Henderson State University
Teachers College
Department of Advanced Instructional Studies
Educational Leadership

A. Course Title: EDL 6223 Supervision and Educational Leadership - Online

B. Catalog Description:
Supervision and Education Leadership. The philosophy, administration, and practice of supervision for the improvement of instruction on the elementary and secondary levels within the framework of democratic education. The course will alert and inform the prospective school administrator to the historical perspective of required supervisory duties and will aid in developing a personal supervisory philosophy and theory.

C. Purpose:
To develop educational leaders who promote the success of all students by facilitating the development, articulation, and implementation of managerial skills that will promote student achievement. Emphasis will be placed on supervisory practices, teacher observational skills, and promotion of professional development within the educational environment.

D. Required Text:
ISBN: 978-1-4166-0517-1 – The text may be acquired at the HSU bookstore or from other resources. The suggested price is about $22.00.

E. Conceptual Framework:
The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. Mission Statement:
The HSU Educational Leadership program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the district level leader licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district level administrator.
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 Dispositions:
• We are professionals.
• We value diversity.
• We are fair to all students.
• We have a sense of efficacy.
• We care for students and their families.
• We are reflective.

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

**H. Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal—*from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

**I. Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you to do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

**J. Objectives:** Candidates will gain an understanding of the ELCC, ISLLC, and NETS A standards through the material used throughout this course.

**K. Methodology:**
- This course will be offered by a combination of web-based activities and online learning tools. Students will be required to use ANGEL Online Learning offered by HSU. Students are required to learn the concepts through diligent reading of the specified materials, getting involved in the discussion boards, completing assignments and activities, attending required class meetings, and seeking assistance when necessary. The instructor facilitates the course by providing readings, practice problems, discussion board questions and responses, additional resources, links to appropriate websites, feedback on assignments/activities and opportunities to discuss and review in class. In addition, students may be required to design web pages, create presentations, learn and teach Web 2.0 tools, and participate in assignments/activities as requested by the instructor.
- Develop school supervisors who interact with teachers, students, parents and community members in ways that create a school culture that focuses on learning.
- Introduce supervisory practices and processes which will promote teacher professional development, resulting in quality instruction.
- Provide base knowledge and skills for supervisors to mentor and coach teachers who are at various stages of professional development.
- Study the historical context for the supervision process.
- Introduce theoretical foundation for supervisory practices within school organizations and principles and skills that contribute to effective collaboration with teachers.
- Provide an introduction to supervision as a field of study and the school as a learning organization, with an examination of the change in the supervisor as a leader.
- Reinforce the notion that a variety of models of supervision exist from which supervisors may select as they work collaboratively with teachers.
- Emphasize instructional planning and implementation and on the role of the supervisor in facilitating quality teaching and learning.
- Focus on fostering reflection to assist educators as they become more collaborative in participating in school improvement efforts, supporting teacher professional development, and making decisions that promote instructional change.
- Understand the process by which schools become learning organizations through planning (curriculum development), the delivery of instruction (teaching), and the assessment of teaching (continuous growth and development).

**L. Field Experience Requirements:**
- Candidates are required to analyze the activities of the principal evaluation process and write an analysis of the supervisory skills used by the principal before, during and after an evaluation to ensure ethical practices. (ELCC 5.3, 7.0) In the supervisory report, candidates will evaluate the development of the school vision and the leader’s ability to encourage the faculty member in supporting and implementing the school vision. (ELCC 1.1., 1.3.)
• Candidates are required to analyze a district's policy on evaluation and related instruments and reflect on the integrity and fairness of such policies. (ELCC 5.1, 5.2, 6.0)
• Candidates must interview a classroom teacher about the effectiveness of TESS from their point of view.
• Other assignments as provided by the instructor.

M. Course Requirements and Evaluation Procedures

Portfolio: A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective ethical practice, critical thinking, and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The portfolio can be either hard copy and/or digital.

