



COLLEGE OF EDUCATION AND PSYCHOLOGY
School of Education

Course Prefix and Number	EDLR 5311.560
Course Title	Instructional Leadership & Supervision
Session	Summer 2020
Credit	3 hours
Course Meeting/Room	Online
Office Hours	by Appointment
Instructor	Steven Wurtz, Ed.D. swurtz@uttyler.edu (469)608-0025

Catalog Description

Aspiring school principals examine instructional leadership, professional development, and methods of supervision. The course includes the study of the observation and coaching cycle to promote teacher growth, and research-based instructional practices to expand the aspiring principals' instructional leadership skills.

Student Learning Outcomes

The student will be able to:

- Identify the components of an effective professional development plan. (Texas Principal Standards 1 & 5)
- Differentiate between evaluation and supervision and how to use the supervision process to enhance the faculty's instructional practices (Texas Principal Standard 2)
- Design supervisory conferences to support teachers' in their professional growth while using observation data to reinforce and refine teachers' craft. (Texas Principal Standards 1 & 2)
- Identify best instructional practices through the study of multiple instructional models. (Texas Principal Standards 1 & 5)
- Understand their own instructional beliefs and advocate for the implementation of instructional models conducive to student learning. (Texas Principal Standards 1 & 2)
- Analyze and utilize data to drive their decisions as instructional leaders. (Texas Principal Standards 1 & 2)

[Click here](#) for a copy of the Texas Principal Standards.

Course Topics

Module 1	Introduction to Instructional Supervision Texas Teacher Evaluation and Support System Overview
Module 2	The Developmental Supervision Conference Observation Data Collection
Module 3	Supervision and Evaluation Unpacking the Standards & Student Engagement
Module 4	Meaningful Feedback & Reflection Questions Bloom's Taxonomy Depth of Knowledge
Module 5	Differentiated Supervision Differentiated Instruction
Module 6	Building Capacity & Trust Lesson Cycle Collaborative Learning
Module 7	Shared Vision & Clear Expectations Data Informed Instructional Leadership

Last Day to Withdraw from this course: **July 9, 2020.**

Course Requirements

Discussion and Participation	25%
Assignments & Quizzes	25%
Midterm Exam	25%
Final Exam	25%

For details about weekly assignments and due dates refer to the assignment schedule.

Course Grading

A	90-100% of points
B	80-89% of points
C	70-79% of points
D	60-69% of points
F	below 59.9% of total points

Required Textbooks

- Hickey, W. & Oliveras-Ortiz, Y. (2017). *Proficient to distinguished: Mastering the T-TESS*. Dubuque, IA: Kendall Hunt.
- Zepeda, S. (2017). *Instructional supervision: Applying tools and concept. 4th Edition*. New York, NY: Routledge.

Recommended Textbooks (not required)

- Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin Press.
- Knight, J. (2018). *The Impact Cycle*. Thousand Oaks, CA: Corwin Press.

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria.

Written assignments that require the student to redo and resubmit will be adjusted by 10%.

There is no extra credit work. However, students may choose to resubmit written assignments if they are not satisfied with their grade. If a student chooses to resubmit a written assignment, the student may earn up to **90%** of the points. There are no retakes for quizzes, the midterm or the final exam.

All assignments must be submitted by date listed on the assignment schedule. Given the challenges that come with being a full-time educator while going to graduate school, each student has a **one-time** two-week grace period. The student has two options when using the one-time two-week grace period.

- a. Submit the quiz and written assignment for ONE module up to two-weeks late without penalties. OR
- b. Submit the quiz and assignment for TWO modules up to one-week late each without penalties.

The student must contact Dr. Wurtz to inform him that he/she will be using a “late pass”. If a written assignment is due and a “late pass” will be used, a note should be included with the assignment. It is the student’s responsibility to keep track of due dates and keep Dr. Wurtz informed of any conflicts that result in late submissions. Failure to notify Dr. Wurtz that a “late pass” will be used will result in a late submission penalty as explained below.

Once the **one-time** two-week grace period has been used or if the student does not notify Dr. Wurtz when using a “late pass”, assignments will receive a 10% late submission penalty per week. If the assignment is more than a week late, an additional 10% will be deducted per week.

The “late passes” may **not** be used for the class discussions. To receive credit for the class discussions, the student must participate on time.

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and group assignments is a substantial part of your grade in this course. You will note that your original post to the class discussions will be due first while your response to your classmates will be due later in the module. This structure will ensure we can engage in meaningful conversations about instructional supervision. If you wait until Friday evenings, when the assignments are due, to complete the required readings and watch the lecture videos, you will not be successful in this course. Each module will be open at least 2 weeks prior to the due date to facilitate the required group participation. Please plan accordingly.

Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at swurtz@uttyler.edu. Please note that this is not a Patriots email address.

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to email within a few hours but given other commitment and responsibilities, my goal is to respond to emails sent during the week within 24 hours. While I try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning.

My preferred method of communication is **email**; I'm not always able to answer your phone calls.

Written Assignments, Quizzes & Exams

Some of the written assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments as well as all quizzes and exams are **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards](#): The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).