**ELPS 571- Current Issues in Supervision**

School of Education Administration and Supervision Program
Spring 2020

**Instructor Information**
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Meetings by appointment.
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**Course Information**
Dates: JAN 25, FEB 8, FEB 29, MARCH 14, APRIL 11*, April 25
Days: Saturdays
Times: 9 a.m. – 2 p.m.
Location: CUNEO Mansion

**Course Description**
This course is designed to examine the significance of effective school supervision and instructional evaluation. Examination of both formative and summative models will be examined as well as their role in improving teaching and learning. Specifically, this course will provide a critical examination of school supervision and instructional leadership in order to empower educational leaders to increase instructional equity by:

- Building leadership and instructional capacity
- Providing meaningful, constructive observations and feedback for teachers and administrators
- Designing and sustaining meaningful curriculum, school-wide, and professional development improvements and supports
- Developing and implementing a vision and culture for improvement
- Designing and implementing methods to effectively manage a leader’s time to impact administrator, teacher, and student improvement and organizational culture

**Alignment of Course Goals with the School of Education’s Conceptual Framework**
This course is designed for candidates whose goal is to become a school- or district- level leader. Our mission is social justice, but our responsibility is social action through education. This statement represents the heart of the SOE’s Conceptual Framework. The framework represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, this course will utilize the professional 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 student outcomes for every student. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
Course Objectives:

By applying theory to practice, using the principles of Social Emotional Learning as a guide to successfully supervising and evaluating school personnel, this course is designed to scrutinize current issues in school supervision for the improvement of principal effectiveness, teacher growth and retention, as well as student engagement, achievement, and success. In addition, this course will provide the candidate an opportunity to examine the opportunities and challenges that regularly confront principals and district administrators as instructional leaders, while developing the appropriate knowledge, skills, and dispositions to successfully identify and address these issues when they arise. Specifically, this course will address:

1. An understanding of current and emerging school supervision and evaluation needs, priorities, and practices – within the framework of Social Emotional Learning.
2. Adult learning and how this affects professional practice, principal/teacher interaction, and staff culture.
3. The nature of teaching and learning for diverse populations and implications for today’s instructional leader to improve engagement, achievement, and success for all students, with a particular focus on instructional equity for students historically marginalized by the education system.
4. A critical examination of options in supervision including the differentiated model. How to implement differentiated supervisory cycles (both formative and summative) for tenured and non-tenured teaching faculty, for teachers and administrators.
5. The use of school-wide, as well as teacher-specific, data to determine gaps in student achievement for multiple student populations and to use this data to improve teacher and administrator effectiveness and plan professional development for teachers and administrators.
6. The moral imperative to develop the ability to have honest, specific, constructive, and meaningful conversations with teachers and administrators to assist them to develop and implement strategies to promote growth/development, student engagement, a positive student culture, and to eliminate gaps in student learning opportunities and performance.
7. The ethical and equitable imperatives to create a collaborative school community where the school staff, families, and community interact regularly to share ownership for the school’s success.

COURSE STANDARDS

Interstate Leadership Licensure Consortium (ISLLC 2008):

ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
ISLLC 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Educational Leadership Constituent Council-District-Level (ELCC Standards 2011)
ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the district.
ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

IDEA Objectives for ELPS 571:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)

At the end of the course, you will be prompted to complete the module evaluation. Please go to [http://luc.edu/idea/](http://luc.edu/idea/) and click on the Student IDEA Log In. Your feedback is important to the continual development and improvement of the course. Please complete the course evaluation by the posted deadline.

COURSE INFORMATION:

Required Texts:


We will also be reading articles from the *Journal of Cases in Educational Leadership.* And each of you will lead the class through at least one case study of your choice, in addition to leading a class in a Problem of Practice.

**Things you will need to bring to class:**

- **You are required to bring the course texts to class each week.**
  - Download and read any assigned course readings placed on Sakai.
  - Access to or copies of your school’s or district’s evaluation process and PD plan

**Embedded Field Experience:**

1. Create an informal observation and feedback calendar to work with one teacher for three weeks this semester. You will be responsible for sharing the work you are doing with the class weekly once we begin this assignment. You will also submit a reflective essay to the instructor. (See below for details.)

