UNT DALLAS — University of North Texas at Dallas
SUMMER 5W2 2014 – SYLLABUS

EDAD 5650D: Professional Development and Supervision   3Hrs

Department of	Teacher Education and Administration	Division of	Education and Human Services

Instructor Name:	L. Kay Forsythe, Ph.D.
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Office Hours:	One hour before class sessions
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Classroom Location:	DAL 1 Room 274
Class Meeting Days & Times:	Tuesday, Wednesday, and Thursdays – 4:00 PM – 6:50 PM

Course Catalog Description:	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. **Students must have prerequisite Instructional Leadership Development (ILD) certification before taking this course.**

Prerequisites:	EDAD 5300, EDAD 5330, EDAD 5360, and EDAD 5390.

Required Text:	Kemerer, F. & Crain, J.A. (2006). *Texas documentation handbook: Appraisal, nonrenewal, and termination (4th Ed.).* Denton, TX: Texas School Administrators' Legal Digest. Sullivan, S. & Glanz, J. (2013). *Supervision that improves teaching and learning (4th ed.).* Thousand Oaks, CA: Corwin Press. Professional Development and Appraisal System (PDAS) Participant Manual. TK20 http:// www.coe.unt.edu/tk20 *(One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.)*

Recommended Text and References:	American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th Ed.).* Washington, D.C.: Author. Other materials provided by instructor.
Access to Learning Resources:	UNT Dallas Library: 　　　Phone: 972-338-1616 　　　Website: http://www.untdallas.edu/our-campus/library UNT Dallas Bookstore: 　　　Location: 7300 Houston School Road, Dallas, TX 75241 　　　Building 1 (north side of campus) / First Floor 　　　Phone: 972-780-3652 　　　Fax: 972-780-3689 　　　Email: 1012mgr@fheg.follett.com 　　　Website: untdallas.bkstr.com Texas Education Agency Website http://www.tea.state.tx.us/ ; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 (*One time purchase of TK20 access is required for this course. Student subscriptions are effective for 7 years from date of purchase.*) Blackboard Learn https://learn.unt.edu

Course Goals or Overview:

	The goals of this course provide the student an opportunity to… 　1. Develop an understanding of effective professional development models and theory; 　2. Develop skill in observation and feedback/coaching of instructional practices; 　3. Examine the relationship between professional development and student achievement; 　4. Review the Texas Teacher Appraisal (PDAS) rules and regulations; 　5. Examine and define appropriate steps in effective appraisal of teacher performance; 　6. Link critical attributes and performance standards for accurate appraisal of teacher performance; 　7. Examine and utilize due process in feedback and decision-making regarding teacher performance; and 　8. Determine roles and responsibilities in Teacher Supervision (PDAS).

Learning Objectives/Outcomes At the conclusion of this course, the student will be able to…

1	Analyze current professional development issues and trends that impact student learning in American PK-12 schools. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007]*
2	Utilize observation and other teacher performance data to develop an individualized approach to coaching teacher performance. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*
3	Articulate the role that professional development plays in achieving high levels of student performance. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 004; Competency 005; Competency 006; Competency 007]*
4	Articulate and implement effective teacher appraisal practices to ensure compliance with laws and regulations as well as ensure high levels of teacher performance. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*
5	Utilize the elements of strength, impact, variety, and alignment to determine the quality and quantity of performance in teacher instructional practices . *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 005; Competency 006]*

6	Explain and implement a process of professional development in instructional strategies that are aligned to campus and district goals and expectations. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*
7	Collaborate in the creation and implementation of Teacher Professional Development and Intervention Plans. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*
8	Demonstrate coaching strategies to collaborate and assist teachers in achieving high levels of performance. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 005; Competency 006; Competency 007]*

TEXAS PRINCIPAL DOMAINS, COMPETENCIES, AND SKILLS

The activities and assessments in this course are designed to align with and support the candidates' development of the following competencies and skills:

Domain I: School Community Leadership

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

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

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Model and promote the continuous and appropriate development of all learners in the campus community
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner

Domain II: Instructional Leadership

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning
- Facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum

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.

- Facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice
- Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning

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 for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals
- Facilitate the application of adult learning and motivation theory to all campus professional development,

including the use of appropriate content, processes, and contexts

- Ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources
- Use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff
- Diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Gather and organize information from a variety of sources for use in creative and effective campus decision making

The following table documents the UNT Dallas Educational Leadership Competency Framework and h the specific competencies that are practiced and learned in this course.

LEADERSHIP THROUGH…	LEADERSHIP FOR…				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Reflective Practice	Aware of personal perspectives and biases Able to read & adjust to cultural differences Experienced working with under-resourced communities Values diversity Acts in a supportive manner that recognizes feelings of other cultural groups	Uses data (Internal and External/Research) to guide school improvement Effectively organizes and analyzes information Anticipates challenges for problem solving Integrates & acts upon new information Connects relevant experience and academic knowledge Adapts and applies learned skills, theories, or methodologies to new situations Models and promotes the continuous and appropriate development of all learners	Attends to legal & policy trends & requirements Considers broad potential impact of decisions Holds self and others accountable Shows evidence of an inclusive classroom/school Responds to discriminatory actions or behaviors that are based on social identity markers (i.e race, gender, ethnicities, religion, sexual orientation, age, socio economic status). Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning	Aware of how he/she is perceived by others & adjusts accordingly Articulates values and beliefs Demonstrates resilience & flexibility Identifies professional and personal strengths & weaknesses Compares progress with planned milestones Shows an awareness of one's own ethics, personality, and presence Evaluates different ethical perspectives Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning	Uses data to analyze student learning results & plan CIA initiatives Reflects on data to inform curriculum and instructional leadership decisions Actively assesses instructional quality and demonstrates excellence in delivering instruction Utilizes action research to examine teaching and learning

LEADERSHIP THROUGH...		LEADERSHIP FOR...				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Entrepreneurial Innovative Vision	Actively seeks cultural diversity Articulates a vision of inclusion & equity All inclusive vision Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures Establishes a culture of high expectations for all	Seeks personal growth opportunities Seeks and responds to feedback Results oriented Willing to take calculated risks in order to improve Embraces contradictions in problem solving Identifies innovation opportunities and develops strategic plans	Actively advocates with policy makers for all student & staff Articulates & demonstrates equity Articulates an all-inclusive vision framed by emancipatory leadership Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision Advocates for policies and programs that promote equitable learning opportunities for all students Ensures access to all school services (i.e Honors classes, AP classes, field trips, full academic and social curriculum)	Comfortable with both details & the bigger picture Shows a balance between confidence & humility Sets challenging goals & takes initiative Has a history of personal success & excellence in achievement Drive to achieve results/success Models culturally responsive and emancipatory leadership Models professional behavior	Articulates a clear vision of the successful K-12 student outcome Knowledge and skill in what is necessary to achieve high levels of student learning Sets high expectations for all students Develops and communicates a vision that includes the need for urgent change Measures excellence in academic curriculum through multiple modalities Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary) Leads improvement in literacy and numeracy for all students Facilitates engagement of all students

		LEADERSHIP FOR...				
LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Communication	Language (oral & written) is free of cultural bias Active & Open listening Articulates a complex understanding of cultural differences in verbal and nonverbal communication Skillfully negotiates shared understanding based on differences Supports and seeks multi-lingual communications based on community context Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others. Skillfully promotes the school to a variety of constituencies	Group facilitation skills Shares professional reading Utilizes appropriate media for sharing Shares action research with peers and broader community Participates in professional learning community	Language & actions are free of cultural bias Actively engages various constituents for input and sharing Models & encourages open conflict management Develops voice and actively advocates on issues of social injustice Responds to pertinent political, social, and economic factors in the internal and external campus context Advocates for student success through written and oral communications Understands and responds to the politics of the school	Builds a strong classroom and campus culture Develops strong, trusting, & respectful relationships Demonstrates honesty & integrity Responds appropriately to a variety of circumstances Considers consequences of personal and professional communications Uses professional language when engaging stakeholders (oral, written, visual media) Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions. Makes and explains decisions based on ethical and legal principles	Demonstrates coaching skills Uses feedback to encourage & increase quality teaching Engages in crucial professional conversations Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.) Creates opportunities for teachers to dialogue on student achievement Articulates and advocates for the importance of decisions impacting preparedness for academic rigor

