

University of North Texas at Dallas
SUMMER I 2012
SYLLABUS

Professional Development and Supervision		3Hrs
EDAD 5650, Course Syllabus		
Department of	Teacher Education and Administration	Division of Education and Human Services
Instructor Name:	Juanita M. Simmons, Ph.D.	
Office Location:	Bldg. 1 #201A	
Office Phone:		
Email Address:	juanita.simmons@unt.edu	
Office Hours:	Tuesday, Wednesday, and Thursday 4:00 PM – 6:50 PM	
Virtual Office Hours:		
Classroom Location:	Building #1 Room 244	
Class Meeting Days & Times:	Tuesday, Wednesday, and Thursday 4:00 PM – 6:50	
Course Catalog Description:	<p>This course emphasizes the impact of supervision and professional development on student learning. The course content includes adult learning theories and effective professional development models. Students learn and apply the knowledge, interpersonal skills, and technical skills needed to accomplish supervision and professional development goals. In addition, the course addresses developmental supervision, coaching, and mentoring. Students apply basic principles of documentation and learn how to write effective documentation based on instructional data. In addition, students learn how to implement effective planning and reflecting conferences as well as how to apply directive and nondirective approaches to supervision and communication. Students also participate in the Professional Development and Appraisal System of Texas (PDAS) training and receive appraiser certification.</p>	
Prerequisites:	Students must have prerequisite Instructional Leadership Development (ILD) certification before taking this course.	
Co-requisites:	<p>IMPORTANT INFORMATION FOR PRINCIPAL CERTIFICATION STUDENTS</p> <p>If you already have a Master’s degree and are enrolled in Educational Administration classes as a non-degree seeking or certification-only student and decide to change to degree seeking, you must do that change before you have taken 12 hours. <u>If you take over 12 hours as a non-degree or certification-only student, you will not be able to use those hours to attain a degree.</u> In order to change to degree seeking, you also have to fulfill all of the requirements for admission to the Educational Administration Master’s Program. See your instructor or contact your advisor to determine what you need to do to make this change.</p>	
Required Text:	Kemerer, F. & Crain, J.A. (2006). <i>Texas documentation handbook: Appraisal, nonrenewal, and termination (4th Ed.)</i> . Denton, TX: Texas School Administrators’ Legal Digest; Professional Development and Appraisal System Participant Manual.	
Recommended Text and References:	As per instructor recommendation.	

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
--------------------------------------	--

Texas Competencies for Principal Certification Addressed in Course

Competency 001

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

The principal knows how to

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- implement strategies to ensure the development of collegial relationships and effective collaboration.

Competency 005

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

The principal knows how to

- facilitate the development of a campus learning organization that supports instructional improvement and change through on-going and relevant study of research and best practice.

Competency 006

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

The principal knows how to

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of the professional development plans.

- implement effective, legal, and appropriate strategies for the recruitment, selection, induction, assignment, development, evaluation, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance knowledge and skills and to model lifelong learning.

Education Leadership Constituent Council (ELCC) Standard Elements Addressed in 5650

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1.Promote Positive School Culture	Assess school culture using multiple methods and strategies
2.2 Provide Effective Instructional Program	a. Apply principles of effective instruction to improve instructional practices
	b. Design curriculum to accommodate diverse learner needs
	c. Use technology to enrich curriculum and instruction
2.3 Apply Best Practice to Student Learning	a. Assist school personnel to apply best practices for student learning
	b. Apply human developmental, learning, and motivational theories to learn process
	c. Use appropriate research strategies to promote environment for improved student achievement
2.4 Design Comprehensive Professional Growth Plans	a. Implement well-planned professional development programs
	b. Use observation, collaborative reflection, adult learning strategies to form professional growth plans with teachers and school personnel
	c. Develop and implement personal professional growth plans that reflect a commitment to life-long learning

COURSE ASSESSMENTS: The points for course evaluation are as listed below. We will add the dates after we confirm dates for PDAS training. I have listed due dates for the some assignments in Blackboard, but these dates may vary slightly after we have confirmed the dates for the PDAS training.

Assignment	Points	Due Date(s)
1. PDAS Proficiency/Documentation Examination	25 pts	
2. Documentation Assignment: Teacher in Need of Assistance Intervention Plan, Three Memoranda	25 pts.	
3. Instructional Supervision Assignment	25 pts	
4. Focusing on Teacher Support and School Culture	25 pts.	
TOTAL	100 pts.	

