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**ELPS 571  
CURRENT ISSUES IN SUPERVISION  
DEERFIELD COHORT, FALL 2011**

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Fall, 2011

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and  
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**RELATION TO OUR CONCEPTUAL FRAMEWORK:** Loyola University Chicago's School of Education has adopted and embraced the conceptual framework: **Professionalism in Service of Social Justice.** In this course we will utilize this conceptual framework as a lens through which to examine our readings, presentations and discussions. Specifically, we will develop the understanding and practice of supervision as it honors individual and social justice for all in the improvement of teaching for improved student outcomes for every student.

**DIVERSITY:** A significant portion of our work in supervisory leadership involves acquiring and sharing a higher viewpoint: a viewpoint that affirms, in theory and in practice, that everyone counts. We are, after all, more than just a school and district filled with a collection of individuals. We are colleagues in a noble enterprise, whether our particular labor is behind a desk, in a classroom, or in the serving of lunches. Our class will provide the laboratory for exploring and addressing the issues of diversity facing today's instructional leader as we work with today's principals and teachers.

**TECHNOLOGY:** The information pertinent to the ongoing study of instructional leadership for improvement of instruction changes constantly. Laws, policies and practices, as well as societal issues provide the landscape for our study. Throughout this course, students will develop and practice skills in locating and using on-line resources critical to our topics. Additionally, in the presentation of current issue reports, students will demonstrate technological expertise in utilizing a variety of media presentations.

**OBJECTIVES:** This course is designed to examine current issues in school supervision for improvement of student outcomes for every student. In addition, this course will consider the role of metaphor in designing a fluid perspective to identifying and solving challenges of instructional leadership for improved student outcomes for diverse populations. Specifically, this course will address:

1. A theoretical basis for understanding current supervisory needs and practices.
2. The nature of teaching and learning for diverse populations and implications for today's instructional leader for improved teaching for improved student outcomes.
3. A critical examination of options in supervision: the differentiated model. This model provides intensive development to non-tenured and selected tenured teachers, with the rest of the faculty choosing options to best foster their own professional growth for improved student outcomes.
4. The use of school-wide data to determine gaps in student achievement for multiple student populations.
4. The role of constructivism in the development of today's reflective practitioner.
5. The use of metaphor in developing creative insights to schools as organizations and in addressing the multiple purposes of a supervisory system. To reveal the many "issues in supervision" in the world of practice-- as well as ways to address these issues, the school will be likened to an organization as: machine, organism, brain, culture, political system, psychic prison, and flux and transformation.
6. The use of technology to access information relevant for instructional leadership, and to deliver a simulated instructional leadership in-service on current issues for supervision.
7. Current issues and their impact on the instructional leadership for specific teaching competencies:
  - 1) technical competence: the ability to determine in advance what is to be learned, how it is to be learned, and criteria by which success is to be measured for improved student outcomes for all students.
  - 2) clinical competence: the ability to engage in reflective decision making, utilizing data to reconsider/modify the instructional intent and/or practice
  - 3) personal competence: the ability to self-interpret intended meaning of verbal and nonverbal symbols and acts; introspection relative to self-awareness
  - 4) critical competence: the ability to engage in reflective decision-making and action to form more just schools through critique of stereotypes, hidden curriculum, and access to equality for diverse populations.

**NCATE AND ISBE STANDARDS:** As a result of this course students will be able to:

- Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning (e.g. cultivate group norms, influence institutional culture, and affirm core values.)
- Use motivational theory to create conditions that motivate staff, students, and families to achieve the school's vision.

- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills.
- Initiate, manage, and evaluate the change process.
- Manifest a professional code of ethics and values.
- Utilize a variety of supervisory models to improve teaching and learning (e.g. clinical, developmental, cognitive and peer coaching, as well as applying observation and conferencing skills).
- Use various staffing patterns, student grouping plans, class scheduling forms, school organizational structures, and facilities design processes, to support various teaching strategies and desired student outcomes.
- Work with faculty and other stakeholders to identify needs for professional development, to organize, facilitate, and evaluate professional development programs, to integrate district and school priorities, to build faculty as resource, and to ensure that professional development activities focus on improving student outcomes.
- Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing, mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace.
- Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff..
- Formulate and implement a self-development plan, endorsing the value of career-long growth, and utilizing a variety of resources for continuing professional development.
- Promote multicultural awareness, gender sensitivity, and racial and ethnic appreciation.

### **REQUIRED TEXTS:**

**Zepeda, Sally, *The Principal as Instructional Leader: A Handbook for Supervisors* 2<sup>nd</sup> Edition** Larchmont, New York: Eye on Education, 2007.

**Gareth Morgan, *Images of Organizations : The Executive Edition*** Thousand Oaks, California: SAGE Publications, 1998.

**RESOURCES:** This course will have a variety of resources: 1) the texts, 2) supplementary readings, 3) discussions, 4) case-studies, and 5) you--your experiences and insights.