	LEADERSHIP FOR…				
LEADERSHIP THROUGH…	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Technology & Other Resources	Creates open access through a variety of technology portals Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)	Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence) Accesses current research and databases Uses technology for data analysis Stays current and updated in technology advancements (hardware and software) Evaluates information and sources critically	Actively ensures access to technology for all students & families Matches technology expectations to students' specific resources and/or community resources Bridges technology gaps for students by acquiring technologies in the school Coordinates with community resources to provide access outside the school Effectively secures & manages resources to ensure access to all students and families	Understands & models appropriate/effective use of social networking tools and other technologies Socially responsible with technology (email content; text content; internet usage) Secures necessary resources through grant writing, advocacy, and effective management Uses public resources and funds appropriately and effectively	Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives) Uses technology to access and analyze achievement data Utilizes technologies to engage all stakeholders in learning

LEADERSHIP THROUGH...	LEADERSHIP FOR...				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Collaboration/ Team Building	Actively seeks diverse perspectives, including diverse family structures and diverse cultures Acts without bias in the engagement of all stake-holders Shows initiative in team leadership of complex and/or multiple civic engagement activities Shows ability and commitment to work collaboratively across and within community contexts Initiates and develops interactions with individuals from culturally diverse backgrounds Engages parents and communities across cultural boundaries Advocates for public engagement of the school across cultural boundaries	Participates in & facilitates teacher involvement in professional learning communities Creates opportunities for staff to increase effectiveness & achieve progress in career goals Builds effective coalitions and implements shared-decision making Actively cites research from multiple perspectives Engages in professional learning communities Facilitates teachers learning together across traditional boundaries (grade level, department, etc.) Establishes mentoring structures for new teachers	Includes and engages all stakeholders (student, families, staff, community) Advocates for teachers and students Delegates to appropriate groups Promotes collaboration among team members Includes all stakeholders in decision making processes Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment	Attracts & recruits highly effective staff Makes sound financial decisions Engage personalities and ethical considerations that may be different from our own Suspend biases to listen to other perspectives	Sets high expectations for teacher success Builds & sustains a viable organization for learning Ensuring the best fit of teaching teams for student success Organizing through site-based management to ensure student success Able to motivate, inspire, and hold others accountable for student learning Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core Facilitates campus participation in district planning to ensure alignment across the system

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by class announcement and through email notification.

TOPICS	TIMELINE
Orientation. Review of Syllabus – *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*	July 8, 2014
Overview of PDAS –Commissioner's Rule (CR) (150.1004- 150.1006) Read Sullivan & Galnz Chapter 1 *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Read Commissioner's Rule in PDAS Training Manual]	July 9, 2014
PDAS Training: Understanding PDAS Read Chapter 1: *Texas Documentation Handbook and Chapter 2: Sullivan and Glanz* *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*	July 10, 2014
Effective Documentation (Instruction for upcoming TINA and General Memorandum) Read Chapter 2, 3 & 6: *Texas Documentation Handbook* *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007*	July 15, 2014
PDAS Training: The Appraisal Process Read Chapter 1: *Texas Documentation Handbook* *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 005; Competency 006]*	July 16, 2014
PDAS Training: The Appraisal Process Read Chapter 2, 4 & 5: *Texas Documentation Handbook* *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 005; Competency 006; Competency 007]* [Specific Incident Memorandum Due in Blackboard]	July 17, 2014
PDAS Training: Instruction for Focused Observations Read Chapter 4: *Texas Documentation Handbook and Chapter 3: Sullivan & Glanz* *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*[TINA assignment due in Blackboard]	July 22, 2014
PDAS Training: Appraisal Process Domains V-VIII *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Follow-up Memoranda Assignment Due in Blackboard]	July 23, 2014
Coaching and Mentoring: Read Chapter 4 and 5: Sullivan & Glanz *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*	July 24, 2014
Developing a Supervisory Platform (Supervision to Improve Classroom Instruction): *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*	July 29, 2014
PDAS Training and preparation for upcoming assignments, Thank You Notes and Summary of Observations. Read Chapter 5: *Texas Documentation Handbook* *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]*CASE STUDY ONE – Practice Review (IN CLASS)	July 30, 2014
Study notes, complete observations, work on Plans 1 &2, and submit assignments due: [Summary of Classroom Observations and Thank You Notes (4) Assignment Due]	Work Session July 31, 2014