1. Professional Development and Appraisal System (PDAS) Certification and Legal/Other Guidelines Examination: In order to achieve PDAS certification as an appraiser and credit for this

assignment, students must demonstrate the following:

- Attendance for all 20 hours of training devoted to PDAS.
- An 80% accuracy rate in appraisal decisions on the two cases studies used for demonstration of proficiency. Each case study has a data packet for the teacher and videotaped teaching segments. Students will use the PDAS scoring tools to determine ratings on the PDAS Domains and Criteria. Students participate in a practice case study and receive feedback before completing the two case studies for proficiency.
- Participation in two case studies for enrichment and refining appraisal skills.
- Participation in development and evaluation of Teacher Self-Report Forms, Teacher in Need of Assistance Intervention Plans, Teacher Orientation Requirements, Professional Development Planning, and other aspects of PDAS appraiser training.
- Completed Verification of Learning form certifying learning in each of the major areas of PDAS training.
- **Completed Examination based on the information in the *Texas Documentation Handbook* (all chapters), the PDAS guidelines in the PDAS manual, and other reading material on PDAS.**

When we complete the PDAS Appraiser training, toward the end of the class, we will have an online assessment of the legal guidelines for PDAS and other documentation information. You will need to use the *Texas Documentation Handbook*, your PDAS manual, and the article called PDAS Legal Guidelines Summary. Be sure you read the chapters of our textbook carefully. The examination assesses general legal principles of documentation as well as specific PDAS guidelines. You will receive the dates for the examination after we have established our PDAS dates.

If you already have your PDAS Appraiser's Certificate, you will do the Assistant Principal Reflection Assignment (you can find this on the home page of the Blackboard Course) instead of taking the PDAS training, but you will need to do the examination.

2. Documentation Assignment. You can do this assignment with a partner, but both partners need to work on all sections. It consists of five products:

I. A Teacher in Need of Assistance Intervention Plan (or Professional Growth Plan)

II. A general memorandum concerning a non-instructional issue

III. A memorandum following up on the directives in Section 2 of the Teacher in Need of Assistance Intervention –related to required professional development activities.

IV. The Focused Observation Instrument documenting data on the classroom observation.

V. A memorandum based on the data in the Focused Observation Instrument and following up on the directives in section 4 of the Teacher in Need of Assistance Plan.

Teacher in Need of Assistance Intervention Plan: In real situations, you are required to develop the Teacher in Need of Assistance Intervention Plan with input from the teacher. However, for the assignment, you will complete the Teacher in Need of Assistance Intervention working with a partner. You should write the Intervention Plan according to the guidelines from the *Texas*

Documentation Handbook and the PDAS appraiser-training manual. **At least two of the directives in section 4 must be written in the student-centered format described in Chapter 5 and Appendix C, part II of the Texas Documentation Handbook.** Be sure you could write the directives clearly, so that you can monitor and assess them and that you write two of them in the student centered format in Chapter 5 and Appendix C. You will find some suggestions for writing the Intervention Plan attached to the assignment on Blackboard. You can use the teacher in the last videotape of PDAS training, the scenario on the class website, or a real situation. Submit the Intervention plan through Blackboard. I may ask you to revise your Intervention Plan and resubmit it. Forms for the Intervention Plan are in the PDAS manual and in the Blackboard course. Download the form, type on it, save it as a word document or a web page, and attach it. You will also use the revised version of this intervention plan in one of the last assignments for the course. In that other assignment, you will share this plan with an administrator and get input.

Memoranda and a Focused Observation Instrument: Administrators can write a specific incident report/ memorandum about one specific incident or about a pattern of behavior that needs documentation. You will also need to write memoranda that follow up on the Teacher In Need of Assistance Intervention Plan. For this assignment, write three of these memoranda. Be sure you have read all chapters of the textbook carefully before you do this assignment. This assignment consists of three specific incident reports/memoranda. The first specific incident report/memorandum must be related to **an issue that is not based on a classroom observation (perhaps--not being on time, failing to do some kind of duty, etc.).** **Read chapter 2** and use the information and examples to write a specific incident memorandum. The other two memoranda are used to follow up on the Teacher In Need of Assistance Plans. You will see information about these specific information reports/memoranda in **Chapters 4 and 5.** One memorandum should document that the teacher did not do the professional development activities required by the Teacher in Need of Assistance Intervention Plan (part #2). In addition, write another memoranda documenting that the teacher did not follow the directives for change in classroom performance required by the Teacher in Need of Assistance Plan (#4). **This specific incident report should be based on data from a Focused Observation Instrument from the Texas Documentation Handbook (Appendix B) to gather data from one classroom observation.** Be sure you have read chapters 4 and 5 thoroughly before you do this assignment. Chapter 4 presents a good explanation of the way to use a Focused Observation Instrument to gather clear data in a classroom observation. An appraiser can use the focused observation instruments to gather data when there is a problem with one or more domains of the PDAS and noncompliance with the Teacher in Need of Assistance Intervention Plan, and the Focused Observation Instruments correspond to the Domains of the PDAS.