2. Create an informal observation and feedback schedule to work with one administrator over the course of the semester that must include no fewer than three (3) observations of at least 30 minutes. You will complete a short write-up of your observations and feedback and share those with the class. (See below for details.)

3. Reflecting on observations you have conducted with teachers and administrators – both for the class and in the course of your professional work, write up a professional development plan that addresses the professional needs of your current staff. (See below for details.)

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**COURSE ASSIGNMENTS AND POLICIES:**

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**Course Evaluation:**

1. Attendance, Participation, Professional Dispositions 10 points
2. Teacher informal observation and feedback* 10 points
3. Administrator informal observation and feedback* 10 points
4. Problems of Practice Presentation 15 points
5. Professional Development Plan* 10 points
6. Research Analysis 25 points
7. Final Exam Reflection 20 points

**Total** 100 points
Course and Assignment Grading Scale:

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<td>93% and above</td>
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<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>C</td>
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<td>F</td>
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DESCRIPTION OF COURSE ASSIGNMENTS

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style. **ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED.** It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. Citations are encouraged whenever the need for them might even indirectly arise. All assignments are due on the date indicated in Sakai. Adjustments to grade as a result of late submissions are wholly at the discretion of the instructor.

**Attendance, Participation, and Professional Dispositions 10 points**

Regular attendance, class preparation, and class participation are required. Communication and interaction in class on issues are essential. Further, as a necessary part of this course, candidates will be provided in-class activities wherein their analysis and their thinking processes to address these activities are an integral part of the objectives of the course. Regular attendance, preparation, and participation are therefore necessary.

Course readings are provided to candidates in advance, so candidates are expected to prepare for each class session. This preparation is a pre-condition to the class because the session’s activities assume candidates have read the material and thus, can make the necessary applications of the content to the school/district setting. *A 500-word reflection on the assigned reading for a given session will be due prior to the class and will form the basis of much of class discussion. Each reflection is worth 1 point toward your “Attendance, Participation, and Professional Dispositions” grade.*

**Teacher Informal Observation and Feedback 10 points**

Using your own evaluation materials as well as information presented in the main course texts, candidates will conduct formative teacher evaluations over a three-week period. Specifically, you will conduct three informal classroom observations of no less than 25 minutes each, followed each time by a feedback session with the teacher you observe. The goal of this experience is for candidates to practice principles of SEL-based evaluation, practices aligned with the Danielsen framework, and practices generated by the work of Heen & Stone in non-education sectors. Candidates will learn how the approach to giving and the actual delivery of feedback develops a virtuous cycle resulting in better teacher practice and better teacher-administrator relations, rooted in trust, self-knowledge, confidence and the pursuit of equity.

Candidates will write a reflective summary in a paper of these experiences, which will detail the successes and challenges of this type of principal leadership in their schools. Teacher identity is to remain confidential. Teachers will be referenced as “Teacher A.” It will, however, be helpful to know what subject(s) these teachers teach as well as his/her grade level.

These observations will be conducted consistent with your district’s Collective Bargaining Agreement. The
candidate will confer with the relevant building principal in regard to this assignment prior to beginning.

**Paper Details:**
- **Paper Length** – 6-9 pages, typed, double spaced, 12 point font, 1 inch margins
- **Components:**
  - Introduction
  - 1.5-2.5 pages summarizing observations
  - Analysis and Conclusion about experience in context of your district instrument and course texts and concepts (as appropriate)
  - Appendix including observation notes and written feedback to teacher and a copy of the relevant district instrument being used
- **Due Date** – March 7, 2020

**Relevant Standards:** ELCC 3.1, ELCC 4.1, ELCC 5.1, ELCC 5.2, ELCC 6.3 & ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6

**Administrator Informal Observation and Feedback**

Using your own evaluation materials as well as information presented in the main course texts, candidates will conduct formative administrator evaluations over a three-week period during the semester. Specifically, you will conduct three informal observations in an appropriate professional setting of no less than 30 minutes each, followed each time by a feedback session with the administrator you observe. The goal of this experience is for candidates to practice principles of SEL-based evaluation and practices generated by the work of Heen & Stone in non-education sectors. Candidates will learn how the approach to giving and the actual delivery of feedback develops a virtuous cycle resulting in better practice and better peer-administrator relations, rooted in trust, self-knowledge, confidence and the pursuit of equity.