N. Portfolio Artifacts from this course include (optional assignments from the instructor):

1. Candidate must write personal Philosophy of Supervision in Educational Leadership to demonstrate their ability to assist school personnel in understanding and applying best practices for student learning. (ELCC 2.3.a) In preparation for writing the philosophy, candidates will revisit the school vision and the Code of Ethics. (ELCC 1.1)
2. Case Study — Candidates may be asked to review case studies for application of concepts and theories in order to develop further their proficiencies related to knowledge, dispositions, and skills for principals. ELCC 2.2.a)
3. Article Reviews—Candidates may be required to do article reviews that address specific topics on clinical supervision and teacher evaluations to demonstrate the ability to utilize current information and technology to enrich supervision instructional practices as well as application of these practices for school improvement. Article Review format is prescribed. (ELCC 2.2.c)
4. Candidates will be exposed to the overall Teacher Evaluation (TESS) process and will demonstrate the ability to utilize the strategies (i.e. observations, collaborative reflection, and adult learning strategies) to enhance professional growth plans. (ELCC 2.4.b.)
5. Candidates may be asked to develop and analyze personal growth plans in a class exercise. These plans are discussed and paralleled to best practices and research. (ELCC 2.4.c)

O. Course Evaluation:

• Evaluation Policy
The EDL program is performance-based. The candidate will be required to demonstrate proficiency in each competency outlined in the ISLLC, ELCC, and NETS A standards. Deviation from established requirements could impact the student’s performance on assessments for licensure. All assignments are to follow the APA format and/or HSU’s degree program requirements.

1. Selected artifacts will become a part of the student’s program portfolio.
2. Rubrics may be used to assess quality of certain assignments.
3. All assignments are to be turned in by specific due dates or total points may be reduced at the discretion of the instructor.

4. Grading Scale:
   A – 90% - 100%: B – 80% - 89%: C – 70% - 79%: D – 60% - 69%: F – below 60%
Incomplete – “I” may be used in case of situations that arise that are out of the control of the student and/or instructor. “I” will be used when determined that it is in the best interest of the student as deemed appropriate by the instructor. It is the candidate’s responsibility to acquire the proper paper work to be issued an “I” for any circumstances.

• Methods and Procedures
Instruction in this course will consider research dealing with adult learners, while the role of the instructor will be one of coach/facilitator. A multi-strategy approach will be used in the delivery of the course including lecture, resource speakers, class discussion, and media, as well as individual and group activities.

• Make-up policy
Any requirement not completed must be made-up in a timely manner, but only with the professor’s permission and before the end of the course. It is the candidate’s responsibility to meet with the instructor to make arrangements for completing any work missed. All assignments are related to the competencies set forth for this course; therefore, it is required that they be completed at an acceptable level of performance.

- **Flexibility Clause**
  The professor has the right to make changes in the course requirements and in the syllabus as need arises. Changes will be conveyed to the students in a timely manner.

- **Exit Portfolio:** A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards one through five.

- **ACTION RESEARCH STATEMENT**
  All MSE degree candidates, building level leader program of study candidates and curriculum administrator program of study candidates are required to carry out an Action Research Project—Impacting Student Achievement.

  The candidate will identify a student achievement need, plan and implement an intervention, and measure the impact of the intervention on improving student achievement.

  The research will be conducted throughout the candidate’s program of study and the results will be presented at the end of the candidate’s internship (EDL 6533 Leadership Internship, EDL 6653 CPA Internship for Special Education Supervision, or EDL 6643 Internship for Curriculum Specialist).

  Steps for the Action Research Project:
  1. Instructions for Action Research Project given during Fall or Spring Orientation.
  2. Action Research Proposal and Advisor’s approval during first semester of a candidate’s program.
  3. Advisor monitors candidate’s progress throughout the program.
  4. Midway Review by Faculty Committee after 12 hours for Program of Study candidates or 15 hours for MSE degree candidates.
  5. Advisor monitors candidate’s progress throughout the program.
  6. Advisor checks and gives final approval during internship semester.
  7. Action Research results presented to Faculty Committee at the end of the candidate’s Internship.

- **Rubrics:** The students will be graded by rubrics for their presentations, their critical analyses of an outside reading and their projects. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

**P. Attendance Policy:** Attendance and participation in this class is essential for its success, not only for each candidate, but also for the class as a whole. Candidates should plan on attending and participating in each class unless prevented by circumstances beyond their control. Candidates must communicate with the instructor to be granted permission to miss class and any makeup work or missed material is solely the responsibility of the candidate.

**Q. Student Handbook Policy:** Henderson State University complies with federal and state legislation that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744, 1100 Henderson Street, Arkadelphia, AR 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu. Should a candidate deserve special accommodations due to a disability, the student should contact the University Office of Disability Services and provide documentation to the professor immediately.

**R. Academic Honesty:** Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.