Submit a completed Focused Observation Instrument (hand-written) and the accompanying Specific Incident Report (typed) **based on that Focused Observation Instrument.** You can find Blank Focused Observation Instruments in Appendix B. The evaluation of these products will be based partially on **whether or not the information stated in the Specific Incident Report is supported by the data collected.**

Be sure to include the date, the nature of the allegation and investigation, findings of fact, conclusions, specific directives (or reference to earlier directives), an opportunity for the employee to respond, and a place for a dated signature of the employee. Write the memorandum/report on

letterhead stationery. You can simulate letterhead by typing a title, etc. at the top of a page.

You can use the scenario on the Blackboard course, the teacher from the video in the PDAS training, or your own simulated observation data.

You should complete this memorandum as a follow up to the TINA Intervention Plan you developed. Where the memorandum says, “failed to meet these expectations,” you will add “and failed to complete the requirements of your Intervention Plan.”

Ensure that your memorandum has NO errors in spelling, grammar, and mechanics. Write the memorandum/report so that all the various audiences can understand it: the teacher, a school board member in a possible non-renewal situation, etc. Do not use acronyms unless everyone would know the acronym—perhaps TEKS and TAKS. We are going to share these memoranda in class; so be sure to do your very best writing.

You can use the templates in your textbook to write the memorandum/report. You will submit the memorandum as an attachment to the assignments section of the Blackboard course. Submit the hand-written observation instrument in class or use a scanned version of the focused observation instrument.

If you are working with a partner, both people should submit the assignment in Blackboard. Tell me in the comments (in the assignment submission page) if the assignments are different.

3. Instructional Supervision Assignment

This assignment is a key assessment for the class and for the Educational Administration Program. You will have to submit this to the Tk20 electronic portfolio system. You can also see it in Blackboard, but you must submit this assignment to Tk20.

EDAD 5650

Instructional Supervision Assignment

ELCC Standard Elements: 2.2, 2.3, 2.4, and 5.3

This assignment will give you an opportunity to practice the instructional supervision skills we have learned during so far this semester. You will observe to see effective instructional programs and best practices; practice reflective supervision; conference with a teacher; practice observation techniques; confer with an administrator; write employee documentation, and coach teachers in professional development planning. The requirements of this assignment are as follows:

I. Observing Effective Instructional Programs and Best Practices: *ELCC Standard Elements 2.2 and 2.3*

Do four class observations to observe effective instruction: For these observations, use the walk-through observation forms from the Professional Development and Appraisal System of Texas (PDAS) training or the ones used in your school. However, the forms must include the following areas: instructional practices and programs observed, curricular materials used, efforts to meet students’ diverse needs, motivational strategies, and use of technology. For these observations, choose teachers who are

likely to demonstrate effective instruction. Write all of the teachers a note thanking them for letting you observe and give some supportive feedback. Your goal is not to give “corrective” feedback. You are practicing your observing skills and looking for the application of good instructional approaches.

Submit the forms and a summary of your learning from the observations. Describe what you observed in the following areas: instructional programs and practices, curricular materials, efforts to meet students’ diverse needs, motivational strategies, and use of technology. In the summary, refer specifically to knowledge you have about best practices for student learning. Tell what you observed you would consider research-based best practices for the subject area/age level of the students in the classes observed.

II. Developing Professional Development Plans and Intervention Plans with Teachers and Principal, *ELCC Standard Element 2.4*

Complete two professional development plans for teachers.

First Plan—Professional Development Plan for Teacher at a High Developmental Level. You should do the first plan with one of the teachers you observed. You should use the information from your observation, and you can use the questions on the Teacher Self Report form used in PDAS. Use the questions and supervisory/coaching skills you learned in class through our Cognitive Coaching activities and practice. The plan should demonstrate your ability to encourage professional development based on adult learning approaches. You will be coaching the teacher, and he/she will decide what staff development approaches are most effective, but you could encourage peer coaching, individual professional development, inquiry, planning with groups, book studies, and other methods. The plan should show clear references to school vision and goals.

Summary/Reflections: Along with this plan, include a written reflection including a description of the non-directive or collaborative skills you used in working with the teacher. Include at least three of the specific questions you asked to encourage reflection. Remember, these questions should be open-ended positive presuppositions and demonstrate your use of non-directive or collaborative supervisory models.