Candidates will write a reflective summary in a paper of these experiences, which will detail the successes and challenges of this type of principal leadership in their schools. The candidate will confer with his/her direct supervisor in regard to this assignment prior to beginning this work.

**Paper Details:**
- **Paper Length** – 6-9 pages, typed, double spaced, 12-point font, 1-inch margins
- **Required Components:**
  - Introduction
  - 1.5-2.5 pages summarizing observations
  - Analysis & Conclusion about experience in context of district instrument, Heen & Stone, Ribas & Gregory
  - Appendix including observation notes and written feedback to administrator and a copy of the relevant district instrument used
- **Due Date** – March 21, 2020

**Relevant Standards:** ELCC 3.1, ELCC 4.1, ELCC 5.1, ELCC 5.2, ELCC 6.3 & ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6

**Professional Development Plan**

Based upon either the Teacher Observation & Feedback assignment or the Administration Observation & Feedback assignment develop a multi-faceted professional development plan for the staff member in question, based upon your informal observation and feedback and based on your relevant district instrument, e.g. Danielsen.
Paper Details:

- **Paper Length** – 5-8 pages, typed, double spaced, 12-point font, 1-inch margins
- **Required Components:**
  - Introduction
  - 1.5-2.5 pages identifying strengths and areas of growth for individual, based on observations in context of district instrument, Danielsen (if appropriate), and Ribas & Gregory
  - .5 identifying goals for improvement for individual, making sure to provide specific rationale for each goal tied to observations
  - 2-3 pages identifying specific plan of action to achieve goals, including timeline, resources, qualitative and/or quantitative measure of success, resources required
  - Conclusion that reflects on potential strengths or challenges of your own plan and how it was developed
- **Due Date** – April 4, 2020

**Relevant Standards:** ISLLC 3, ISLLC 4, ISLLC 5, ISLLC 6, ELCC 3.2, ELCC 3.3, ELCC 4.1, ELCC 5.1, ELCC 5.2, ELCC 5.3, ELCC 5.4, ELCC 5.5, ELCC 6.3

**Problem of Practice**

**Focuses on instructional and/or systemic issues.** Instructional or supervisory challenges that involve the interactions of principals, teachers, students, and content or the interactions of system leaders, schools, and communities that relate to school or system performance and/or community well-being.

**Is directly observable.** A problem of practice must be empirical in nature not theoretical. While theory may be used to assist in the examination of the problem, the problem itself must be directly observable from the seat of the Superintendent’s desk.

**Is actionable.** Actionable in the sense that the problem can be improved in real time. This dimension further defines the problem of practice as it extends the Directly Observable dimension; however, it is important to note all that not all problems that are directly observable are actionable from the standpoint of a Superintendent candidate at LUC.

**Connects to a broader strategy of improvement and the school’s or system’s action plan.** We see problems of practice having a reciprocal relationship with broader improvement plans. District wide improvement plans might very well assist in defining problems of practice, while the in-depth study of a particular problem may enable a school district or system realize its stated goals.

**Is high-leverage.** Solving a problem of practice would make a significant difference for student learning and/or community health. Being high-leverage is related to being actionable. Ideally, we want students to make a difference in the field as a result of their study and practice at LUC in the Superintendent Endorsement program.

**Your approach to the Problem of Practice should be formatted as follows:**

- A description of an issue—a paragraph that describes the problem, its context, and its connection to a matter of inequity, inequality, or injustice.
- Loosely following the “necessary steps” noted in the reference(s) below, please outline your steps for addressing this problem of practice. Your final presentation to class should take about 15-20 minutes and facilitate an additional 10-15 minutes of class dialogue and problem solving.
• On the date you present your Problem of Practice, you do not need to submit a weekly-response to the reading. You will be expected to have completed the reading and participate in class discussion.