PDAS and Supervision Training includes review of Professional Development Plans and CASE STUDY 2 IN CLASS. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Professional Development Plan (High Performing Teacher) Due in Blackboard]	August 5, 2014
PDAS and Supervision Training class includes instructional update on Principal's Feedback on Practice Observation activity and CASE STUDY THREE. *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Principal's Feedback Reflection due in Blackboard]	August 6, 2014
CLASS SUMMARY – CASE STUDY FOUR and Enrichment Case Studies *[Aligns with Texas Principal Certificate Standards: Competency 001; Competency 002; Competency 003; Competency 004; Competency 005; Competency 006; Competency 007]* [Supervisory Platform Due in Blackboard; Instructional Supervision Assignment due in TK20] [RECEIPT OF PDAS FEES DUE!]	August 7, 2014

Course Assignments and Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. **Supervisory Platform Statement**

GENERAL INSTRUCTIONS: Using a Word Document file, write your supervisory Platform statement reflecting your philosophy and the practices you would use to implement that philosophy. Submit an electronic copy of the paper to Blackboard and name the file **Your Last Name_Supervisory Platform**. Upon completion of the paper, save the file document for further instruction.

CONTENTS: Your platform should address the following:

- Your definition of supervision of classroom instruction
- The goal of supervision in the classroom
- Responsibilities for supervision of classroom instruction
- Structures and processes for effective supervision
- Skills and knowledge needed for effective supervision
- Supervision vs. evaluation – similarities, differences, and balance
- The role of the district in classroom supervision
- Summary/Conclusion

Mechanics should meet APA Standards (6th Edition) and include the following structure and format:

1. Three to five double-spaced pages APA Standards (6th Edition) – page 1 of your paper should be a title page using APA format -
   a. Title page –
      i. Your name;
      ii. The title of the paper – Supervisory Platform for Classroom Instruction;
      iii. Name of the University;
      iv. Professor's name;
      v. Course name; and,
      vi. Date of submission
2. Sub-Headings – You may use sub-headings related to the topics covered in your platform but they are not required. (See APA format.)
3. Your final page should be the reference page. You should have at least two additional references beyond your course materials. (See APA format.)

2. **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 hours of training devoted to PDAS.
 • An 80% accuracy rate in appraisal decisions on the two of the three 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 three 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.**

3. **Documentation Assignment.** This assignment <u>may</u> be completed with a partner or a team, but both/all partners need to work on all sections and submit individual documentation. It consists of five products:
   I.   A Teacher in Need of Assistance Intervention Plan (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 (NOTE: this plan will also be used to meet the requirements of the TK20 assignment below): 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 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. You may be asked to revise your Intervention Plan and resubmit it. Forms for the Intervention Plan are in the PDAS manual and in the Blackboard course materials. Download the form, type on it, save it as a word document and then attach and submit it to the assignment in Blackboard. 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, you will 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.

(1) 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.**

(2) The second 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).

(3) The third memoranda will document 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 Memorandum (typed) **based on that Focused Observation Instrument.** You can find Blank Focused Observation Instruments in Appendix B of the *Texas Documentation Handbook*. The evaluation of these products will be based partially on **whether or not the information stated in the Memorandum 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 each of your memoranda have 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/STAAR. 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.

4. Instructional Supervision Assignment

This assignment is the Scholar-Practitioner assessment for this class and for the Educational Administration Program. You will submit this to the Tk20 electronic portfolio system after it has been submitted and reviewed in Blackboard. You can also see it in Blackboard, but you must submit this assignment to Tk20.

