

**Department of Educational Administration**  
**College of Education**  
**The University of Texas at Austin**  
**EDA 385- School Improvement: Instructional Leadership and Development**  
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**Fall, 2007**

**Introduction**

The current accountability pressures and demands require that instructional leaders be equipped to respond to the challenges associated with providing equity and excellence in education for all children and youth. Furthermore, instructional leaders are expected to play instrumental roles in the restructuring of public schools and to collaboratively work with teachers to enhance the quality of teaching for learning. Therefore, aspiring instructional leaders must be equipped with the competencies (knowledge, attitudes and skills), and dispositions associated with instructional supervision, theory, research and professional wisdom.

Instructional supervision has become a distinctive area of specialization in the discipline and profession of instructional leadership. The literature suggests that specific approaches to provide instructional leadership for instructional quality are available employing various strategies and procedures. Furthermore, general principles of instructional leadership emphasize the need to enhance and support teacher instructional performance, to involve teachers in efforts aimed at renewing educational practices, in shared decision making, and in systematic change processes. Thus, the focus of this graduate course is on the body of knowledge, principles, problems, issues, and related topics bearing on effective instructional supervisory leadership and development.

**Purpose of the Course**

The purpose of this course is twofold. Students will gain knowledge and understandings about instructional supervision theory, goal, functions and strategies, and develop a repertoire of specific supervision models including main features and potential to enhance student learning through improved teacher's instructional performance.

**Course Objectives**

Successful completion of this course should enable students to:

1. Identify the scope of instructional supervision as an important dimension of instructional leadership and development.

2. Distinguish the roles, main functions and responsibilities of the instructional supervisor/leader.
3. Reflect on and write their own personal school leader educational platform.
4. Describe the main features, process, and potential of various supervision models.
5. Develop the capacity to work with teachers in a collaborative way in order to achieve excellence for all students.
6. Analyze instructional situations and propose solutions based on “best practice” criteria.

### **Prerequisites**

It is assumed that students have teaching experience at different grade levels (or other appropriate experience). Therefore, they are expected to have knowledge of curriculum, teaching and learning in both theory and practice. This seminar will also build up students' background and experience from previous learning which they will apply as they assume school leadership roles in different school settings.

### **Course Format**

This class will be conducted as a graduate professional seminar. Each session will focus on one or two pre-arranged topics and/or presentations. Students' readings and other assignments will be designated for each session. Discussions and questioning as well as sharing of sources and experiences will be important parts of most sessions. Further, student-led collaborative teams will guide the study of specific supervision models. The following source will be utilized as required reading:

**Sergiovanni, T. & Starratt, R. (2007). Supervision: A Redefinition. 8<sup>th</sup> Edition, New York, NY: McGraw-Hill Companies, Inc.**

Students are expected to read the material thoroughly as assigned. Further, it is expected that they will make use of concepts/ideas in class discussions, and provide illustrations of the various concepts.

### **General Calendar of Topics and Activities**

<b>Session</b>	<b>Date</b>	<b>Topic/Assignments</b>
1	9/4	General introduction to the class and the study of instructional supervision as a dimension on instructional leadership.

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|----|-------|---|
| 2  | 9/11  | A Framework for Supervision<br>Sources of Authority for Supervisory Leadership<br>(Sergiovanni and Starratt, Ch.1, 2)                         |
| 3  | 9/18  | Supervising the Learning Community<br>Supervision As Moral Action<br>(Sergiovanni and Starratt, Ch 3 &4)                                      |
| 4  | 9/25  | Educational Platform<br>(Sergiovanni and Starratt, Ch 5)  |
| 5  | 10/2  | Teaching and Learning<br>Developing Teacher Leadership<br>(Sergiovanni and Starratt, Ch 6 and 8)  |
| 6  | 10/9  | Classroom Supervision and Evaluation: Perspectives for Practice<br>Using Standards in Supervision<br>(Sergiovanni and Starratt, Ch. 9 and 10) |
|    |       | <b>School Leader Educational Platform due</b>   |
| 7  | 10/16 | Clinical Supervision and Coaching<br>Motivation, Satisfaction, and the Teachers' Workplace<br>(Sergiovanni and Starratt, Ch. and 12 and 15)   |
| 8  | 10/23 | School Climate, Culture and Change<br>Supervision and the Renewal of Schools<br>(Sergiovanni and Starratt, Ch. 16 and 17)                     |
|    |       | The Educator Code of Ethics and Instructional Leadership<br>Dr. Trinidad San Miguel   |
| 9  | 10/30 | <b>Mid Term Review</b>  |
| 10 | 11/6  | * Cognitive Coaching as supervision: Providing assistance for<br>teachers' individual development<br><b><i>Team presentation</i></b>          |
| 11 | 11/13 | *Mentoring: Meeting teachers' instructional performance needs<br><b><i>Team presentation</i></b>  |
| 12 | 11/20 | * Peer/Collaborative Supervision: Working together to enhance<br>teaching and learning<br><b><i>Team presentation</i></b>                     |