**Problem of Practice References**
https://education.ucdavis.edu/general-information/problems-practice-necessary-steps
https://www.edu.uwo.ca/graduate-education/documents/professional/Problem-of-Practice-Guide.pdf

**Relevant Standards:** ISLLC 6, ELCC 3.2, ELCC 5.2, ELCC 5.4, ELCC 6.1, ELCC 6.2, ELCC 6.3

**Research Analysis 25 points**
As doctoral students, it is important that you successfully conduct your own research, even indirectly. For this class, you will complete one substantial paper that summarizes and analyzes current and relevant research on a topic of your choosing related to teacher or administrator observation, evaluation, or supervision. Your analysis should put the relevant research you review in dialogue with the main texts of this course, particularly Ribas & Gregory.

One of the goals of this assignment is to help you develop a research base for a topic important to you, in preparation for producing a literature review for a capstone project or dissertation.

**Paper Details:**
- **Paper Length** – 13-22 pages, typed, double spaced, 12-point font, 1-inch margins (not including References page)
- **Required Components:**
  - Introduction of topic and its relevance (2-4 pages)
  - An organized summary of relevant research on topic (6-8 pages)
  - An organized analysis of the relevant research, i.e. thematic or theoretical approach that frames the topic in terms of the different perspectives on the topic (3-5 pages)
  - Conclusion that identifies your perspective on current research, e.g. who is right, who is wrong, why, methodological challenges, etc. (2-4 pages)
  - References page of not less than 15 articles and/or books, book chapters
- **Due Date** – April 18, 2020

**Relevant Standards:** All standards identified as relevant to this course may be covered. A paper of this length might only cover a small handful but should do so in depth.

**Final Exam – Reflection 20 points**
A culminating paper for this class will answer the question:
“In a school setting, what components are necessary for an effective program of observation, evaluation, supervision and professional development?”

This reflection must do more than simply regurgitate readings from the semester. Rather, it should answer the question through a critical dialogue between the texts, concepts, and perspectives engaged this semester. Additionally, students are encouraged to consider the concept of equity in relation to this question.

**Paper Details:**
- **Paper Length** – 8-10 pages, typed, double spaced, 12-point font, 1-inch margins (not including References page)
Required Components:
  o Introduction of topic and its relevance (1-2 pages)
  o An organized, critical approach to relevant ideas from semester (with citations) (2-5 pages)
  o Conclusion that includes your own resolution to the tension between the relevant concepts and approaches outlined, including issues of equity if you want to approach that intersection
  o References page

• Due Date – April 25, 2020

Relevant Standards: ISLLC 3, ISLLC 5, ISLLC 6, ELCC 3.1, ELCC 3.2, ELCC 3.3, ELCC 4.1, ELCC 5.1, ELCC 5.2, ELCC 5.3, ELCC 5.4, ELCC 5.5, ELCC 6.2, ELCC 6.3

Dispositions
In addition to the incorporation of the conceptual framework, all courses in the SOE assess student dispositions. Specifically, you will be assessed for your demonstrations of your disposition toward Professionalism, Inquiry, and Social Justice. In particular your professionalism is assessed via your attendance and comportment in class sessions, particularly discussion, presentations, and “Problems of Practice” sessions. Your disposition toward Inquiry is assessed in your comportment in class discussions, e.g. how open you are to exploring new opportunities for yourself to learn about a difficult subject, namely giving and receiving feedback. Additionally, your disposition toward Inquiry is assessed in your work on your Research Analysis. Finally, your disposition toward Social Justice is assessed in terms of your comportment in class discussions, e.g. your orientation toward solutions to injustice. Furthermore, your disposition toward Social Justice is likewise assessed in terms of solutions proposed and/or considered in your mid-term reflection, your final essay, and your Problem of Practice session.

Syllabus Addendum Link. - www.luc.edu/education/syllabus-addendum/
This link directs you to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

Class Session Topics and Assignments (1.6.20 Version)

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<tr>
<th>Date</th>
<th>Ribas &amp; Gregory</th>
<th>Danielson</th>
<th>Heen &amp; Stone</th>
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