**EVALUATION:** Grading will be done on the following basis:

Class Participation	30%	(20 points)
Reaction Papers	20%	(20 points)
Current Issue Presentation	10%	(10 points)
District Protocol Analysis	40%	(10 points)

**CLASS PARTICIPATION:** Students will participate in discussions based on weekly readings and hand-outs as well as in role play, debate, demonstration, and point-counter-point discussions. It is expected that students will attend class on a regular basis. Attendance for the complete class session is expected. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

**REACTION PAPERS:** Each week you will have assigned readings. Hopefully they will incite/ignite/evoke reaction from you. Students are required to hand in a ONE page reaction paper each class session in which you comment on your response, opinion, gut-level reaction to the reading for the day. It must be evident that your reactions are to material that is covered in the assigned reading for the week. **As you read on the “images”, include how this week’s metaphor has shaped your insights of school supervision. Please be sure to relate your reaction to at least one of the concepts discussed in the chapter. Please be specific.** (\*\*\*\*These may not be turned in late).

**DISTRICT EVALUATION PROTOCOL ANALYSIS, PROFESSIONAL DEVELOPMENT PLAN, AND PROCESS FOR CHANGE** Each student will secure your district’s evaluation protocols and documents. Then, answer the following:

**PART I- ANALYSIS AND PROFESSIONAL DEVELOPMENT PLAN**

- 1) Compare and contrast your district’s formative and summative evaluation protocols and documents with the best practice models discussed in this class.
- 2) Discuss the strengths and weaknesses of your district’s evaluation model.
- 3) Recommend changes to your district’s evaluation model.
- 4) Recommend a professional development plan that supports student achievement for both non-tenure and tenure staff.

**(Part II-C ontinued)**

**PART II- PROCESS FOR CHANGE**

Now that you have assessed your districts’ plan, it is necessary to create an inclusive and collaborative process to assess and plan for implementation of your suggested changes.

Therefore, describe how you would institute such a process. In your description include answers to the following;

- 1) Who will you include in the change process?
- 2) How will you include others in the change process?

- 3) How will you communicate these changes to the wider community?
- 4) How will you continue the process to encourage on-going reviews?

In the above process for change, you **MUST** include strategies learned from Images of Organizations, and Zepeda. This paper should be 12-15 pages in length. Include a copy of your district's current formative and summative evaluation plan.

**CURRENT ISSUE PRESENTATION:** Students, in teams of two, will simulate a K-12 faculty in-service. You will identify a current issue that impacts the four teaching competencies (technical, clinical, personal, critical). First, share evidence of the existence of this issue i.e. report, article, personal story enacted, video, etc. (Please limit this to no more than 5 minutes.) Then, orally, address the following:

1. What impact might this issue have on EACH; of the four areas of teacher competence? (4 points)
2. What is the resultant need for formative professional development in one area? (1 point)
3. Demonstrate how this need could be addressed/facilitated by the instructional leader either in a school-wide staff development, or in one of the following: , cooperative professional development, self-directed development, or action research.(5 points)

You will have 25 minutes to present the above, and an additional 5 minutes to field comments and questions from your colleagues. Hand-outs are not mandatory, but should you chose to use them, you will need \_\_\_\_\_ copies. This presentation will allow you to demonstrate proficiency in utilizing various modes of technology for both the acquisition of materials, and the delivery of the presentation.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For

additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

<u>CLASS DATE</u>	<u>READINGS</u>	<u>ASSIGNMENTS DUE</u>
<u>OCTOBER 22</u>	<u>INTRODUCTION AND OVERVIEW</u>  <u>ZEPEDA 1-12 , 25-56</u>	
<u>OCTOBER 29</u>	<u>ZEPEDA 57-82</u>  <u>ZEPEDA 83-187</u>	<u>REACTION PAPER #1: 57-82 AND</u>  <u>REACTION PAPER #2: 83-187</u>  <u>CURRENT ISSUE REPORT A AND B</u>
<u>NOVEMBER 12</u>	<u>MORGAN CHAPTERS 1,2,3,4</u>	<u>REACTION PAPER#3 MORGAN CHAPTER 3</u>  <u>REACTION PAPER #4 MORGAN CHAPTER 4</u>  <u>CURRENT ISSUE REPORT C AND D</u>
<u>DECEMBER 3</u>	<u>MORGAN CHAPTERS 5 AND 6</u>	<u>REACTION PAPER# 5 MORGAN CHAPTER 5</u>  <u>REACTION PAPER #6 MORGAN CHAPTER 6</u>  <u>CURRENT ISSUE REPORT E AND F</u>
<u>DECEMBER 10</u>	<u>MORGAN CHAPTERS 7,10, 11</u>	<u>REACTION PAPER #7 MORGAN CHAPTER 7</u>  <u>REACTION PAPER #8 MORGAN CHAPTER 8</u>  <u>CURRENT ISSUE REPORT G AND H</u>
<u>DECEMBER 14</u>		<u>DISTRICT PROTOCOL ANALYSIS DUE ELECTRONICALLY AS AN ATTACHMENT TO: <a href="mailto:jfine@luc.edu">jfine@luc.edu</a> by 5:00 P.M.</u>

### Related Bibliography

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