Course Description

This course will concentrate upon the need to provide a supportive environment for providing supervision to all professional employees. The approach will be developmental, and students will demonstrate how to select from among a range of supervisory techniques that are most appropriate for specific situations. Multiple venues will be used for instruction. Text, discussion, electronic reserve articles, and video streaming will provide interest, as well as, simulations for applying evaluation skills.

Rationale

The USD Reflective Decision-Making model for preparing educators provides the framework supporting the School of Education professional programs. Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical, ethical, and professional knowledge. The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

The purpose of this course is to prepare graduate students to assume the role of instructional supervisor within their position as elementary, middle, or high school principal, school superintendent, supervisor, department head, or director. Emphasis in this course is on motivation and the improvement of instruction.
Textbooks & Required Web Site Registration

The textbooks adopted for this course are:

**HANDBOOK FOR ENHANCING PROFESSIONAL...**

**REQUIRED**

*By DANIELSON*

- **EDITION:** 08
- **PUBLISHER:** ASCD
- **ISBN:** 9781416607090

**SUPERVISION+INSTRUCTIONAL LEADERSHIP**

**REQUIRED**

*By GLICKMAN*

- **EDITION:** 10TH 18
- **PUBLISHER:** PEARSON
- **ISBN:** 9780134449890

The books listed above for this course can be purchased from Barnes and Noble at the University of South Dakota: call 605-677-6291 or email bn@usd.edu.

Students will participate in classroom evaluations via the website Educational Impact. You will be required to register for on-line video streaming at about midterm. The cost is $50.00. We will register as a group later in the semester and specific registration directions will be posted in Course Content as well as being emailed to you.
## Course Objectives/Outcomes – Standards – Assessment

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standards/Codes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational leaders will develop the ability to support, develop, and retain effective and caring educators</td>
<td>NELP 7.1</td>
<td>Class discussions, exams</td>
</tr>
<tr>
<td>Educational leaders will be able to implement research-anchored systems of supervision and evaluation promoting collective accountability</td>
<td>NELP 7.4</td>
<td>Video assessments</td>
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<tr>
<td>Educational leaders will enact the professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance in supporting the professional growth of personnel.</td>
<td>NELP 2.1</td>
<td>Class discussions, final exam</td>
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<tr>
<td>Demonstrate the use of appropriate motivational techniques and protocols in support of the well-being of each teacher</td>
<td>NELP 1.2, 1.4, 3.1</td>
<td>Class discussions, exams, and papers.</td>
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<tr>
<td>Demonstrate the capability to evaluate the moral and legal consequences of supervision and evaluation decisions</td>
<td>NELP 2.2</td>
<td>Class discussions, exams video assessments</td>
</tr>
<tr>
<td>Demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures, and decisions for supervision and evaluation that are fair, respectful, and consider culture and context.</td>
<td>NELP 3.1</td>
<td>Class discussions, exams, video assessments</td>
</tr>
</tbody>
</table>

## Instructional Methods and Activities

**Online Instruction**

This course will be presented over the Internet using the D2L program as provided by the University of South Dakota. If this is your first online course at the University, I would suggest that you review the new [CDE Online Orientation Guide](#) for online learning for valuable information to help you be successful as an online learner.
You will participate in weekly discussions, review videos and take assessments based upon the video content, prepare written reflections, and complete a mid-term and final evaluation. You will also be asked to arrange to observe a colleague using the Danielson instrument and transcribe your follow up feedback for the evaluation.

**Technology.** Desire 2 Learn (D2L) will be the course management software for this course. The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook document in the Getting Started widget on the course homepage.

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The instructional methods for the course include lecture notes, collaborative discussions, collaborative activities, readings, reflective essays, a mid-term, and a culminating improvement plan using the Danielson model for teacher evaluation.

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**Course and University Policies**

**University Policies**

**Academic Integrity**

The University of South Dakota considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The University supports the imposition of penalties on students who have been adjudicated to have engaged in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook, and South Dakota Board of Regents policy 2-33 www.sdbor.edu/policy/Documents/2-33.pdf.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment;
b. Allowed to rewrite and resubmit the assignment for credit;
c. Assigned a reduced grade for the course;
d. Dropped from the course;
e. Failed in the course.

**Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

**Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

**USD’s drop or withdrawal from course policy.**

This course begins on **Monday, January 7, 2019** and ends on **May 3, 2019**. The last day to drop the class and receive a **100% refund is Wednesday, January 16, 2019**. Again, dropping the course after January 16, 2019 means that the student is fully financially responsible for the course in the event of a “drop,” whereby some credits remain for the semester, or are partially responsible for the course in the event of a “withdrawal,” whereby all credits for the semester are dropped. The latter is based on the date of the
withdrawal. The last day to drop the class with a grade of “WD” is Monday, April 11 2019. Faculty members have the right and responsibility to drop a student from the course if the student is not responding, progressing, or participating.