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 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 classroom observations to observe effective instruction: For these observations, use the walk-though observation forms from the Professional Development and Appraisal System of Texas (PDAS) training or the ones used in your school/district. 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/affirming 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 observation 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 that you would consider research-based best practices for the subject area/age level of the students in the classes observed. Use **one** Word Document file and APA format to write the summaries of your four observations. You will use one title page for the entire report, but your headings should reflect and separate the four observation summaries. Your conclusion should summarize all four, and include referenced support of your findings. Therefore, you will also need a reference page to the entire summary. Save your copy of the paper and name the file: **Your Last Name_Observation Summary.** Example: **Smith_Observation Summary**. Submit the Summary in Blackboard. Include copies of your Thank you notes in **one** Word Document file. Use headings within the report to separate the individuals to whom you are addressing. Save your copy of the paper and name the file: **Your Last Name_Thank You Notes.** Example: **Smith_Thank You Notes**. Submit the thank you document in Blackboard along with your summary report.

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 receiving 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 with your reflection on the principal conversation..

Reflections and Ethical issues: Submit a reflection 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 the *Texas Documentation Manual.* 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.

After all documents have been reviewed and revised, you will submit the following to TK20: NOTE: *Review the rubric in TK20 for evaluation criteria for each of the three required sets of documents.*
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;
2. Summary of instructional programs and best practices observed
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,
6. Discussion of the ethical and legal issues you considered in writing this employee documentation and would consider in the future.

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 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. 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 class evaluation**. Finally, check your Blackboard E-mail regularly and participate in any assigned online activities.

Grading Matrix:

Instrument	Value (points or percentages)
1. Supervision Platform	25
2. PDAS Proficiency/Documentation Examination	15
3. Documentation Assignment:	
a. Teacher in Need of Assistance Plan	10
b. Specific Incident Memo	5
c. Follow-up Memo – Professional Development	5
d. Follow-up Memo – Focused Observation	5
e. Professional Development Plan – High Performing	10
	35
4. Instructional Supervision Assignment (TK20)	
a. Observations and Summary	15
b. Principal Feedback and Reflection	10
	25
Total:	**100**

Grade Determination:
A = 90 – 100 pts – Exceeds Expectations
B = 80 – 89 pts - Proficient
C = 70 – 79 pts - Emerging
F = 69 pts or below - Unacceptable

University Policies and Procedures

Students with Disabilities (ADA Compliance):
The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Teacher Education and Administration is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, Disability Accommodations for Students, and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

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.

Assignment Policy:
All work is expected to meet graduate standards. Written work should be prepared using word processing technology with a regular 12pt font. All referenced materials must follow the American Psychological Association (APA) citation guidelines. Work containing excessive errors in grammar, punctuation, spelling, or typographical errors or work that does not reflect the assignment expectations will be returned ungraded. Corrected work must be resubmitted on the class date immediately following the original due date.

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. Late arrivals (more than 15 minutes after class begins) or early departures (any time before the class ends) will be considered absences. Students are responsible to notify the instructor by email or cell phone/text if they are missing class and for what reason; the only excused absences are those due to the observance of a religious holiday, participation in university sponsored events (with proper documentation), or required school/teaching responsibilities (such as parent/teacher conferences and properly documented.) 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.

Cell Phone Use: *Please silence cell phones during class time and refrain from texting or browsing. It is disrespectful of others in the class for cell phones to go off during class. In the event of an emergency, place the cell phone on vibrate. NO calls may be taken in the classroom; in a true emergency, step into the hall to take calls. Excessive cell calls during class will be considered absences, and the attendance policy will be applied.*

Laptop/Tablet Use: *The use of laptop and tablet computers during class is appropriate and encouraged for note-taking and tracking assignments through websites. However, personal chatting, checking email, visiting websites unrelated to the class activities are examples of inappropriate use of this technology. Students will be redirected or asked to shut off the technology if inappropriate use becomes an issue.*

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.