

WASHBURN UNIVERSITY
Department of Education
Supervision and Staff Development
Syllabus and Course of Study
Fall 2006

INSTRUCTOR

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OFFICE HOURS

Monday 3:30—5:30 pm
Wednesday 3:30—5:30 pm.
Thursday 3:30—5:30 pm
Other times by appointment
Class Time: 5:30—8:30 pm

TEXT

Glickman, Carl D., Stephen P. Gordon and Jovita M. Ross-Gordon, *SuperVision And Instructional Leadership: A Developmental Approach*, (Seventh Edition). Needham Heights, MA: Allyn and Bacon, 2006

Related Articles distributed in class Assigned Periodical and Web Reviews

MISSION OF THE UNIVERSITY

Washburn University shall prepare qualified individuals for careers, further study and life long learning through excellence in teaching and scholarly work. Washburn University shall make a special effort to help individuals reach their full academic potential.

Washburn University Board of Regents,
1999

HOW THIS COURSE FITS INTO THE CONCEPTUAL FRAMEWORK

Effective practice as a supervisor is often determined by the ability to combine clinical supervision skills with an assessment of the staff member's stage of development. Both technical and personal skills are required. Participants will demonstrate the ability to develop and apply a framework for supervisor processes as a function of the supervisor's knowledge and skill.

Participants will be expected to acquire a functional knowledge base from which to apply effective supervisory practices. The ability to conceptualize a supervisory framework for the supervisory process that focuses on maximizing

the employee's potential, especially the potential for self-growth, is a requirement. The ability to analyze a situation, to apply knowledge to real life situations and reflect on the outcome is expected. Reflective practice on self, teaching and learning, methods and materials, and assessment is addressed in the course goals and objectives, the scheduled activities and the assignments.

COURSE GOALS

1. To develop an understanding of the unique role of individual personality and its relation to supervision.
2. To develop a conceptual understanding of the role of behavior related to supervision of adult learners.
3. To convey specific clinical techniques which will enhance the ability to reflect on behavior and thereby achieve growth in the use of effective practices.
4. To convey a conceptual understanding of professional development and curriculum development to achieve enhanced supervisory performance.
5. To develop a conceptual understanding of the role of formative and summative supervision in the growth and improvement of teaching.

COURSE OBJECTIVES

1. To develop a conception of supervision as a reflective practice that enhances self-growth of the supervised employee.
2. To develop the ability to reflect on one's personal characteristics through their influence on supervision.
3. To develop the ability to reflect on the compelling and constraining attributes of models of supervision.
4. To develop practical technical skills appropriate to supervision of adult learners.
5. To develop a model for change and school success.

EVALUATION OF COURSE WORK

GRADING PROCEDURE

The following are components for successful completion of the course:

Satisfactory completion of the NCATE Standards requirements below, and:

Participation in assigned role-plays	05%
Completion of a mid-term examination	15%
Completion of the final examination	15%

Completion of assigned critical reviews	05%
Completion of clinical supervision profile	10%
Completion of classroom presentations	10%
Completion of personal Supervisory Platform	10%
Completion of personnel development strategies	10%
Documentation of Standards-related events	10%
Completion of ethics statement	10%

KSDE/NCATE STANDARDS FOR SUPERVISION AND STAFF DEVELOPMENT

KSDE/NCATE Standard 1

Knowledge/Performance

The building level administrator has an understanding of effective communication

Skills:

Demonstration understanding of communication skills through simulations and case investigations.

The building level administrator has an understanding of effective consensus building and negotiations skills:

Simulation activities introducing consensus-building skills to group.
Simulation using negotiation skills.

KSDE/NCATE Standard 2

Knowledge

The building level administrator understands adult learning and results-based professional development models:

Test on terms and definitions related to results based professional development

Performance

The building level administrator designs results-based professional growth activities aligned with curriculum and designed to increase student achievement:

Project: results-based professional growth plan with activities aligned with curriculum and design to increase student achievement.

Development of a Supervisory Platform.

KSDE/NCATE Standard 3

Knowledge

The building level administrator demonstrates knowledge of instructional environments indicating assets for promoting effective instruction:

Providing options for Developmental Supervision:

- Clinical supervision
- Collegial supervision
- Self-directed supervision
- Informal supervision
- Supervisory style

Demonstration of Clinical Supervision Model

KSDE/NCATE Standard 5

Knowledge

The building level administrator has knowledge of the role of education and leadership in a modern society:

Critical review of educational influences on the modern world with in-class discussion.

The building level administrator has knowledge of and values the diverse school community and can identify the diverse population elements in their school community:

Presentation demonstrating procedure for identifying diversity in the school community.

The building level administrator understands professional codes of ethics.

Written analysis of code of ethics for administrators

SCHEDULE OF TOPICS AND READINGS

Monday

August	21, 2006	Course orientation; SuperVision
	28	A Supervisory Framework
September	04	Supervisory Practice & Reflections on Schools
	11	Behavior & Development
	18	Control & Informational
	25	Clinical Supervision
October	02	Mid-Term;
		Supervising the Learning Community
	09	Walking Through Models

	16	Theory and Practice
	23	Assessing and Planning & Observing Skills
	30	Collaborative & Nondirective Behaviors
November	06	Direct Assistance & Evaluation
	13	Group Development; Professional Development
	20	Change and School Success;
	21	Center of Inquiry
December	04	Returning to Our Core
	11	Final Examination

WEB REFERENCES

Association of Supervision and Curriculum Development

<http://www.ascd.org/portal/site/ascd/index.jsp/>

American Association of School Administrators (AASA) <http://www.aasa.org/>

American Association of School Personnel Administrators

<http://www.aaspa.org/>

National Staff Development Council <http://www.nsd.org/>

The Wallace Foundation <http://www.wallacefoundation.org/WF/>

Kansas State Department of Education (KSDE)

<http://www.ksbe.state.ks.us/Welcome.html>

Kansas Association of School Boards <http://www.kasb.org/main.html>

United School Administrators—Kansas (USA-KS) <http://www.usa-ks.org/>

STUDENT INFORMATION

Students with Disabilities

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, and Braille materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 150
Phone: 785-670-1629 or TDD 785-670-1025
E-Mail: student-services@washburn.edu

Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

Center for Undergraduate Studies and Programs (CUSP)

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Center for Undergraduate Studies and Programs (Office of Academic Advising, Educational Opportunity Program, and Office of Career Counseling, Testing and Assessment) is available to help students either directly through academic advising, mentoring, career counseling, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact CUSP in Morgan 122, 785-670-1299, advising@washburn.edu.

Academic Misconduct Policy

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult

www.washburn.edu/copyright/students. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to:

www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Official E-Mail Address

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click on save changes. This will complete the process of forwarding your Washburn e-mail.

Withdrawal Policy

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course. For short-term or summer course deadlines, please check the appropriate Semester/Session Course Bulletin Web Site (www.washburn.edu/schedule)