Assessments

Discussion Board – Your reflections are to be posted in the Discussion Board. Each student is expected to supply two actions in this discussion board. The first expectation is to post your reflection by midnight on Thursday the week the module is presented. The second expectation is to respond to the posted question of at least two of the students in your group. These responses need to be completed by midnight on Sunday of the week the module is presented. The responses to your fellow students need to be of a substantive nature, adding to what was said, challenging the comment with rationale or agreeing with comments and rationale. As in all communication, there is certain etiquette when discussing online. These are referred to as Netiquette expectations. For example, do not use sarcasm, keep the discussion professional, and read questions and postings carefully before responding. Other tips can be found in the Continuing Education Online Orientation document.

Mid-term assessment—teacher observation and pre/post conference feedback script

Final project—teacher instructional improvement plan with conference script & documentation template

Contact Information - Please do not hesitate to contact me at any time if I can help you in any way. The email to reach me the quickest is Tanya.Rasmussen@k12.sd.us since I work full time for Harrisburg Schools. Please email me FROM your coyotes email (NOT D2L) as I can’t respond if you send from D2L unless I am logged into D2L.

Please know that the South Dakota Board of Regents has adopted an internal emailing system through Desire2Learn (D2L). These email addresses end with @d2l.sdbor.edu. Since this is an internal emailing system you cannot send emails from your @d2l.sdbor.edu to email addresses that end in @gmail.com or @usd.edu or @k12.sd.us. If it is an issue to constantly check your @d2l.sdbor.edu account, then you should add a forwarding option within @d2l.sdbor.edu so you will be immediately notified when you receive an email.

Technical Problems - Most technical problems experienced by students can be solved through conversation with the USD Computer Center Help Desk. This office can be reached at #605-677-5028 or by emailing helpdesk@usd.edu. The Continuing Education Online Orientation Guide will provide assistance regarding technology requirements.

Reflective leaders are skilled educators whose practices and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision-making engages administrators in cycles of thought and action based on theoretical and professional knowledge. The Division of Educational Leadership is committed to preparing reflective leaders.
As professionals and students, you are expected to read, understand, and abide by all policies and procedures outlined in this syllabus, as well as those in the Online Student Handbook, which can be accessed from the “Getting Started” widget on the course homepage. The latter contains important information about the various support services available to online students.

In terms of time commitment, the South Dakota Board of Regents (SDBOR) defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out-of-class, student work. It is expected that you will spend at least 9 hours of preparation each week (3 per credit).

EDAD 714, through intentional assignment, will prepare leaders to address the following objectives and their related NELP Standards:

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<tr>
<td>Identify the beliefs already held about evaluation and supervision.</td>
<td>NELP 7.4</td>
<td>Class discussions, Class Project</td>
</tr>
<tr>
<td>Compare and contrast evaluation procedures in various school districts.</td>
<td>NELP 7.4</td>
<td>Class discussion</td>
</tr>
<tr>
<td>Identify appropriate research based instructional strategies in a simulated videotaped lesson and formulate critical feedback for the instructor using Charlotte Danielson’s model</td>
<td>NELP 7.4, 2.1, 2.4</td>
<td>Mid-term paper</td>
</tr>
<tr>
<td>Design an improvement plan for a teacher who demonstrated target areas for improvement</td>
<td>NELP 7.1, 7.2, 7.3, 7.4, 2.1, 2.2, 2.3, 2.4</td>
<td>Final Class Project</td>
</tr>
</tbody>
</table>

**Course Policies**

**Grading Scale**
- 90%-100% := A
- 80%-89% := B
- 70%-79% := C
- 60%-69% := D
- 50%-59% := F
**Feedback and Turnaround Time** - I will respond to your emails within 48 hours during the week if you email FROM an email other than D2L. If you need immediate assistance, you can call or text me at 605-201-7768. You will receive feedback on assignments and discussion questions within approximately one week the due dates.

**Assignment Due Dates** - Assignments will be corrected in **one week** and feedback will be sent to you through email for most assignments. The expectation of this course is that each student will complete the work associated with the course at the times noted in the syllabus. If you find that getting the assignment in on time would not be possible due to circumstances beyond your control, contact me immediately to make alternative arrangements.

**Late Work** - Late work will not be accepted. Success and learning in this course depends on acquiring, digesting, and discussing the course content within the structured sequence of the course. To turn work in late sacrifices that learning opportunity. Work extensions will only be provided when pre-arranged with the instructor, and is contingent upon instructor or university approval.