Second Plan—Intervention Plan for a Teacher in Need of Assistance. The second plan is the plan you developed earlier in the course for a teacher needing remediation (Teacher in Need of Assistance Intervention Plan). Use the plan that you developed and revised after I gave you feedback. Submit the revised plan with this assignment. As you know, in a real situation, you would do this plan with the teacher, but we did the plan with a fictional teacher based on videotaped classroom segments and a case study. Although this plan is for a fictional teacher, the purpose of the plan is to help you assist teachers having difficulties with instructional and motivational strategies, higher level thinking strategies, and student engagement so the plan would be appropriate for real teachers who were experiencing difficulties in these areas. Meet with your principal and ask for the principal’s feedback on your plan. Some important questions to ask are as follows:

1. How appropriate are the professional development activities?
2. Are the directives clear and could a supervisor monitor these effectively? What would a supervisor need to do to monitor these directives?
3. Does the plan adhere to legal and ethical principles?
4. How would this plan help a teacher work toward the school’s vision and goals?

III. Application of Ethical and Legal Principles. *Standard Element 5.3* In addition to sharing the Intervention Plan with your principal, share the employee documentation you wrote as part of the Documentation Assignment we completed earlier in the class.. Show your principal all three of the memoranda as well as the Intervention Plan. We have already discussed the legal and ethical considerations for these documentation efforts, but also ask your principal's feedback about the effectiveness of the memoranda and the legal and ethical issues involved. You do not need to resubmit the memoranda.

Reflections and Ethical issues: Submit a discussion of the feedback from your principal about the Teacher in Need of Assistance Intervention Plan and the memoranda. Discuss the answers the principal gave to the questions and any proposed changes to the plan and/or the memoranda. Tell what you learned from your discussion with the principal. Also, refer to the *Code of Ethics and Standard Practices for Texas Educators*. You will find a copy of this in the back of our textbook. Refer specifically to the ethical and legal issues you considered when you wrote this employee documentation or legal and ethical issues you would consider in the future.

Products for this Assignment to Submit to Tk20

10 points

1. Four observation reports including non-judgmental data and specific conclusions; Refer specifically to instructional programs, best practices, curricular materials, motivational strategies, efforts to meet diverse needs, and use of technology; (10 pts)
2. Summary of instructional programs and best practices observed

10 points

3. Professional Development Plan for a Teacher at a High Developmental Level based on questions from the Teacher Self Report, including a discussion of the reflective supervision practices you used.
4. Revised Intervention Plan for a Teacher in Need of Assistance
5. Discussion of Principal's Feedback on the Intervention Plan and the three memoranda,

5 points:

6. Discussion of the ethical and legal issues you considered in writing this employee documentation and would consider in the future.

4. Focusing on Teacher Support and School Culture (You will receive more information about this project later in the course.

During the first and second class sessions, we will participate in an activity where you will share prior learning about the areas of vision, culture, instructional best practices, staff development, coaching/mentoring, documentation, and other areas addressed in Texas Principal Competencies 1, 5, and 6. In this class, you will read a number of articles and participate in activities addressing these areas and skills. You will find the articles on our class website, and I will distribute some of them in class. You can find the websites, by going to "web links" on menu (left side of home page.) In addition, we will participate in coaching/supervising practice activities where you will practice the different kinds of conferences/conversations. You can find handouts about these types of conferences on the folder that says "Coaching and Supervisory Handouts." The purpose of these reading and practice assignments is to help you communicate by using listening and other coaching skills, plan and implement effective professional

development, give feedback effectively, and use other strategies to provide teacher support. You will need to complete each of the sections of the Application of Learning Assignment and tell what you know in each of the areas. You should summarize articles and activities we did in class or that you learned through other staff development sessions and classes that have helped you learn about the competency area. You should refer to the article specifically by name, and you need to include at least 12 sources. You can count the textbook and the PDAS manual as two of your sources. You may use the resources more than one time, but be sure you refer to 12 different ones. In addition, refer to at least three activities that we did in class that helped you learn about this competency.

Attendance and Informed Class Participation: In order to receive PDAS certification, you must attend all sessions devoted to the PDAS. If you miss any part of the training, you will not be able to complete the training with this class. You will have to do an alternate assignment. It is very important that you attend each of the PDAS sessions, and you must stay for the whole session. You cannot be late or leave early. These time requirements are specified by the Texas Education Agency and cannot be altered. In order to get the required 20 hours of the class, we will need to use the whole class time except for a short break. In addition, for the other classes not devoted to PDAS, to receive full credit, you must attend all classes. If you must be absent, you will need to submit a summary of the information and handouts distributed that day in class. Excessive tardiness, leaving class early, being late from breaks, etc. will result in a deduction in attendance credit. ***Please turn off your cell phone during class.*** You must do assigned readings, prepare for coaching/conferencing practices, and participate in all class activities. **Doing the readings on the date assigned is an important part of this section of class evaluation.** Finally, check your Blackboard E-mail regularly and participate in any assigned online activities.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or

search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy: *Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

Optional Policies:

- *Use of WebCT/Blackboard*
- *Use of Cell Phones & other Electronic Gadgets in the Classroom*
- *Food & Drink in the Classroom*
- *Use of Laptops*
- *Grade of Incomplete, "I"*