20Document%20Student%20Learning%20Objective%20(SLO)%20Process%20for%20IEP%20Progress.pdf)   **Review** pp. 433–437 in Ch. 22, Equity for Students with Disabilities section, of *Supervision and instructional leadership.* | | 13.1, 13.5, 13.6 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Instructional Supervision of Students with Disabilities Brochure**  You are an instructional administrator and have just been assigned to create an informational training brochure for newly hired instructional administrators. The focus of the brochure is strategies for instructional administrators to include in their practice to support the special education programs in the district. In the development of your brochure, have a section for each one of the areas listed below:   * Strategies to support general education teachers in supporting students with disabilities in their classrooms in terms of the following:     + Instructional delivery   + The instructional environment   + Class and home assignments   + Progress monitoring   + Student participation in classroom activities * Strategies to identify students with disabilities who are making meaningful progress in the general education curriculum. * How to use co-teaching in the general education classroom including:   + How to frame collaboration   + Roles and responsibilities of both teachers for instruction, assessment, grading, independent assignments, and home and class assignments, including projects. * Strategies to support special education teachers in terms of the following:     + Supplemental curriculum   + Accommodations and modifications to the general education classroom that they can support in the special education classroom, as well as framing how to best use the paraprofessionals * Strategies to support parents in assisting their child’s educational experience * Provide a list of a minimum of 8 topic areas for professional development activities you will facilitate to support the special and general education teachers, as well as the paraprofessional on a regular basis. * Strategies to support the general education teachers in their preparation for these students in the annual state assessments: for example, In Pennsylvania, it is the PSSA that is given annually to all students * Strategies to support equity for students with disabilities in the areas of rights, ethnic and racial minorities in special education, and overall access.   You do not have to write in full complete sentences, but your content needs to be clear.  **Submit** your brochureby Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 13.1-13.4, 13.6 | Library research = 1 hour |
| **Field Experience: Supervision of Students With Disabilities**  **Resource:** Instructional Supervision and Students With Disabilities Worksheet  **Explore** in your school or district setting instructional supervision of teachers of students with disabilities.  **Download** and complete the Instructional Supervision and Students With Disabilities Worksheet according to the instructions provided inside.  **Submit** your completed Instructional Supervision and Students With DisabilitiesWorksheetby Sunday. | | 13.5, 13.6 |  |
| **Total** |  |  | **1 hour** |

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| Week Fourteen: Act 82; Including Parents and the Community | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the components of ACT 82 to students, teachers, and paraprofessionals. | | CLO9 | |
| * 1. Explain the connection between family engagement and student achievement. | | CLO9 | |
| * 1. Examine the importance of community engagement as an instructional leader and why it is needed. | | CLO9 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read the following:**   * Pages 452–457 in Ch. 23 of *Supervision and Instructional Leadership* * [Educator Effectiveness Administrative Manual](https://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Educator%20Effectiveness%20Administrative%20Manual.pdf) * [Principals and CTC Directors](http://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness/Pages/Principals.aspx#tab-1) * [Involvement or Engagement?](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx) | | 14.1, 14.3, 14.4 |  |
| **Video**  **Watch** [Family Engagement = Student Success](https://youtu.be/gwEPv2ob_QI) (4:31).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 14.3 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Family Involvement and Student Achievement**  **Respond** to the following question in the Family Involvement and Student Achievement discussion forum by Thursday:   * In your opinion, does family involvement or does engagement impact student achievement more effectively? Explain your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 14.2, 14.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **ACT 82**  **Write** 500 to 750 words summarizing what ACT 82 is and its purpose. Include the following:   * The effects of this ACT on students * How this ACT applies to teachers and paraprofessionals * What differentiated supervision means and when it should be used   **Submit** your paperby Sunday. | | 14.1 | Library research = 2 hours |
| **Community Engagement**  **Resource:** Community Engagement Worksheet  **Download** and complete the Community Engagement Worksheet according to the instructions provided inside.  **Submit** your completed Community Engagement Worksheet by Sunday. | | 14.3 |  |
| **Course Reflection**  **Name** 5 topics presented in this course that were most important to you as a future instructional leader, and explain why.  **Post** your reflection by Sunday. | | Course | Reflection = 1 hour |
| **Total** |  |  | **5 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 3 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 2 |
| Supplemental |  |
| **Week 4** |  |
| Required | 3 |
| Supplemental |  |
| **Week 5** |  |
| Required | 4 |
| Supplemental |  |
| **Week 6** |  |
| Required | 5 |
| Supplemental |  |
| **Week 7** |  |
| Required | 3 |
| Supplemental |  |
| **Week 8** |  |
| Required | 5 |
| Supplemental |  |
| **Week 9** |  |
| Required | 2 |
| Supplemental |  |
| **Week 10** |  |
| Required | 1 |
| Supplemental |  |
| **Week 11** |  |
| Required | 4 |
| Supplemental |  |
| **Week 12** |  |
| Required | 1 |
| Supplemental |  |
| **Week 13** |  |
| Required | 1 |
| Supplemental |  |
| **Week 14** |  |
| Required | 5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 44 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 45 |