13	11/27	* Action Research: Enhancing teacher instructional effectiveness and student academic success <i>Team Presentation</i>
14	12/4	* Portfolio: Showcasing teachers' instructional performance <i>Team Presentation</i>
15	12/11	Closing session

### **Student Responsibilities and Evaluation Criteria**

<i>Responsibility</i>	<i>Percentage</i>
1. Attend all scheduled sessions and actively engage in class discussions.	15
2. Present in class a supervision model, based on in-depth study of the pertinent literature and supporting research.	30
3. Complete a mid term review in class.	30
5. Develop and submit a personal school leader educational platform.	25

### **Grading Criteria**

Grades will be assigned using both qualitative and quantitative estimates. Assignments will be discussed in class to assure understanding of expectations and to make explicit the criteria for acceptable work. Students must attend all sessions, participate in class discussions and complete all assignments in a timely fashion.

A grade of "Incomplete" should be avoided. Such symbol, approved for exceptional circumstances, will be changed to "B" when all assignments are completed. The final grade for each student will be determined according to the following scale: 100-95 = A, 94-90 = B, 89-85 = C; and the professional merit they deserve.

### **Honor Code:**

"The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honest, trust, fairness, and respect toward peers and community."

### **Selected References**

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Calhoun, E. F. (1993). Action research: Three approaches. Educational Leadership, October.

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- Daresh, J.C. (1989). Supervision as a proactive process. New York: Longman.
- Glanz, J. (1998) Action research: An educational leader's guide to school improvement. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Glathorn, A. (1984). Differentiated supervision. Virginia: ASCD Publications.
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- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. (2005). The basic guide to supervision and instructional leadership. Boston, MA: Pearson Education Inc.
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- Hunter, M., & Russel, D. (Copyright Pending). Mastering coaching and supervision. El Segundo, CA: TIP Publications.
- Kise, J. A. G. (2006). Differentiated coaching: A framework for helping teachers change. Thousand Oaks, CA Corwin Press
- Olivia, P.H. (1993). Supervision for today's school (4th. ed.). New York: Longman.
- Ovando, M. N. (2000) Collaborative supervision: Implications for supervision research & enquiry. In Glanz J. & Behar-Horenstein, L.(Eds.) Paradigm debates in curriculum and supervision: Modern and postmodern perspectives, Westport, CT: Bergin & Garvey, 108-125.
- Ovando, M.N. & B.M. Harris (1992). Collaborative Supervision and the Developmental Evaluation of Teaching Journal of School Administrators Association of New York State, 23(1).
- Ovando, M. N. (1995). Enhancing teaching and learning through collaborative supervision People and Education, 3(2).
- Pajak, E. (1989). The central office supervisor of curriculum and instruction. Boston: Allyn & Bacon.
- Pajak, E. (2000). Approaches to clinical supervision: alternatives for improving instruction.

Norwood, MA: Christopher-Gordon Publishers.

Whitaker, T., Whitaker, B., & Lumpa D. (2000). Motivating teachers: The educational leader's guide for building staff morale. Larchmont, NY: Eye on Educational Administration

### **Related Journals**

Educational Leadership, ASCD  
Phi Delta Kappa  
Journal of Curriculum and Supervision  
Scholar-Practitioner Quarterly  
Electronic Journal: Wingspan: Pedamorphosis Communiqué

### **Presentation of Supervision Model**

This presentation will be a team effort\* and it should address the following:

1. Historical background/development of the specific supervision model
  2. Definition and basic foundation of the supervision model
  3. Main features, processes, stages, etc.
  4. Advantages and disadvantages
  5. Supporting evidence as reflected in the pertinent research literature
  6. Implications for the role of the instructional leader
  7. Questions and references for further study
- \* Team Responsibilities (member's name and specific contributions must be specified)

### **Personal School Leader Educational Platform**

Your school leader educational platform will be submitted in a speech format to be delivered at a "Back to School Night" function. It should reflect your own educational beliefs and values. You may use Sergiovanni and Starrat ideas as a guide.

### **Other Information**

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